

Reclaiming Our LEGACIES, Conceiving Our FUTURES:

The Spirit of Sankofa for Literacy Research and Pedagogy



National Reading Conference
57th Annual Meeting

November 28–December 1, 2007 • Austin, TX

Dear NRC Colleagues and Friends of Literacy,

We are ever so pleased to extend to you a warm NRC welcome to Austin, Texas and the 2007 annual meeting of the National Reading Conference. Across our time together this week we will learn of the latest research and theory in the literacy field. Of course, you will have wonderful opportunities to connect with old friends and meet new ones as well.

Patricia A. Edwards, your NRC President, will deliver her address on Wednesday afternoon. Her topic is ever so important in today's pedagogical milieu, "The Education of African American Students: Voicing the Debates, Controversies, and Solutions." We can learn much from Dr. Edwards about this topic. Both the Student Research Award and the J. Michael Parker Award will be presented at this session. Of course, as is NRC tradition, after the address we will have the opportunity to join President Edwards at the annual Presidential Reception.

On Thursday morning we invite you to join us for the Oscar S. Causey Address. Michael L. Kamil, the winner of the Oscar S. Causey Award for 2006, will deliver a presentation on "How to Get Recreational Reading to Increase Reading Achievement." Preceding this anticipated presentation, Annemarie Sullivan Palincsar will announce the winner of the Oscar S. Causey Award for 2007.

David C. Berliner, Regents' Professor of Educational Leadership and Policies Studies at Arizona State University, will deliver the first plenary session on Thursday afternoon. The topic of David's presentation is "How High-Stakes Testing Inevitably Corrupts Our Indicators and Our Educators." This will be a powerful presentation. The Early Career Achievement Award will be given out at this session.

The second plenary address will be held on Friday. Glynda Hull, Professor of Language and Literacy, Society and Culture, from the University of California, will share with us her ideas on "Mobile Texts and Migrant Audiences: Rethinking Literacy in a New Media Age." This presentation will influence how you view a number of topics. The Edward B. Fry Book Award will be given at the start of this session.

Douglas K. Hartman, Professor of Literacy, Language and Culture, from the University of Connecticut, will deliver the Annual Review of Research on Saturday morning. The presentation is entitled "One Hundred Years of Reading Research—1908 to 2008: From Edmund B. Huey to the Present." NRC has never seen a presentation quite like this one. Be there! We will announce the winner of the Albert J. Kingston Award for 2007 at this session as well.

Throughout the conference we have scheduled a number of unique sessions that have been developed by your Area Chairs. These sessions will focus on important topics about literacy issues of the day. Your Area Chairs have been turned loose to push the envelope in whatever manner seems appropriate.

Finally, NRC has a pre-conference under the able leadership of James V. Hoffman from the University of Texas. James has brought together a number of the chapter authors from the upcoming edition of the *Handbook of Reading Research* to share with pre-conference attendees the nature of the research and theory that will be found in the new volume.

As always, your presence is requested at the Annual Town Hall Meeting on Thursday evening. Who knows what issues will be brought to the floor? You are also requested to attend the Annual Business meeting on Friday evening. The Annual Business meeting is truly exciting.

If you are a Newcomer to the annual meeting, we want you to join us for the Newcomers' Lunch on Wednesday. You'll get the opportunity to meet any number of individuals who are the future of the organization while also having the chance to meet many of the good folks who make NRC such a fabulous organization.

As noted in the first paragraph, NRC is all about seeing old friends and meeting new friends. Such is the purpose of Vital Issues, to be held in the lounge area each evening. There will also be several formal opportunities to enjoy the nightlife in the greatest music venue in the USA. You'll want to talk to the folks at the registration desk for further opportunities.

The bottom line is that you have a great program. Go to sessions. Attend special functions. Explore the great city of Austin. Have a wonderful time this week... after all, you'll be going home to 25 term papers, 16 portfolios, and four dozen final exams to grade. Welcome!

Norman A. Stahl
Northern Illinois University

Kathleen Hinchman
Syracuse University



In Memoriam



James Flood

Dr. Diane Lapp wrote ever so elegantly that Jim Flood had a lifetime of friendships with people from many walks of life—young and old and multiple cultures—all of which Jim believed offered him new insights about endless topics. From these friendships Jim received many gifts, but these did not compare to the gifts he gave back to his family, friends and community as he listened, talked, played, wrote, laughed, healed, celebrated, and lovingly shared during many, many glorious years. The love he gave to each person, he embraced, was so fierce yet tender that it will continue as a guide for many. To be sure, Jim Flood was a friend of NRC.

Jim attended Catholic University, where he completed a Bachelor of Arts degree in English; New York University, where he earned a Master of Arts degree in English education; and Stanford University, where he was awarded his Ph.D. in language and literacy. Jim began his teaching career as a high school English teacher and administrator in New York and New Hampshire. Through the years he served as a graduate assistant at Stanford, climbed the ranks of the professoriate at Boston University, and achieved a Distinguished Professorship at San Diego State University (SDSU). His dedication to SDSU led to his being named the **Outstanding Teacher Educator** in the Department of Teacher Education and the **Distinguished Research Lecturer** by the SDSU Graduate Division of Research.

During his career Jim authored or co-authored hundreds of articles, textbooks, and children's materials and was a welcome speaker at conferences, conventions, and schools throughout the world. He will be remembered for publications that include *Teaching Reading to Every Child*, *Content Area Reading and Learning*, *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volumes 1 & 2*, and *Handbook of Research in Teaching the English Language Arts*. Jim also was a co-editor of California's literacy journal, *The California Reader*.

We particularly remember how Jim served our organization ever so well as our President. In addition, being elected to the International Reading Association's Board of Directors greatly honored Jim. Finally, he was a member of both California's and the International Reading's **Halls of Fame**.

Jim, we will miss you.



Suzanne Wade

Dean Michael L. Hardman of the College of Education at the University of Utah described Suzanne Wade as a caring mentor who willingly gave of her time and knowledge to every student who came into her life; a nationally recognized scholar whose numerous contributions to the areas of literacy, teacher education and inclusive schools made a significant impact in the lives of children and families in Utah and across the nation; and an outstanding university instructor revered by peers and students alike. Those of us in the National Reading Conference know that his words capture the spirit of a colleague who had a life well lived.

Suzanne received her doctorate in 1984 from the Harvard Graduate School of Education. She published articles in journals such as *Reading Research Quarterly*, *Review of Educational Research*, *Journal of Educational Psychology*, *Educational Psychology Review*, *Journal of Reading Behavior*, *The Reading Teacher*, *Journal of Reading*, and *Teaching and Teacher Education*. She also co-authored a chapter for *Handbook of Reading Research*.


Suzanne received a **National Academy of Education Spencer Fellowship** to conduct research in reading and critical thinking, and the **Career Development Award** in inclusive education from the Joseph P. Kennedy, Jr. Foundation. Her work in these two areas culminated in two nationally published books, *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers* and *Preparing Teachers for Inclusive Education: Case Pedagogies and Curricula for Teacher Educators*. Suzanne served as President of the Utah Council of the International Reading Association. She also served as a willing and able member of our Board of Directors of the National Reading Conference.

Suzanne, we will miss you.



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Be sure to look for this symbol  throughout the program. Whenever you see this icon by a **ROUNDTABLE** session, it signifies that the session has been split into two parts.



General Information

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. 450, Fax: 414-768-8001, E-mail: customer care@nrconline.org or visit the Web site at www.nrconline.org.

Conference & Registration

The 2007 Conference will be held at the Hyatt Regency Austin, 208 Barton Springs Road, Austin, TX 78704

Registration for the Conference may be done in one of three ways: 1) online; 2) downloading the registration form at www.nrconline.org; or 3) by calling NRC Headquarters at 414-908-4924 x 450.

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 2008
Wyndham Orlando Resort, Orlando, FL
December 3–December 6, 2008**



Presidential Address—Wednesday, 4:45 P.M.–6:00 P.M., Texas 1-4

The Education of African American Students: Voicing the Debates, Controversies, and Solutions

Patricia A. Edwards, Michigan State University



Oscar S. Causey Address—Thursday, 10:15 A.M.–11:45 A.M., Texas 1-4

How to Get Recreational Reading to Increase Reading Achievement

Michael L. Kamil, Stanford University



Plenary Session—Thursday, 4:45 P.M.–6:00 P.M., Texas 1-4

How High-Stakes Testing Inevitably Corrupts Our Indicators and Our Educators

David C. Berliner, Arizona State University



Plenary Session—Friday, 4:45 P.M.–6:00 P.M., Texas 1-4

Mobile Texts and Migrant Audiences: Rethinking Literacy in a New Media Age

Glynda Hull, University of California, Graduate School of Education



NRC Research Review—Saturday, 10:30 A.M.–12:00 P.M., Texas 1-4

One Hundred Years of Reading Research—1908-2008: From Edmund B. Huey to the Present

Douglas K. Hartman, University of Connecticut



Daily Events

Study Groups

Wednesday-Saturday
7:25 A.M.–8:25 A.M.

STUDY GROUP

ROOM

STUDY GROUP 1—Preparing Preservice Teachers for Urban Classrooms

Foothills II

Althier M. Lazar, *Saint Joseph's University*
Julie K. Kidd, *George Mason University*

STUDY GROUP 2—History of Literacy

Foothills II

Douglas K. Hartman, *University of Connecticut*
Norman A. Stahl, *Northern Illinois University*
Dominic Voge, *University of California, Berkeley*
Dixie D. Massey, *University of Puget Sound*
Susan E. Israel, *University of Dayton*

STUDY GROUP 3—Graduate Students as Researchers: From Proposal to Dissertation; Conversations with Dr. Antony Smith on the Proposal Process, Dr. David Reinking on Pilot Studies and Methodological Decisions, and Dr. Julie Coiro on Publishing and Application

Big Bend A

Sara B. McCraw, *University of Delaware*
Katrin L. Blamey, *University of Delaware*
Carla Kay Meyer, *University of Delaware*
Noreen S. Moore, *University of Delaware*
Kristina Najera, *University of Delaware*
Seth A. Parsons, *University of North Carolina - Greensboro*
Stephanie G. Davis, *University of North Carolina - Greensboro*

STUDY GROUP 4—Keeping up with Technology: A Discussion of How to Help Literacy Educators Manage and Take Advantage of the Constant Changes in Technology-Mediated Literacy Experiences

Hill Country A

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

STUDY GROUP 5—Study Group on Literacy Coaching

Big Bend C

Nancy L. Shanklin, *Literacy Coaching Clearinghouse, UCDHSC*
Kristin N. Rainville, *Manhattanville College*
Julie W. Ankrum, *University of Pittsburgh at Johnstown*
Aimee Morewood, *West Virginia University*

STUDY GROUP 6—Study Group in Preschool Literacy: Issues and Challenges in Early Reading First

Foothills II

Lea M. McGee, *The Ohio State University*
Carol Vukelich, *University of Delaware*

STUDY GROUP 7—Adult Literacy Research Study Group

Foothills II

Bill Muth, *Virginia Commonwealth University*
Erik Jacobson, *Montclair State University*

STUDY GROUP 8—Adolescent Literacy

Foothills II

Victoria G. Ridgeway-Gillis, *Clemson University*
Elizabeth G. Sturtevant, *George Mason University*
Jill Lewis, *New Jersey City University*

STUDY GROUP 9— Literacy Labs/Reading Clinics Study Group

Big Bend B

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



<p>STUDY GROUP 10—Teacher Education Research Study Group (TERSG) Janet R. Young, <i>Brigham Young University</i></p>	<p>Hill Country B</p>
<p>STUDY GROUP 11—Embracing Critical Understanding: Facilitated Conversations about Race, Culture, and Literacy Research Lori Czop Assaf, <i>Texas State University - San Marcos</i> Keonghee Tao Ha, <i>University of Nevada, Reno</i> Donna King, <i>Pennsylvania State University</i></p>	<p>Hill Country C</p>
<p>STUDY GROUP 12—Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes Donald R. Bear, <i>University of Nevada, Reno</i> Regina Smith, <i>University of Nevada, Reno</i> Marcia A. Invernizzi, <i>University of Virginia</i></p>	<p>Big Bend D</p>
<p>STUDY GROUP 13 - Qualitative Research Study Group: Using Computer-Assisted Qualitative Data Analysis Tools (CAQDAS) Nora L. White, <i>Texas Woman's University</i> Mary Helen Thompson, <i>Texas Woman's University</i></p>	<p>Big Bend E</p>
<p>STUDY GROUP 14—Approaches to Critical Discourse Analysis Melissa Mosley, <i>University of Texas - Austin</i></p>	<p>Foothills II</p>

**Book Display,
Silent Auction
& Exhibits**

Wednesday–Friday
Texas 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.–11:00A.M. Payment for books can be made via cash, credit card, or check (payable to NRC).

Vital Issues

Thursday–Friday
9:30 P.M.–10:30 P.M.
Branchwater Lounge

Vital Issues is a long-held tradition at NRC going back to the days of when reading pioneers would sneak brown bags with bottles of bourbon or scotch into the conference hotel so as to share comradery and shots well into the early hours of the morning as they discussed research, theory, and the best practice of the day. This year Vital Issues will be held from 9:00 p.m. to when the bar closes in the Branchwater Lounge in the lobby of the Hyatt Regency-Austin. Join us for conversation among everyone who attends the annual meeting of the NRC. Many of the day's presenters will be there to discuss, clarify, and explore issues associated with the day's sessions. So after you have a great meal in one of the many fine restaurants in Austin, come back to the hotel to spend time with your colleagues during Vital Issues. Dress is casual. Sorry, brown bags are no longer optional.

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 27th		
8:00 A.M.–10:00 A.M.	Executive Board Breakfast & Meeting	Foothills II
10:00 A.M.–12:00 P.M.	Board of Directors Strategic Planning	Foothills II
12:00 P.M.–1:00 P.M.	Board of Directors Lunch	Foothills II
2:00 P.M.–5:00 P.M.	Board of Directors Meeting	Foothills II
3:00 P.M.–8:00 P.M.	Conference Registration	Texas Foyer
Wednesday, November 28th		
7:00 A.M.–7:00 P.M.	Conference Registration	Texas Foyer
7:00 A.M.–6:00 P.M.	Book Display / Silent Auction	Texas Foyer
7:00 A.M.–7:00 P.M.	Cyber Café	Big Thicket
7:25 A.M.–8:25 A.M.	Study Groups	(see pgs. 6-7 for rooms)
12:00 P.M.–1:00 P.M.	Newcomers / Graduate Student Lunch	Texas 1
4:45 P.M.–6:00 P.M.	Student Outstanding Research Award Presentation J. Michael Parker Award Presentation Presidential Address—Patricia A. Edwards	Texas 1-4
6:15 P.M.–7:30 P.M.	President's Reception	Texas Foyer
Thursday, November 29th		
7:00 A.M.–7:00 P.M.	Conference Registration	Texas Foyer
7:00 A.M.–6:00 P.M.	Book Display / Silent Auction	Texas Foyer
7:00 A.M.–7:00 P.M.	Cyber Café	Big Thicket
7:25 A.M.–8:25 A.M.	Study Groups	(see pgs. 6-7 for rooms)
7:25 A.M.–8:25 A.M.	Oscar S. Causey Award Committee Chair: David Moore, <i>Arizona State University</i>	Padre Island
7:25 A.M.–8:25 A.M.	Publications Committee Chair: Shelley Xu, <i>California State University - Long Beach</i>	Hill Country D
7:25 A.M.–8:25 A.M.	Ethnicity, Racism, Multilingualism Committee Chairs: Karla Moller, <i>University of Illinois</i> Jennifer Danridge Turner, <i>University of Maryland at College Park</i>	Foothills I
10:15 A.M.–11:45 A.M.	Oscar S. Causey Award Presentation Oscar S. Causey Address—Michael L. Kamil	Texas 1-4
12:15 P.M.–1:00 P.M.	Early Career Achievement Award Committee Chair: Mark Dressman, <i>University of Illinois - Champaign/Urbana</i>	Big Bend A



Schedule at a Glance (cont.)

Time	Committee/Event	Room
Thursday, November 29th (continued)		
12:15 P.M.–1:00 P.M.	Policy and Legislative Committee Chair: Colleen Gilrane, <i>University of Tennessee</i>	Big Bend B
12:15 P.M.–1:00 P.M.	Technology Committee Chair: Miriam Jean Dreher, <i>University of Maryland</i>	Big Bend C
12:15 P.M.–1:00 P.M.	International Innovative Community Group (ICG) Chair: Samuel D. Miller, <i>University of North Carolina - Greensboro</i>	Big Bend D
12:15 P.M.–1:00 P.M.	Ethics Innovative Community Group (ICG) Chairs: Karen Feathers, <i>Wayne State University</i> Cynthia Leung, <i>University of South Florida</i>	Big Bend E
12:15 P.M.–1:00 P.M.	Student Outstanding Research Award Committee Chair: Bridget Dalton, <i>Vanderbilt University</i>	Hill Country A
4:45 P.M.–6:00 P.M.	Early Career Achievement Award Presentation Plenary Address—David C. Berliner	Texas 1-4
6:15 P.M.–7:00 P.M.	Town Hall Meeting	Texas 5-6
Friday, November 30th		
7:00 A.M.–7:00 P.M.	Conference Registration	Texas Foyer
7:00 A.M.–3:30 P.M.	Book Display / Silent Auction	Texas Foyer
7:00 A.M.–7:00 P.M.	Cyber Café	Big Thicket
7:25 A.M.–8:25 A.M.	Study Groups	(see pgs. 6-7 for rooms)
7:25 A.M.–8:25 A.M.	JLR Editorial Board Breakfast Chair: Douglas K. Hartman, <i>University of Connecticut</i>	Hill Country D
7:25 A.M.–8:25 A.M.	Edward B. Fry Book Award Committee Chair: Anne McGill-Franzen, <i>University of Tennessee</i>	Padre Island
7:25 A.M.–8:25 A.M.	Albert J. Kingston Award Committee Chair: Laura Smolkin, <i>University of Virginia</i>	Texas 6
7:25 A.M.–8:25 A.M.	Field Council Chair: Rachel Klein, <i>University of Delaware</i>	Foothills I
12:00 P.M.–1:00 P.M.	Past Presidents Advisory Luncheon	Presidential Suite
12:15 P.M.—1:00 P.M.	Distinguished Scholar Lifetime Achievement Award Committee Chair: Margaret Finders, <i>University of Wisconsin, LaCrosse</i>	Big Bend A
12:15 P.M.–1:00 P.M.	J. Michael Parker Award Committee Chair: Erik Jacobson, <i>Montclair State University</i>	Big Bend B



Schedule at a Glance (cont.)

Time	Committee/Event	Room
Friday, November 30th (continued)		
12:15 P.M.–1:00 P.M.	How to Write for JLR Douglas K. Hartman, Sally M. Reis, Mary Anne Doyle, Michael D. Coyne, Douglas K. Kaufman, Wendy J. Glenn, Elizabeth R. Howard, Sue Ringler-Pet, Mary Rinaldo <i>University of Connecticut; Mileidis Gort, University of Miami</i>	Hill Country A
4:00 P.M.–7:00 P.M.	Purchase of Silent Auction Books	Texas Foyer
4:45 P.M.–6:00 P.M.	Edward B. Fry Book Award Presentation Plenary Address—Glynda Hull	Texas 1-4
6:15 P.M.–7:15 P.M.	Annual Business Meeting	Texas 5-6
Saturday, December 1st		
7:00 A.M.–8:25 A.M.	Program Area Chairs Breakfast	Hill Country D
7:00 A.M.–1:00 P.M.	Conference Registration	Texas Foyer
7:00 A.M.–1:00 P.M.	Purchase of Silent Auction books	Texas Foyer
7:00 A.M.–1:00 P.M.	Cyber Café	Board Room
7:25 A.M.–8:25 A.M.	Study Groups	(see pgs. 6-7 for rooms)
10:30 A.M.–12:00 P.M.	Albert J. Kingston Award Presentation NRC Annual Research Review Address—Douglas K. Hartman	Texas 1
12:00 P.M.–2:00 P.M.	Executive Board Lunch & Meeting	Foothills II
2:00 P.M.–5:00 P.M.	Board of Directors Meeting	Foothills II



Wednesday • November 28, 2007

Wednesday



8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND A

Speaking Democratically About Adolescent Literacy in Multiple Contexts

Chair: Thomas W. Bean, *University of Nevada-Las Vegas*

1. *Adolescence, Adolescent Literacy and Democracy*
Thomas W. Bean, *University of Nevada, Las Vegas*
Helen J. Harper, *University of Nevada, Las Vegas*
2. *Learning “American”: Narratives of Academic Literacy Practices of Foreign-Born Adolescents in the U.S.*
Cheryl A. McLean, *University of Georgia*
3. *Adolescents and Multiple Literacies in Art Museums*
A. Jonathan Eakle, *Johns Hopkins University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND B

The Role of Technology in Online Sites and Courses

Chair: Elizabeth Petroelje Stolle, *Grand Valley State University*

1. *Literacy in the Interaction: An Analysis of One Online Master’s Reading Course*
Susan J. Wegmann, *University of Central Florida*
Joyce McCauley, *Sam Houston State University*
2. *The Impact of Instruction in WWWDOT Approach to Improving Students’ Evaluation of Websites: An Experimental Study with 4th and 5th Grade Students*
Shenglan Zhang, *Michigan State University*
Nell K. Duke, *Michigan State University*
3. *Sociocultural Expectations of New Literacies: An Analysis of Classroom Web Sites*
Elizabeth (Betsy) A. Baker, *University of Missouri*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND C

Teachers’ Beliefs and Attitudes towards Cultural and Linguistic Diversity

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

1. *Learning to Struggle: How Pre- and In-service Teachers Learned to Value Sheltered Instruction*
Mary V. Montavan, *Southern Illinois University*
Carol J. Delaney, *Texas State University*
2. *Reading Teacher Educators’ Beliefs and Attitudes About Linguistic Diversity in Elementary and Middle Schools: Four Case Studies*
Lori Czop Assaf, *Texas State University - San Marcos*
Jennifer Battle, *Texas State University - San Marcos*
Ellen Willoughby, *Texas State University - San Marcos*
3. *Crossing the Divide: A Phenomenological Study of White Early Childhood Literacy Teachers Who Choose to Work with Minority Children in High-Poverty Schools*
Melissa S. Landa, *University of Maryland*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND D

Preservice Teachers’ Beliefs about Children and Teaching

Chair: Kathleen A. Mohr, *University of North Texas*

1. *Teaching Literacy is a Staircase: Revisited Metaphors as a Third-space for Discussing Beliefs about Teaching*
Donita J. Massengill Shaw, *University of Kansas*
Richard M. Oldrieve, *Bowling Green State University*
William L. Edwards, *Missouri Southern State University*
2. *Pre-service Teacher Beliefs About Reading Instruction for Struggling Readers*
Melinda M. Leko, *University of Florida*
3. *Pre-service Teachers’ Perceptions of Reading Instruction*
Kathleen A. Mohr, *University of North Texas*
Mary Beth Allen, *East Stroudsburg University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND E

Sociocultural Understandings of Literacy Development Through Family Histories and Storytelling

Chair: Aria Razfar, *University of Illinois at Chicago*

1. *Creating Connections Through Storytelling: The Lived Experiences of an Aboriginal Elder and Prekindergarten Students*
Jodi L. Streelasky, *University of British Columbia*
2. *Inside the Black Box of Strategic Reading Development: Lessons from the Sociocultural Tradition*
Dennis S. Davis, *Vanderbilt University*
3. *“Use it for school or you’ll be cursed”: Accounts of Family History as a Lens for Self-Understanding*
Jennifer C. Wilson, *University of Texas at Austin*

8:30 A.M.–10:00 A.M.
PAPER SESSION


FOOTHILLS I

The Development of Young Writers

Chair: Jennifer Sanders, *Oklahoma State University*

1. *Diverse Paths of Developing Writers of Scientific Discourse in Primary Grades: A Contextual Study*
Sheryl L. Honig, *Valparaiso University*
2. *Investigating Writing Development in 9-11-Year-Olds*
Roger F. Beard, *University of London*
3. *A Phenomenological Investigation of Fourth Graders’ Composing Experiences and Composing Relationships that Developed in an Art-Infused Writing Curriculum*
Jennifer Sanders, *Oklahoma State University*



 **8:30 A.M.–9:10 A.M. Foothills II**
ROUNDTABLE

- I. *A Review of the Languages of Literacy Education in Botswana***
Michelle Commeyras, *University of Georgia*
Lone E. Olebile, *University of Georgia*
- II. *Roles and Expectations for Literacy Coaching***
Maryann Mraz, *University of North Carolina - Charlotte*
Brian Kissel, *University of North Carolina - Charlotte*
Rebecca Kavel, *Highland Creek Elementary School*
Karen D. Wood, *University of North Carolina - Charlotte*
Patricia Watson, *University of North Carolina - Charlotte*
Robert Algozzine, *University of North Carolina - Charlotte*
- III. *Pre-service Teachers Confronting Issues of Diversity Through Children's Critical Literacy Literature***
Wendy B. Meller, *University of Tennessee*
- IV. *Identifying Constructive Reading Comprehension Strategies in Internet, Hypertext and Multiple Text Environments***
Peter Afflerbach, *University of Maryland*
Byeong-Young Cho, *University of Maryland*
- V. *Pre-service Teachers' Responses to Children's Literature: Becoming Readers and Teachers of Reading***
Christine A. Draper, *Georgia Southern University*
Cyndi Giorgis, *University of Nevada, Las Vegas*
- VI. *Analysis of Graphical Representations in Science Tradebooks***
Erin M. McTigue, *Texas A&M University*
Barbara Carlin, *Texas A&M University*
Julianne M. Coleman, *University of Alabama*
- VII. *Teacher Perspectives on Response to Intervention: An Alternate Method for Identifying Students with Reading Disabilities***
Lisa R. Dinner, *University of Kansas*
- VIII. *Who are Secondary Reading Specialists? An Examination of Demographic, Training, and Employment Characteristics***
Carolyn L. Carlson, *Washburn University*

8:30 A.M.–10:00 A.M. Hill Country A
PAPER SESSION

Teaching Reading Through Differentiated and Interactive Practice

Chair: Pamela Ross, *San Diego State University*

- 1. *Examining the Complexities of Implementing Differentiated Reading Instruction in a Context for Teacher Inquiry***
Sunday Cummins, *National-Louis University*
- 2. *Developing, Negotiating, and Enacting Literacy Curriculum***
Marla H. Mallette, *Southern Illinois University*
Char Moffit, *University of Nevada, Las Vegas*
Marilyn McKinney, *University of Nevada, Las Vegas*
Greg Levitt, *University of Nevada, Las Vegas*
- 3. *Teacher Learning of Interactive Pedagogical Practices***
Rebecca K. Shankland, *Michigan State University*
Kimberly Wolbers, *Michigan State University*
Carol Sue Englert, *Michigan State University*

8:30 A.M.–10:00 A.M. Hill Country B
ALTERNATIVE FORMAT

Urban Education: Pre-K-12, Community and Teacher Education Efforts

Chair: Rebecca S. Anderson, *University of Memphis*

Discussant: Robert B. Cooter, *University of Memphis*

This alternative format session provides opportunities for participants to engage with a group of literacy faculty whose research focuses on three different aspects of urban literacy. Participants will: (1) hear descriptions of research conducted in three areas: Pre-K schools, the community, and teacher education; (2) participate in interactive break-out sessions; and (3) identify needed areas for future research.

- 1. *Pre K-12 Efforts: Using a Teacher Capacity Building Model to Improve Literacy Instruction in Urban Schools***
Robert B. Cooter, *University of Memphis*
J. Helen Perkins, *University of Memphis*
Kantaylieni Hill-Clarke, *University of Memphis*
- 2. *Community Efforts: Mothers' Literacy Practices in a Public Space***
Laurie MacGillivray, *University of Memphis*
- 3. *Teacher Education: A View of the Urban Literacy Landscape***
Rebecca S. Anderson, *University of Memphis*
Ellis Sutton Flynt, *University of Memphis*
Jerrie Scott, *University of Memphis*

8:30 A.M.–10:00 A.M. Hill Country C
SYMPOSIUM SESSION


Connecting Micro and Macro Narrative Analysis in Secondary English Educational Research: Crossing the Scales of Time in Classroom Holocaust Narratives

Chair: Kristien Marquez-Zenkov, *Cleveland State University*

Discussant: Stephanie Jones, *University of Georgia*

This interactive symposium includes three papers: a targeted overview of narrative theory as the conceptual base of the panel, a micro to macro look at narrative and how it operates in instructional discourse, and a macro to micro exploration of cultural narratives that channel pedagogical choices and student constructions of meaning.

- 1. *Connecting Micro and Macro Narrative Analysis in Secondary English Educational Research***
Karen Spector, *University of Alabama*
Mary M. Juzwik, *Michigan State University*
Samantha Caughlan, *Michigan State University*
- 2. *Oral Narratives as Textual Tools for Teaching about the Holocaust***
Mary M. Juzwik, *Michigan State University*
- 3. *Reading the Holocaust through Parallel Narratives***
Karen Spector, *University of Alabama*

Be sure to look for this symbol  throughout the program. Whenever you see this icon by a **ROUNDTABLE** session, it signifies that the session has been split into two parts.



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

HILL COUNTRY D

Characters, Contexts, and Critical Issues: Cultivating Identity in Community through Response to Children's and Adolescent Literature

Chair: Janelle B. Mathis, *University of North Texas*
Discussant: Joan S. Curtis, *University of North Texas*

Children's and adolescent literature provide vehicles for contemplating and cultivating participants' roles in the classroom, local and global communities. In these studies, response to reading and extending engagements point to the critical role of culturally endowed literature to position personal identity within various community contexts.

1. ***English Language Learners: Literacy, Identity, and the Sociocultural Contexts of Literature Discussions***
Aime Sarker, *University of North Texas*
2. ***Exploring Understandings about Culture and Personal Perceptions: Adolescents Focus on a Multigenre, Cross-curricular Approach to Reading Things Fall Apart***
Cheryl Taliaferro, *University of North Texas*
3. ***Teachers Contemplating the Global Community "Inside the Text"***
Janelle B. Mathis, *University of North Texas*

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

PADRE ISLAND

(Re)imagining Content-area Literacy Instruction: Seeking Ways to Support Adolescents' Print and Non-print Literacies

Chair & Discussant: Roni Jo Draper, *Brigham Young University*

Content-area teacher educators will lead a discussion about texts and literacies associated with learning, knowing, and communicating in various academic disciplines. Participants will discuss the necessity to prepare adolescents to negotiate, create, and critique both the print texts (e.g., books, articles, scripts, descriptions) and the non-print texts (e.g., pictures, manipulatives, graphs, performances, video) associated with various disciplines.

1. ***(Re)imagining Content-area Literacy through Conversation***
Roni Jo Draper, *Brigham Young University*
Nancy Wentworth, *Brigham Young University*
2. ***(Re)imagining Content-area Literacy Instruction with Print Texts***
Marta Adair, *Brigham Young University*
Merrell Hansen, *Brigham Young University*
Amy P. Jensen, *Brigham Young University*
Duane Merrell, *Brigham Young University*
Jeffery D. Nokes, *Brigham Young University*
3. ***(Re)imagining Content-area Literacy Instruction and Non-print Texts***
Diane Asay, *Brigham Young University*
Paul Broomhead, *Brigham Young University*
Scott Hendrickson, *Brigham Young University*
Daniel Siebert, *Brigham Young University*

8:30 A.M.–10:00 A.M. PALMWOOD-EMBASSY SUITES
ALTERNATIVE FORMAT

Invited Session: Literacy Learning and Practice in Multilingual and Multicultural Settings

Chair: Jennifer D. Turner, *University of Maryland*
Discussants: Guofang Li, *Michigan State University*
Mary McVee, *University of Buffalo*

Ancient cultures have long practiced the art of scrying or crystal ball gazing to identify or predict important events, to gather information, and to make decisions about current or future choices. In this session, we have asked respected researchers and teacher educators to practice a bit of scrying. What do they see in the future for ELL students, teachers, researchers, and policy makers? What are we missing in current perspectives?

1. ***Presenters:***
Eurydice Bauer, *University of Illinois - Urbana-Champaign*
Cindy Brock, *University of Nevada - Reno*
Robert T. Jiménez, *Vanderbilt University*
Shelley Xu, *California State University - Long Beach*

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

TEXAS 1

Professional Development in Adult Literacy Education

Chair: Erik Jacobson, *Montclair State University*
Discussant: Elene S. Demos, *Central Connecticut State University*

This session examines three models of improving professional development for adult literacy teachers and tutors. Our goal is to highlight what might be beneficial about the development models being studied, identify some limitations, and engage in a dialogue with session attendees about the implications of these studies.

1. ***Formative Assessment in Adult Literacy and Basic Education Programs***
David Rosen, *Newsome Associates*
2. ***The Adult Literacy Education Wiki as a Virtual Community of Practice***
Erik Jacobson, *Montclair State University*
3. ***Challenges in Implementing a New Model of Training for Adult Literacy Volunteer Tutors***
Alisa Belzer, *Rutgers University*



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

TEXAS 2

The National Reading First Higher Education Consortium (NRFHEC): Promoting the Integration and Sustainability of SBRR/SBRI into Teacher Education Programs

Chair: Regina B. Blair, *University of Texas at Austin*

Discussant: Erica C. Simon, *University of Texas*

Findings from the National Council on Teacher Quality suggest that many teacher education programs fail to incorporate research based reading instruction into their reading courses. The National Reading First Higher Education Consortium addresses this issue through a faculty leadership model integrating scientifically based reading research and instruction into higher education.

1. **Overview of the National Reading First Higher Education Consortium**

Regina B. Blair, *University of Texas at Austin*

Diane Pedrotty Bryant, *University of Texas at Austin*

2. **Rationale for Integrating SBRR/SBRI into Teacher Education Programs**

Erica C. Simon, *University of Texas*

3. **Developing a Faculty Leadership Model to Integrate and Sustain SBRR/SBRI into Teacher Education Programs**

Lynn Grace M. Locson, *University of Texas at Austin*

Sarojani Mohammed, *University of Texas at Austin*

4. **Anticipated Outcomes and Future Directions**

Regina B. Blair, *University of Texas at Austin*

Erica C. Simon, *University of Texas*

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

TEXAS 3

Response to the Inspector General's Report: Reflections on Our Selves and Our Field

Chair & Discussant: Colleen P. Gilrane, *University of Tennessee*

Borrowing from the South African Truth and Reconciliation Commission's idea "that there is a need for understanding but not for vengeance, a need for reparation but not for retaliation, a need for ubuntu but not for victimization," NRC past presidents will narrate their own experiences with Reading First and invite participants into a conversation about moving forward.

1. **Response to the Inspector General's Report: Reflections on Our Selves and Our Field**

Colleen P. Gilrane, *University of Tennessee*

Rob Tierney, *University of British Columbia*

Donna E. Alvermann, *University of Georgia*

James V. Hoffman, *University of Texas at Austin*

Richard L. Allington, *University of Tennessee*

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

TEXAS 5

The Promises and Challenges of Applying Comprehension Strategies Instruction (CSI) in Core Reading Programs

Chairs: Rachel Brown, *Syracuse University*

Cathy Collins Block, *Texas Christian University*

Discussants: Rachel Brown, *Syracuse University*

Cathy Collins Block, *Texas Christian University*

Sheri Paris, *Texas Christian University*

P. David Pearson, *University of California, Berkeley*

Peter Dewitz, *Capital School District*

Mario Campanaro, *Texas A&M University - Commerce*

How effectively is comprehension instruction coordinated with reading series instruction? What can be done to provide higher-quality instruction and supportive professional development? This session initially presents research on blending strategies instruction with core reading instruction and concludes with a working session to construct recommendations for publishers and professional developers.

1. **Research Presentations**

Rachel Brown, *Syracuse University*

Cathy Collins Block, *Texas Christian University*

Sheri R. Parris, *Texas Christian University*

P. David Pearson, *University of California, Berkeley*

Peter Dewitz, *Capital School District*

Mario Campanaro, *Texas A&M University - Commerce*

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

TEXAS 6

The World of Words: The Impact of an Embedded Multimedia Vocabulary Intervention for At-risk Early Literacy Learners

Chair & Discussant: Andrea DeBruin-Parecki, *Old Dominion University*

This session examines the impact of an embedded multi-media approach for improving oral language comprehension for pre-kindergarten children who are at high risk for reading difficulties. The papers will highlight the pedagogical approach, and evidence of its impact based on formative experiment in 22 Head Start classrooms.

1. **Theoretical and Pedagogical Support for an Embedded Multimedia Vocabulary Intervention: The World of Words Approach**

Serene Koh, *University of Michigan*

Julie Dwyer, *University of Michigan*

Tanya S. Wright, *University of Michigan*

2. **Examining the Impact of an Embedded Multimedia Vocabulary Intervention: A Formative Experiment**

Susan B. Neuman, *University of Michigan*

3. **Issues to Consider in Vocabulary Development**

Julie Dwyer, *University of Michigan*



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

TEXAS 7

Local and Critical Literacies and Critical Texts: Examining Talk across Three Communities of Learners

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

By making students' local literacies a part of the classroom community, all children will be able to reap the benefits of a challenging and critically conscious curriculum. As researchers our role is to represent the complexity of classroom life, while highlighting the capabilities of each and every learner in the classroom.

1. ***Examining the Local Literacies of Young Latinas During Literature Discussions: Personal Life Stories as Everyday Funds of Knowledge***
Julia M. Lopez-Robertson, *University of South Carolina*
2. ***Research and Representation: Using Multiple Lenses to Analyze Peer-led Literature Discussions in a Seventh Grade Classroom***
Tracy L. Smiles, *Western Oregon University*
3. ***Characteristics of Urban and Bilingual Family-led Talk***
Jeanne G. Fain, *Arizona State University*

9:20 A.M.–10:00 A.M.
ROUNDTABLE

FOOTHILLS II

- I. ***Graduate Student Mentors' and Preservice Teachers' E-Mail Communication in a Community of Practice Summer Literacy Camp***
Janet C. Richards, *University of South Florida*
Kim T. Shea, *University of South Florida*
Susan Bennett, *University of South Florida*
- II. ***The Pennsylvania High School Coaching Initiative***
Patricia A. Gross, *University of Scranton*
- III. ***Isolation, Escapism, and the Literacy Practices of Young Mothers***
Heidi Davey, *Northern Illinois University*
- IV. ***Context, Dispositions, and Teacher Preparation: What Role Do They Play in Literacy Instruction?***
C. Stephen White, *George Mason University*
Debby Deal, *Loyola College in Maryland*
- V. ***Looking into English Language Learners' Literacy Learning Through Portfolios***
Xiaoming Liu, *Penn State University at Harrisburg*
Carole Janisch, *Texas Tech University*
Amma Akrofi, *Texas Tech University*
- VI. ***Re-visioning Curriculum and Pedagogy***
Sunita Mayor, *West Chester University of Pennsylvania*
- VII. ***Building a Statewide Literacy Network***
Deborah R. Dillon, *University of Minnesota*
Mark D. Vagle, *University of Georgia*
Eva Boehm, *University of Minnesota*
Catherine M. Kelly, *University of Minnesota*
Bonnie D. Houck, *Minnesota Department of Education*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND A

Supporting School-Based Literacy Learning Through Service and Community-Based Learning

Chair: Karen Walker, *University of North Texas*

1. ***Engaging Disengaged Youth: Service-Learning, Hybrid Literacies, and Literacy Engagement***
Steven M. Hart, *California State University, Fresno*
2. ***The Transforming Power of Community Book Club***
Rochelle Dail, *University of Alabama*
Lea M. McGee, *The Ohio State University*
Patricia A. Edwards, *Michigan State University*
Stella O. Gales, *Project CORE Site Director*
3. ***An Analysis of the Expectations, Training and Perceived Support of the Volunteers at an After-School Community-Based Reading Tutorial Program***
Denise L. McLurkin, *City College of New York*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND B

The Role of Technology in Narrative, Story Talk, and Elementary Literacy Acquisition

Chair: Patricia A. Young, *University of Maryland-Baltimore County*

1. ***Narrative Understanding: Book, Film, Game***
Margaret Mackey, *University of Alberta*
2. ***A Vocabulary Flood: Exploring Literacy Development During Story Talk and Computer Response Activities in K-2***
Linda D. Labbo, *University of Georgia*
Mary S. Love, *University of Georgia*
Tammy Ryan, *University of Georgia*
3. ***Finding Common Grounds Between Proficient and Less Proficient Elementary Readers and Writers in New Times***
Chinwe H. Ikpeze, *St. John Fisher College*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND C

A Broad View of Assessment Issues: Interviews, IRIs and Clinics

Chair: John F. O'Flahavan, *University of Maryland*

1. ***Using Literacy Interviews to Measure the Effects of a Summer Literacy Program***
John S. Burgin, *University of Arkansas at Little Rock*
Patricia Bandre, *University of Arkansas at Little Rock*
2. ***University-based Reading Clinics: Past, Present, and Future***
Sherrye D. Garrett, *Texas A&M University - Corpus Christi*
Jack Cassidy, *Texas A&M University - Corpus Christi*
Daniel L. Pearce, *Texas A&M University - Corpus Christi*
3. ***10 Informal Reading Inventories: Examining Rigor and Alignment with NRP's Five Critical Components***
Nina L. Nilsson, *University of Kentucky*



10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND D

Content Area Teachers' Literacy Understanding and Practice

Chair: Rebecca K. Shankland, *Michigan State University*

1. ***Investigating Content Area Teachers' Understanding of a Content Literacy Framework: A Year-Long Professional Development Initiative***
Nance S. Wilson, *University of Central Florida*
2. ***"Surrendering to this New Pedagogy": Dialogic Reading in the Professional Development of Science Teachers***
Maren S. Aukerman, *University of Pennsylvania*
Gregory Glasheen, *University of Pennsylvania*
3. ***Teachers Speak and Act: Secondary Content Area Teachers' Conceptualizations and Practices on Literacy and Technology***
Elizabeth Petroelje Stolle, *Grand Valley State University*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND E

Children's Literacy Development: Varying Perspectives

Chair: Alison K. Billman, *Michigan State University*

1. ***Perceptions, Participation, and Preferences: A Survey of an Urban Middle School DEAR Program***
Jaime L. Puccioni, *Michigan State University PhD Student*
2. ***Preschoolers' and Kindergartners' Invented Spelling in the Context of Information Book Reading***
Donald J. Richgels, *Northern Illinois University*
3. ***Increasing Availability of Literature for Children and Families: Studying the "Book Nook" Program in a High-Poverty School***
Hee Young Choi, *University of Illinois*
Karla J. Moller, *University of Illinois*

10:15 A.M.–11:45 A.M.
PAPER SESSION

FOOTHILLS I

Demographics and Context Influencing Reader Response

Chair: Lawrence R. Sipe, *University of Pennsylvania*

1. ***Examining Reader Response Across Multiple Contexts***
Jackie M. Arnold, *University of Dayton*
2. ***Individual Response Styles: Case Studies of Two "Performative" Readers***
Donna Sayers Adomat, *The College of New Jersey*
3. ***Examining Social Class Specific Interpretive Practices in Students' Responses to Literature Across Texts and Contexts***
Amanda Haertling Thein, *University of Pittsburgh*
Megan Gallion, *University of Pittsburgh*
DeAnn Long Sloan, *University of Pittsburgh*



10:15 A.M.–10:55 A.M.
ROUNDTABLE

FOOTHILLS II

- I. ***If You Want to Learn New Words During Reading, Don't Skip Over the Words!***
Julie L. Rosenthal, *William Paterson University of New Jersey*
Linnea C. Ehri, *CUNY Graduate Center*
- II. ***The Teacher's Role in Helping Students Learn About and Employ the Craft of Writing***
Robin R. Griffith, *East Carolina University*
- III. ***Culture as a Design Construct for Globalized Learning with ICTs***
Patricia A. Young, *University of Maryland at Baltimore County*
- IV. ***Literacy Definitions of JLR Reviewers and NRC Members: Have They Changed Over a Decade?***
Gwynne Ellen Ash, *Texas State University - San Marcos*
Lori Czop Assaf, *Texas State University - San Marcos*
- V. ***Beyond Content: Using Active Reading in an Advanced Placement Biology Class***
Peggy D. Cuevas, *University of Miami*
- VI. ***Teaching and Learning the Alphabet***
Patricia L. Steinhaus, *Chicago State University*
- VII. ***The Reading Lives of Adolescent Boys: Examining the In-School and Out-of-School Reading Discourses of Three Ninth Grade Boys***
Valarie G. Lee, *Rowan University*
- VIII. ***Engagement, Motivation and Identity Construction When Older Readers Struggle: Case Study of One Middle-Grade Youth***
Elizabeth Mascia, *Jamesville-Dewitt Central Schools*
Kathleen Hinchman, *Syracuse University*

10:15 A.M.–11:45 A.M.
PAPER SESSION

HILL COUNTRY A

Promoting Preservice Teacher Reflection

Chair: Julie K. Kidd, *George Mason University*

1. ***Online vs. In-class Reading Methods Instruction***
Kelly Moore, *San Diego State University*
Diane Lapp, *San Diego State University*
Nancy Frey, *San Diego State University*
Douglas Fisher, *San Diego State University*
Marva Cappello, *San Diego State University*
James Flood, *San Diego State University*
2. ***Scaffolding Reflective Literacy Practitioners: Incorporating Narrative and Visual Data in Preservice Teacher Education***
Catherine K. Zeek, *Lasell College*
Carole Walker, *Texas A&M University - Commerce*
Amy Maynard, *Lasell College*



3. ***Subject Matter Matters: How Does Video Case Construction Help Novices Learn to Facilitate Discussions in Science and Literacy?***

Cheryl L. Rosaen, *Michigan State University*
 Mary Lundeberg, *Michigan State University*
 Marjorie Cooper, *Michigan State University*
 Majorie Terpstra, *Michigan State University*
 Rui Nui, *Michigan State University*
 Jing Fu, *Michigan State University*

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

Digital City: Stepping Out and Moving Through Its Cyber Streets

Chair: Gregory W. Brooks, *St. John Fisher College*
Discussant: David M. Lund, *Southern Utah University*

“New literacies” research and theories represent a paradigmatic shift in how literacy is defined and practiced—how people teach, learn and demonstrate new understandings and skills to complete authentic literacy tasks. We adopt the term “digital city” as a metaphor for the new communities and new literacies that are emerging.

1. ***Digital Citizenship: Creating a Manifesto for “Street Smarts” in Digital City***
 Karen E. Smith, *University of Manitoba*
2. ***“We Use the Computer, and We Do Things the Regular Way:” Technology- and Print-Mediated Literacy in a Second Grade Digital City***
 Gregory W. Brooks, *St. John Fisher College*
3. ***Successfully Navigating Roadblocks, Detours and Other Potential Hazards in Digital City***
 David M. Lund, *Southern Utah University*

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

Understanding Young English Language Learners as Readers

Chair: Guofang Li, *Michigan State University*

1. ***Investigating Reading Strategy Use of Successful and Less-Successful Chinese Readers in English and Chinese Reading Tasks: A Mixed-Methods Study***
 Min-Tun Chuang, *University of Maryland at College Park*
2. ***English-Language Learners’ Reading Growth: A Comparison with Their English-Only Peers***
 Yongmei Li, *University of North Carolina - Chapel Hill*
 Jill Fitzgerald, *University of North Carolina - Chapel Hill*
3. ***Development of a Partner Reading Routine for English Language Learners and Struggling Readers***
 Donna M. Ogle, *National-Louis University*
 Amy Correa, *National-Louis University*

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

The Effects of Three Study Abroad Programs on Pre- and In-Service Teachers’ Views of Multiculturalism and Literacy

Chair: Barbara A. Bradley, *University of Kansas*
Discussant: Karen A. Jorgensen, *University of Kansas*

This alternative session reports findings from three qualitative studies aimed at understanding how participation in a study abroad program influences participants’ view of multiculturalism and literacy. The programs involved: (a) home and school placements in Italy, (b) service learning in Malawi, Africa, and (c) diverse educational activities in Budapest.

1. ***In-Service Teachers Thinking about Diversity and the Potential of Study Abroad***
 Barbara A. Bradley, *University of Kansas*
 Karen A. Jorgensen, *University of Kansas*
2. ***Italy Study Abroad***
 David Reinking, *Clemson University*
 Kathy N. Headley, *Clemson University*
3. ***Malawi Study Abroad***
 Jennifer Jones, *Radford University*
 Liz Barber, *Radford University*
4. ***Budapest Study Abroad***
 Joan A. Rhodes, *Virginia Commonwealth University*
 Tammy M. Mibly, *Virginia Commonwealth University*
5. ***How to Develop a Study Abroad Program***
 Barbara A. Bradley, *University of Kansas*
 Karen A. Jorgensen, *University of Kansas*
 David Reinking, *Clemson University*
 Kathy N. Headley, *Clemson University*
 Jennifer Jones, *Radford University*
 Liz Barber, *Radford University*
 Joan A. Rhodes, *Virginia Commonwealth University*
 Tammy M. Mibly, *Virginia Commonwealth University*

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

Exploring Identities Through Literacy Response Strategies

Chair: Cyndi Giorgis, *University of Nevada, Las Vegas*
Discussant: April Whatley Bedford, *University of New Orleans*

These studies feature the use of response strategies such as identity artifacts (body biographies, “I Am” poems, personal text sets, etc.) as a means for individual reflection, creation of personal narratives, and a lens through which to examine social discourses that affect developing identities.

1. ***Examining Teen Girls’ Sense of Embodied Identity through Use of Body Biographies***
 Marie LeJeune, *Western Oregon University*
2. ***Speaker 2: Discovering Identity: How Each Individual Brings Their Personal Style to Reading, Learning, and Teaching***
 Christine A. Draper, *Georgia Southern University*
3. ***Presenting Who “I Am” through Poetry and Artifacts***
 Cyndi Giorgis, *University of Nevada, Las Vegas*



**10:15 A.M.–11:45 A.M. PALMWOOD-EMBASSY SUITES
SYMPOSIUM SESSION**

Invited Session: Identity and Agency Research in Adolescent and Adult Literacy

Chair: Stanton Wortham, *University of Pennsylvania*

Discussant: Alfred Tatum, *University of Illinois at Chicago*

In this presentation, Stanton Wortham will discuss how discourse and linguistic analysis can offer more nuanced understandings of identity and agency. The respondents will discuss how Wortham's research has shaped their current work on identity and agency. New directions for research in identity and agency will be discussed.

1. **Presenter:**
Stanton Wortham, *University of Pennsylvania*
2. ***Sally's Mandate for Literacy: Looking Dialogically at Literacy Learning***
Amy Johnson, *University of South Carolina*
3. ***Tough Choices: How Identity Construction Impacts Teachers and Struggling Readers***
Leigh A. Hall, *University of North Carolina - Chapel Hill*
4. ***Narrative Analysis and the Performance of Teacher Identity in Secondary English Classrooms***
Mary Juzwik, *Michigan State University*

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

TEXAS 2

But I Don't Want to Perish: Experienced Literacy Researchers Discuss the Ins and Outs of Publishing

Chairs: Seth A. Parsons, *University of North Carolina - Greensboro*
Erika S. Gray, *University of North Carolina - Greensboro*
Carla Kay Meyer, *University of Delaware*
Sara B. McCraw, *University of Delaware*
Kristina Najera, *University of Delaware*
Katrin L. Blamey, *University of Delaware*
Noreen S. Moore, *University of Delaware*

Discussant: P. David Pearson, *University of California, Berkeley*

Publishing is an important skill for novice researchers to learn, so they can disseminate research findings and new ideas as well as meet promotion and tenure requirements. This session allows graduate students and beginning researchers to learn about publishing from experienced literacy scholars.

1. ***The Role of Publication in Research and the Editorial Process***
Darrell Morris, *Appalachian State University*
2. ***Differences Among Various Types of Publications***
Sheila W. Valencia, *University of Washington*
3. ***What Reviewers and Editors Look For and Tips for Publishing***
Beth Maloch, *University of Texas at Austin*

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

TEXAS 3

Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair: Bridget Dalton, *Center of Applied Special Technology*

Discussant: Roni Jo Draper, *Brigham Young University*

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***
Bridget Dalton, *Center of Applied Special Technology*
2. ***What Reviewers are Looking for in an Outstanding Student Research Paper***
Roni Jo Draper, *Brigham Young University*
3. ***Advice for Preparing an Outstanding Student Research Paper from Past Recipients***
Rebecca D. Silverman, *University of Maryland*
Antony T. Smith, *University of Washington, Bothell*

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

TEXAS 5

Word Study Instruction with Special Populations: English Language Learners and Struggling Adolescents

Chair: Latisha Hayes, *University of Virginia*

Discussant: Francine Johnston, *University of North Carolina - Greensboro*

This symposium examines English Language Learners, struggling adolescents, and the teachers who serve them. Literate individuals must accurately and automatically identify/represent words when reading and writing. Each case study used developmental spelling theory to guide instruction with special populations in an effort to identify best practices while considering acceleration needs.

1. ***An In-Depth Look at the Early Literacy Development of Two Hmong-Speaking Students Learning to Read in English***
Lori Helman, *University of Minnesota*
Carrie Rogers, *University of Minnesota*
Donald R. Bear, *University of Nevada, Reno*
2. ***A Struggling Adolescent's Word Study Growth***
Latisha Hayes, *University of Virginia*
Marcia A. Invernizzi, *University of Virginia*
3. ***Two Teachers' Implementation of Word Study with Older Struggling Readers***
Kevin Flanigan, *West Chester University*
Shane Templeton, *University of Nevada, Reno*



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

TEXAS 6

In-School and Out-of-School Literacy Practices and the Social and Academic Identification Process of Elementary Students, Adolescents, and Teachers

Chair & Discussant: Janice F. Almasi, *University of Kentucky*

Using case study methods, we examine the impact of in-school and out-of-school literacy practices on the social and academic identification of elementary students, adolescents, and pre-service teachers. Each author will present findings of their study followed by participant discussion of findings, cross-case comparisons, and commentary by the discussant.

1. ***The Role of Context in Shaping an Elementary Student's Identity Development***
Angie Madden, *University of Kentucky*
2. ***The Role of Text in Shaping an Adolescent African American Male's Identity Development***
Felicia Cumings Smith, *University of Kentucky*
3. ***The Role of Motivation and Positionality in Shaping an Adolescent Male's Identity Development***
Lindy Harmon, *University of Kentucky*
4. ***Entering the Figured World of Teaching: The Impact of Family Literacy Practices on the Identity Development of a Student Teacher***
Donna Howell, *University of Kentucky*

11:05 A.M.–11:45 A.M.
ROUNDTABLE

FOOTHILLS II

- I. ***"By Putting All the Explainings Together You Sometimes Figure it Out" Students' Participation in Dialogically Organized Literature Discussion Groups***
Diane Santori, *University of Pennsylvania*
- II. ***In Their Own Words: The Next Phase of a Multi-Phase Study of a University's Graduate Reading Program***
Lois K. Haid, *Barry University*
Joyce V. W. Warner, *Barry University*
Nancy B. Masztal, *Barry University*
Joanna Marasco, *Barry University*
Andrea Rosenblatt, *Barry University*
Cynthia Fischer, *Barry University*
- III. ***Young Children's Interpretations of Page Breaks in Contemporary Picturebooks***
Lawrence R. Sipe, *Graduate School of Education*
Anne E. Brightman, *Baker Elementary School - Moorestown, NJ*
- IV. ***The State of Adolescent Literacy in Schools***
Josephine Peyton Marsh, *Arizona State University*
Jayne Lammers, *Arizona State University*
- V. ***Fostering Literacy Learning Across Disciplines: A Plan for Professional Development***
Anne E. Gregory, *Boise State University*
Jennifer Snow-Gerono, *Boise State University*
Rosemary Palmer, *Boise State University*
Tanya Peters, *Boise State University*
Lee Dubert, *Boise State University*

VI. *Inspecting Three Cases of Adolescent Readers to Explore the Nature of Online Reading Comprehension*

Lisa M. Zawilinski, *University of Connecticut*

VII. *Student Conceptualizations of Academic Literacy in Postsecondary-developmental Reading and Writing Contexts*

Sonya Armstrong, *Northern Illinois University*

VIII. *The Writing Life-histories of Pre-service Teachers:*

Randy Bomer, *University of Texas at Austin*

Brian Lawrence, *University of Texas at Austin*

Sherry D. Steen, *University of Texas at Austin*

Treavor Bogard, *University of Texas at Austin*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND A

Developing Academic Literacy in English Language Learners

Chair: Lori Czop Assaf, *Texas State University-San Marcos*

1. ***The Use of Study Skills by English Language Learners***
Valerie J. Robnolt, *Virginia Commonwealth University*
Joan A. Rhodes, *Virginia Commonwealth University*
Judy S. Richardson, *Virginia Commonwealth University*
2. ***Hybrid Linguistic Spaces: Immigrant Teens and Academic Language***
Lisa P. Stevens, *Boston College*
Julian Jefferies, *Boston College*
3. ***When the Everyday Intersects with the Scientific: Making Use of Everyday Resources in a Spanish/English Bilingual Third Grade Science and Social Studies Classes***
Kathryn M. Ciechanowski, *Oregon State University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND B

Professional Development: Impacts on Students and Teachers

Chair: Virginia Goatley, *University at Albany*

1. ***Transfer: Moving Professional Development Proposals to Classroom Practices***
Mary F. Roe, *Washington State University*
Ching-Yi Tseng, *Washington State University*
2. ***Money Down the Drain: Mandated Professional Development***
Sherry Kragler, *University of South Florida Lakeland*
Linda E. Martin, *Ball State University*
3. ***A Study of the Impact of Professional Development on 2,000 PreK-12 Teachers, Reading Knowledge and Instructional Practice: A Research-in-Progress Report***
Vicky Zygouris-Coe, *University of Central Florida*
Bonnie Swan, *University of Central Florida*
Catherine Glass, *University of Central Florida*



1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND C

College and Community Literacy: Pedagogies and Practices

Chair: Melissa Schieble, *University of Wisconsin - Madison*

1. **Book Club: A University-Based Application in a Core Liberal Arts Course**
Kathleen F. Clark, *Marquette University*
Christina A. Clark, *Creighton University*
2. **Transforming a Community Through a Collaborative, Community-Initiated Adult Tutoring Program**
Karen F. Thomas, *Western Michigan University*
Lauren Freedman, *Western Michigan University*
Saundra J. Austin, *Community Partnership/Lifelong Learning*
Kareemah El-Amin, *Community Partnership/Lifelong Learning*
3. **Arguing the Self in College Composition: Personal Narrative and Rhetorical Production**
Jason F. Lovvorn, *Vanderbilt University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND D

Preservice Teachers' Practices

Chair: Randy Bomer, *University of Texas at Austin*

1. **Investigating Preservice Teachers' Instructional Conversations with Elementary School Students**
A.J. Guarino, *Auburn University*
Edna D. Brabham, *Auburn University*
Shannon Coman Henderson, *Purdue University*
Susan K. Villaume, *Auburn University*
2. **Incubation, Percolation, and Fossilization of Literacy Practices: The Journey of Second-career Preservice Teachers**
Ruth Rohlwing, *St. Xavier Chicago*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND E

Reading, Writing and Word Recognition for Diverse and Struggling Students

Chair: Heidi Anne Mesmer, *Virginia Polytechnic Institute and State University*

1. **Does Phoneme Awareness Mediate the Relationship Between Letter-name Knowledge and Literacy Skills in Korean?**
Young-Suk Kim, *Harvard Graduate School of Education*
2. **A Microgenetic Analysis of English/Chinese Early Writing Development**
Tina Tsai, *University of Southern California*
3. **Function Word Recognition Among Struggling Readers: Relation to Language and Reading Skills**
Heather P. Warley, *University of Virginia, University of Pennsylvania*

1:15 P.M.–2:45 P.M.
PAPER SESSION

FOOTHILLS I

Connecting Home- and School-Based Literacy Practices

Chair: Peter Cowan, *Indiana University*

1. **Blind Intersections: A Case Study of the Teaching and Learning of Information Literacy in the Home and in the Classroom**
Marianne McTavish, *University of British Columbia*
2. **Mexican Parent Perceptions of Literacy Instruction and their Children's Literacy Development**
Leslie Reese, *California State University, Long Beach*
Rebeca Mejía Arauz, *ITESO*
Antonio Ray Bazán, *ITESO*
3. **The Transcontextualization of Latino Visual Discourse**
Peter Cowan, *Indiana University*

🗨️ 1:15 P.M.–1:55 P.M.
ROUNDTABLE

FOOTHILLS II

- I. **High-Stakes Testing and Writing-to-Learn in Content Classes: Can They Work Together?**
Cynthia Fischer, *Barry University*
- II. **Differentiated Instruction in the Elementary School Reading Classroom**
Kasi Bundoc, *Cypress-Fairbanks ISD*
- III. **Teacher Identity Formation: Exploring the Boundaries of the Political Landscapes of Texas High-Stakes Testing System**
Merry L. Boggs, *Texas A&M University - Commerce*
- IV. **Emerging Possibilities: A Complex Account of Learning to Teach Writing**
Vicki McQuitty, *Syracuse University*
- V. **"Different people with different voices": Collaborative Sense-making from Postmodern Picturebooks in Third Grade Literature Group Discussions**
Caroline E. McGuire, *University of Pennsylvania*
Monica A. Belfatti, *University of Pennsylvania*
Maria P. Ghiso, *University of Pennsylvania*
- VI. **Finding the Green Sheep: Examining Pre-Service Teachers' Reflections on an Experiential Language Learning Activity**
Susanna Hapgood, *University of Toledo*
- VII. **Tomatoes Ain't Fruit: An Analysis of Student-Initiated Talk and Social Positions Available for Students in Preschool Whole Group Reading of a Non-Fiction Text**
Betsy G. Watson, *Vanderbilt University*
- VIII. **Multimodal Meaning Making in an Early Primary Classroom**
Rosamund K. Stooke, *University of Western Ontario*

Be sure to look for this symbol 🗨️ throughout the program. Whenever you see this icon by a **ROUNDTABLE** session, it signifies that the session has been split into two parts.



1:15 P.M.–2:45 P.M.
PAPER SESSION

HILL COUNTRY A

Vocabulary Development and Its Role in Becoming a Reader

Chair: Julie Dwyer, *University of Michigan*

1. ***The Enigmatic Relationship Between Vocabulary Instruction and Reading Comprehension: A Research Synthesis***
James F. Baumann, *University of Georgia*
2. ***Approaching Vocabulary Acquisition as an Inductive Process: An Exploratory Study***
Michael R. Vitale, *East Carolina University*
Nancy R. Romance, *Florida Atlantic University*
3. ***Relations Between Phonological Sensitivity and Vocabulary Skills in Preschool Children***
Kimberly D. McDowell, *Wichita State University*
Robyn A. Ziolkowski, *Pueblo School District 70*

1:15 P.M.–2:45 P.M.
PAPER SESSION

HILL COUNTRY B

Examinations of Student Reading Achievement in Varied Settings

Chair: Peggy Semingson, *University of Texas-Austin*

1. ***Equal is Not Always the Same: Comparing Scripted and Non-scripted Instruction in First Grade Classrooms***
Marga Madhuri, *University of La Verne*
2. ***What Effect Does Book Club Have on Students' Literacy Achievement?***
Laura S. Pardo, *Hope College*
3. ***Raising Student Reading Achievement: A Quasi-Experimental Study Examining the Impact of Technology and Reading Instruction***
Jackie Ferguson, *Texas A&M University - Kingsville*

1:15 P.M.–2:45 P.M.
PAPER SESSION

HILL COUNTRY C

Critiques of High-Stakes Assessments

Chair: Deborah G. Litt, *Trinity (Washington) University*

1. ***Discourses of Writing in High-Stakes Direct Writing Assessments***
Jill V. Jeffery, *New York University*
2. ***Secondary-postsecondary Transition and High-Stakes Writing Assessments: A Quantitative Text Analysis***
Jill V. Jeffery, *New York University*
3. ***Content, Process and Gap Analyses of State Reading Tests: How Well Do These Assessments Measure What Matters in a Reading Performance?***
John F. O'Flahavan, *University of Maryland*
Emily Gerrard, *University of Maryland*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

HILL COUNTRY D

Identifying Cultural Authenticity in Latino Literature: Teachers' and Families' Responses

Chair & Discussant: Patricia Castrodad, *University of Arizona*

In this symposium the researchers share findings from studies that examined the mediational role of Latino literature in teachers' and families' participation in literature discussions. Informed by sociocultural theories of learning and Chicano/Latino epistemologies, the presentations focus on the analysis of texts and talk around issues of cultural authenticity.

1. ***Sociopolitical Themes in Latino Literature and Teachers' Responses***
Jade Ratliff, *Arizona State University*
2. ***Teachers' Critical Reading of an Awarded Picture Book: Use of Spanish Language and Authenticity***
Carmen M. Martinez-Roldan, *Arizona State University*
3. ***Family Talk about Cultural Authenticity in Literature Discussions***
Jeanne G. Fain, *Arizona State University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

PADRE ISLAND

Professional Development: Researchers, Teachers, and Schools Examine Practice

Chair: James H. Mosenthal, *University of Vermont*

1. ***Professional Development in Reading First: School Level and Teacher Level Variables Related to Student Outcomes***
Alysia D. Roehrig, *FCRR at Florida State University*
Mary T. Brownell, *University of Florida*
Mary T. Brownell, *University of Florida*
Kyle Freedman, *Florida State University*
Ying Zhang, *Florida State University*
Ying Guo, *Florida State University*
Katie Ganson, *Florida State University*
2. ***A Tale of Two Approaches: Comparing Field-Based and University-Based Reading Specialist Programs***
Brenda J. Overturf, *University of Louisville*
Sara Kajder, *University of Louisville*
3. ***Constructing Difference in Language and Literacy Professional Development***
Thomas P. Crumpler, *Illinois State University*
Lara J. Handsfield, *Illinois State University*



**1:15 P.M.–2:45 P.M. PALMWOOD-EMBASSY SUITES
SYMPOSIUM SESSION**

Invited Session: Analyzing Response to Literature: Current Insights, Issues and Implications

Chair & Discussant: Kathy Short, *University of Arizona*

Scholars realize that analysis of readers' responses to a growing diversity of "texts" can provide unique insights to each literacy event. Achieving these insights calls for creative and critical approaches to data analysis, as researchers position themselves in various ways within the complexity of their research.

1. *Developing Conceptual Categories During Qualitative Content Analysis of Transcripts of Storybook Read-Alouds*
Lawrence Sipe, *University of Pennsylvania*
2. *Factoring Issues of Culture into Both Literary Analysis of Texts and Reader Response*
Wanda Brooks, *Temple University*
3. *The Arts and Response to/Critical Analysis of Literature*
Pat Enciso, *The Ohio State University*

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

Transforming Preschool Classroom Environments and Language and Literacy Instruction: Child Outcomes and Teacher Effectiveness

Chair: Mary Ann Poparad, *Illinois Reading Recovery Center*

Discussant: William H. Teale, *University of Illinois at Chicago*

This symposium investigates how implementing research-based instructional activities and transforming preschool classroom environments in two Early Reading First projects resulted in higher levels of children's literacy achievement. The nature of teacher change as related to these child outcomes will be explored, and implications for professional development will be discussed.

1. *Transforming Child Outcomes in Preschool*
Lea M. McGee, *The Ohio State University*
2. *Meeting the Challenge: Accelerating At-Risk Preschool Children's Literacy Achievement*
Rochelle Dail, *University of Alabama*
Stacey H. Surman, *University of Alabama*
Priscilla G. Wilson, *University of Alabama*
3. *Levels of Teacher Change: Connections to Child Outcomes*
Renee Casbergue, *Louisiana State University*
April Whatley Bedford, *University of New Orleans*

**1:15 P.M.–2:45 P.M. TEXAS 3
SYMPOSIUM SESSION**

Literacy in Times of Crisis: Four Perspectives

Chair: Devon Brenner, *Mississippi State University*

Discussant: Laurie MacGillivray, *University of Memphis*

This symposium analyzes the intersection of literacy and crisis as situated in families, communities, popular culture, institutions, and cyberspace. Crisis, defined as an event perceived as a turning point, is a starting place from which various personal, social, and political "crises" are deconstructed and reexamined in light of their relationship to literacy practices.

1. *The Intersection of Literacy and Crisis*
Devon Brenner, *Mississippi State University*
Laurie MacGillivray, *University of Memphis*
2. *Escape, Transcend, and Resist: Literacy Practices of Adolescents in Printz Award and Honor Books 2000-2006*
Devon Brenner, *Mississippi State University*
Laurie MacGillivray, *University of Memphis*
3. *Finding Husbands: How Being Literate Creates Crisis*
Loukia K. Sarroub, *University of Nebraska*
4. *Creating Safe Spaces Through Writing: Online Fan Fiction And Poetry As Way To Deal With Critical Life Events*
Mary Thompson, *University at Buffalo*
5. *Brewing a Crisis: Sputnik and the Launch of a New Curriculum*
Susan Florio-Ruane, *Michigan State University*

**1:15 P.M.–2:45 P.M. TEXAS 5
SYMPOSIUM SESSION**

Living History: Is Professional Development Changing?

Chair: Mary P. Abouzeid, *University of Virginia*

Discussant: Thomas Gill, *West Chester University of Pennsylvania*

The symposium will present three perspectives on professional development: (1) overall state-wide trends for professional development in reading education; (2) an evaluation of one rural district's attempts to implement better phonics instruction; and (3) an urban district's decision-making process in planning professional development. It will be seen that we are living through a paradigm shift in professional development needs.

1. *Professional Development Trends in One State*
Ottillie Austin, *University of Virginia*
Mary P. Abouzeid, *University of Virginia*
2. *Successful Professional Development: An Exploration of Integrating Word Study into Teacher Practice*
Anna Baynum, *Hollins College*
3. *Investigating the Impact of Professional Development in Literacy Education*
Michelle Picard, *Arlington Public Schools*

**1:15 P.M.–2:45 P.M. TEXAS 6
ALTERNATIVE FORMAT**

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

Chairs: Louise Wilkinson, *Syracuse University*

Lesley Mandel Morrow, *Rutgers University*

Vicki Chou, *University of Illinois at Chicago*

Discussant: Louise Wilkinson, *Syracuse University*

Each presenter will discuss one crucial issue based on research and practice concerning the preparation of teachers of reading in urban settings. We will also discuss what we need to research about improving teacher education for teachers of reading in urban settings with concerns for cultural issues, language, power and privilege.



1. **LLUTE Goals and Work to Date**
Linda Gambrell, *Clemson University*
2. **Understanding Cultural, Social, Economic Contexts for Urban Teachers of Reading**
Diane Lapp, *San Diego State University*
James Flood, *San Diego State University*
Vicki Chou, *University of Illinois at Chicago*
3. **Critical Elements for the Instruction of Urban Learners**
Susan Davis Lenski, *Portland State University*
4. **Academic Language Proficiency and Literacy Instruction**
Louise Wilkinson, *Syracuse University*
Elaine Silliman, *University of South Florida*
5. **Legislative Context and Policy Issues in the Preparation of Teachers in Urban Settings**
Jill Lewis, *New Jersey City University*
6. **Preparing Expert Teachers of Reading for Urban Schools**
Amy D. Broemmel, *University of Tennessee*
Wendy B. Meller, *University of Tennessee*
7. **Essential Field-Work for the Preparation of Teachers of Reading in Urban Settings**
Cynthia Shanahan, *University of Illinois at Chicago*
8. **Professional Development for Continuing Teachers of Reading in Urban Settings**
Lesley Mandel Morrow, *Rutgers University*
Heather K. Casey, *Rider University*
Linda Gambrell, *Clemson University*
9. **Town Meeting**
Lesley Mandel Morrow, *Rutgers University*
Vicki Chou, *University of Illinois at Chicago*
Louise Wilkinson, *Syracuse University*
10. **Display and Distribution of Sample Syllabi For Literacy Courses Offered in Teacher Preparation with Emphasis on Urban Settings**
Heather K. Casey, *Rider University*
Lesley Mandel Morrow, *Rutgers University*
Karen Wixson, *University of Michigan*
Patty Anders, *University of Arizona*
Diane Barone, *University of Nevada, Reno*
Louise Wilkinson, *Syracuse University*
M. Kristiina Montero, *Syracuse University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

TEXAS 7

Fluency or Proficiency?: An Exploration of the Complexity of Reading Proficiency Constrained by Reading First's Emphasis on Fluency

Chair & Discussant: Stephen G. Mogge, *Towson University*

This session will present the findings from research that 1) synthesize and interpret fluency definitions from historical perspectives through those currently being operationalized in elementary classrooms; 2) answer critical questions regarding the importance of fluency in reading; and 3) discuss implications of current fluency assessments being used in elementary classrooms.

1. ***How is Fluency Defined and Described in Reading Research?***
Nancy L. Jordan, *independent*
2. ***What is Fluency's Role in the Reading Process?***
Bess Altwerger, *Towson University*
3. ***Implications for Fluency Assessment***
Nancy R. Shelton, *University of Maryland at Baltimore County*

2:05 P.M.–2:45 P.M.
ROUNDTABLE

FOOTHILLS II

- I. ***Reading Characteristics of Chinese-English Adolescents: Knowledge and Application of Strategic Reading***
Jia-ling C. Yau, *Providence University*
Ron-Ho Hsia, *National Taishan Senior High School*
- II. ***Reading Bodies, Genres, Cultures, and Texts—Youtuber's Literacy Learning with Digital Media***
Sonja X. Q. Wang, *Vanderbilt University*
- III. ***Going Beyond Fluency: Sociocultural Influences Upon Marginalized Readers' Conceptions of Reading and Books***
Jennifer M. Graff, *University of Georgia*
- IV. ***Relationship Between In-service Teachers' Epistemological Beliefs and Reading Instruction Practices***
Gaoyin Qian, *Lehman College*
Liqing Tao, *College of Staten Island*
Limor Pinhasi-Vittorio, *Lehman College*
- V. ***Who Coaches the Coaches? A Preliminary Support Analysis of One School District's Literacy Coaches***
Mary E. Robbins, *Sam Houston State University*
Debra P. Price, *Sam Houston State University*
- VI. ***Impact of a Semester-Long Writing Workshop on Preservice Teachers' Attitudes Toward Writing and Subsequent Writing Instruction During Student Teaching***
Robert J. Nistler, *University of St. Thomas*
- VII. ***Are Secondary Reading Specialists Highly Qualified? An Examination of "Out-of-Field" and Not Fully Certified Secondary Reading Specialists***
Carolyn L. Carlson, *Washburn University*

3:00 P.M.–4:30 P.M.
PAPER SESSION

BIG BEND A

Promoting Literacy Coaching: Issues of Models and Resistance

Chair: Cheryl Dozier, *University at Albany*

1. ***Reading Resistance: Negotiating Practices When Coaching Resistant Teachers***
Kristin N. Rainville, *Manhattanville College*
2. ***Positioning Teachers Within Models of Literacy Coaching: Identities, Power, and Resistance***
Cathy A. Toll, *Toll & Associates*
3. ***Toward a Model of Literacy Coaching***
Adrian Rodgers, *The Ohio State University*
Emily Rodgers, *The Ohio State University*



3:00 P.M.–4:30 P.M.
PAPER SESSION

BIG BEND B

The Role of Technology in Innovative Literacy Tools

Chair: Diane L. Schallert, *University of Texas*

1. The “Grammars” of Fast Literacies

Deborah Anne Kozdras, *University of South Florida*
James R. King, *University of South Florida*
James L. Welsh, *University of South Florida*
Jennifer J. Schneider, *University of South Florida*

2. Autonomous Agents: Considerations for Theoretical Grounding of New Literacies from a Cognitive Perspective

Elizabeth (Betsy) A. Baker, *University of Missouri*
Mary S. Rozendal, *University of Buffalo - SUNY*

3:00 P.M.–4:30 P.M.
PAPER SESSION

BIG BEND C

Preservice Teachers and Secondary English Education

Chair: Kim Shea, *University of South Florida*

1. Taking the Mountain to Muhammad: High School Students in a University Writing Class

Mary Ariail, *Georgia State University*
Mary Huysman, *Georgia State University*
Heather Lynch, *Georgia State University*

2. Understanding the “Big Picture:” Exploring Preservice Teachers’ Conceptions and Processes of Curriculum Planning in Secondary English Education

Dana L. Fox, *Georgia State University*
Ewa McGrail, *Georgia State University*

3. Multiliteracies and Multimedia Narratives: Using Digital Video as a Tool for Reflective Practice in Secondary English Education

Dana L. Fox, *Georgia State University*
Laurie Brantley-Dias, *Georgia State University*
Brendan Calandra, *Georgia State University*
Rebecca Calder, *Columbia High School, DeKalb Co., GA*

3:00 P.M.–4:30 P.M.
PAPER SESSION

BIG BEND D

Perspectives on Teaching for Literacy

Chair: Francine C. Falk-Ross, *Northern Illinois University*

1. Writing for Pleasure, with Purpose, or as Panacea: An Historical Examination of Creative Writing Instruction

Derek J. Benesh, *University of Iowa*

2. Investigating the Instructional Practices of Middle and Senior Years Teachers: Reading Comprehension Strategy Instruction in the Content Areas

Donna Copsey Haydey, *University of Winnipeg*

3. Student Engagement: Applications of Flow Theory to Classroom Literacy Events

Brenda A. Shearer, *University of Wisconsin Oshkosh*
Martha R. Ruddell, *Sonoma State University*

3:00 P.M.–4:30 P.M.
PAPER SESSION

BIG BEND E

Sociocultural and Critical Literacy Issues: Identity, Popular Culture, and Agency

Chair: Jennifer C. Wilson, *University of Texas*

1. Literacy on the Back Street: African-American Literacy Practices in a Rural Southern Town

Amy S. Johnson, *University of South Carolina*

2. Young Children’s Poetry Jam: Agency, Fluency, and Collaboration

Nadjwa E. L. Norton, *City College of New York, CUNY*

3. African-American Youth’s Critical Literacies, Identities and Negotiations of Popular Culture Texts

Iris Taylor, *University of Illinois at Chicago*

3:00 P.M.–4:30 P.M.

FOOTHILLS I

ALTERNATIVE FORMAT

Multimodal Data Analysis in Language and Literacy Education

Chair: John B. Bishop, *University of Georgia*

Discussant: Margaret C. Hagood, *College of Charleston*

This session foregrounds methodologies for analyzing and representing multimodal research data in literacy education, highlighting the need to address epistemological differences among various modes. The presenters share methods and challenges using examples from their own multimodal data involving digital video, manga scanlations, and visual imagery in adolescent email communication.

1. Scanlation Groups: Exploring Intercultural and Multimodal Communities of Practice

Achariya T. Rezak, *University of Georgia*

2. Moving Images: Rethinking Epistemology with Digital Video Composition

John B. Bishop, *University of Georgia*

3. Email as Multimodal Space: A Study of Three Adolescents’ Designing Practices

Amy A. Wilson, *University of Georgia*

4. Multimodal “Fabrications” in Research: Re/working Data

Leslie C. Bottoms, *University of Georgia*

3:00 P.M.–3:40 P.M.
ROUNDTABLE

FOOTHILLS II

I. Decision-Making and Effective Literacy Instruction: A View of One Teacher

Kathryn Pole, *Saint Louis University*

II. An Investigation of Pre-Service and Post-Baccalaureate Content Area Reading Teachers’ Information and Training in Teaching Higher Levels of Language and Literacy: A Longitudinal Approach

Kenneth J. Weiss, *Central Connecticut State University*



III. *A Qualitative Study of Four First Grade Students' Fluency Development*

Carol Southerland, *Texas Woman's University*

IV. *Finnish Preservice Teachers as Observers of Instruction in Their Normal School: What Do Observations Reveal About Practices in Grades 1 and 2, and How Are Those Practices Understood in Terms of the Finnish National Core Curriculum?*

Riitta-Liisa Korkeamäki, *University of Oulu*

Mariam Jean Dreher, *University of Maryland*

V. *A Comparison of Differential Exposure to Required Developmental Reading Education on the Success of College Students Who Score Within the Standard Error of Measurement on the Reading COMPASS Test*

Kim J. Pinkerton, *University of Houston*

VI. *Selection and Presentation of Multimodal Texts in a Fourth and Fifth Grade Classroom*

Joanna M. Robertson, *Syracuse University*

VII. *Sticks and Stones May Break My Bones, But Words Hurt, Too: What Texas Top Executives Think About Teachers*

Judy A. Trotti, *University of North Texas*

Karen Walker, *University of North Texas*

Shelley D. Blackburn-Harris, *University of North Texas*

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

HILL COUNTRY A

Dual Coding Theory and Its Relevance to Reading Research and Practice

Chair & Discussant: Sheri R. Parris, *Texas Christian University*

This session will explain the reasoning behind Dual Coding Theory (DCT) and will present some of the latest research to stem from this theory. Neuroscientific evidence will be provided to show how instructional approaches based on DCT can supply the brain with the input it needs for optimal learning.

1. *Dual Coding Theory (DCT): Historical Perspectives and Recent Research*

Mark Sadoski, *Texas A&M University*

2. *Understanding Reading Through the Lens of Dual Coding*

Allan Paivio, *University of Western Ontario*

3. *Visual Illustration of Dual Coding Theory*

Sheri R. Parris, *Texas Christian University*

4. *Dual Coding Theory in The Classroom*

Cathy Collins Block, *Texas Christian University*

**3:00 P.M.–4:30 P.M.
PAPER SESSION**

HILL COUNTRY B

Teaching and Learning in Multilingual Classrooms

Chair: Lara J. Handsfield, *Illinois State University*

1. *Rethinking Cognitive Strategy Instruction with Multilingual Students: A Critical Review*

Lara J. Handsfield, *Illinois State University*

Robert T. Jiménez, *Vanderbilt University*

2. *Writing the News: An Ethnographic Analysis of a Rich Language and Literacy Event in a Bilingual First-Grade Class*

Patrick Manyak, *University of Wyoming*

3. *Investigation of Preschooler's Narrative and Classroom Reading Environment Between Korea and the U.S.*

Young-ja Lee, *Duksung Women's University*

Jee Hyun Lee, *Konkuk University*

Judith A. Schickedanz, *Boston University*

Myae Han, *University of Delaware*

3:00 P.M.–4:30 P.M.

HILL COUNTRY C

ALTERNATIVE FORMAT

Creating a Framework for Innovative Possibilities in Teacher Education Through Instructional Design Perspectives

Chair: Dana L. Grisham, *California State University - East Bay*

Discussant: Karen E. Smith, *University of Manitoba*

Results of three institutions' explorations of innovative, digitally enhanced teacher education programs (graduate and undergraduate levels) will be compared across and between institutions using the lens of instructional design perspectives. Participants will have the opportunity to discuss and question instructional design as a framework for cross-institution comparisons.

1. *Statewide Online Reading Endorsement Program*

Susan Davis Lenski, *Portland State University*

2. *Creating Community and Program Coherence through TaskStream*

Dana L. Grisham, *California State University - East Bay*

3. *Phantazmagoria: Using Digitally-Enhanced Texts to Inspire Writing (Teacher Education/Graduate Education)*

Karen E. Smith, *University of Manitoba*

3:00 P.M.–4:30 P.M.

HILL COUNTRY D

PAPER SESSION

Perspectives on Understanding Texts

Chair: Mark D. Vagle, *University of Georgia*

1. *Measuring Comprehension Strategies in Expository Text*

Dana R. Korin, *Rutgers, The State University of New Jersey*

Jenny M. Roca, *Benchmark School - Media, PA*

2. *Essential Understandings: An Alternative Way to Integrate Conceptually-Based Instruction and Literacy Strategies*

Robert W. Gaskins, *Benchmark School - Media, PA*

Eric Satlow, *Benchmark School - Media, PA*

Irene W. Gaskins, *Benchmark School - Media, PA*

3. *Project ACCEL: The Metacognitive Knowledge of Middle School Students About Content Literacy Strategies or "Then What Do You Do?"*

Carol Sue Englert, *Michigan State University*

Troy V. Mariage, *Michigan State University*

Cynthia Okolo, *Michigan State University*

Hsin-Yuan Chen, *Michigan State University*

Carrie Anna Courtad, *Michigan State University*

Nicole Martin, *Michigan State University*

Barbara Jocks-Meier, *Michigan State University*

Kathleen D Moxley, *Michigan State University*

Christian O'Brien, *Michigan State University*

Rebecca K. Shankland, *Michigan State University*



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

PADRE ISLAND

International Contexts of Literacy Development, Assessment, and Instructional Practices

Chair & Discussant: Colin Harrison, *University of Nottingham*

In this NRC International Committee poster session, presenters will share their literacy work in international contexts. Posters include research findings from nine projects completed in four countries. Participants will peruse various posters and talk with presenters informally discussing their experiences and research. Project summaries will be available.

1. **Introduction**

Colin Harrison, *University of Nottingham*

2. **Paper 1: How Do Chinese First-Graders Write?**

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

3. **Paper 2: Ugandan Primary 3 Students' Use of Group Work to Author Reading Materials**

Jill Jenkins, *George Mason University*
Merabu Nguudo, *Seeta Church of Uganda Primary School*

4. **Paper 3: What Do We Know about How English Reading is Taught in China?**

Ran Hu, *University of Georgia*

5. **Paper 4: Comprehensible Input for Extensive Reading: English Language Teaching in China**

Yan Wang, *Georgia State University*
Gertrude Tinker-Sachs, *Georgia State University*

6. **Paper 5: Literacy Practices in Mayan Speaking Households in Yucatan, Mexico**

Patricia Azuara, *University of Arizona*

7. **Paper 6: Emergent Reading Assessment in Chinese Preschools**

Xiaoning Chen, *SUNY Fredonia*
Shuying Sha, *Purdue University*

8. **Paper 7: The Teaching of Writing in the Elementary Years: An Australian Perspective**

Katina I. Zammit, *University of Western Sydney*

9. **Paper 8: Primary Grade Literacy Development in Two Chinese Villages**

Nancy Pine, *Mount Saint Mary College*
Zhenyou Yu, *China Women's University*

10. **Paper 9. The Chinese Reading Process**

Shaomei Wang, *Tufts University*

3:00 P.M.–4:30 P.M. PALMWOOD-EMBASSY SUITES
ALTERNATIVE FORMAT

Invited Session: Knowing What Matters in Developing Literacy and Developing Good Teachers

Chair: Heidi Anne Mesmer, *Virginia Polytechnic and State University*

Two studies on creating effective literacy classrooms will be presented. The first longitudinal study examined children's development from preschool through first grade, looking closely into classroom features, instruction, and student growth. The second longitudinal study examined teacher development from preservice through first year teaching. Good teachers and good instruction matter.

1. **Presenters:**

Connie Juel, *Stanford University*
Heather Hebard, *Stanford University*
Dot McElhone, *Stanford University*
Renee Scott, *Stanford University*

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

TEXAS 5

Designing and Using Technology in Literacy Education Courses/Programs

Chair: Laura Roehler, *Michigan State University*

Discussant: Rebecca S. Anderson, *University of Memphis*

Building on previous research, this alternative symposium engages participants with groups of researchers who focus on design and implementation of technology programs in classrooms. Participants will view demonstrations, discuss problems and solutions, and attend breakout sessions on: 1) video cases and clips, and 2) technology tools used in literacy courses.

1. **Designing & Using Technology in Literacy Education Courses/Programs**

Terry S. Atkinson, *East Carolina University*
Laura Roehler, *Michigan State University*
Marion C. Alvarez, *Tennessee State 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*
Rebecca S. Anderson, *University of Memphis*



3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

TEXAS 6

Using a Research-Based Needs Assessment to Promote School-wide Literacy Reform

Chairs: Kathryn H. Au, *University of Hawaii*
Taffy E. Raphael, *University of Illinois at Chicago*

Discussant: Barbara M. Taylor, *University of Minnesota*

This symposium addresses how schools engaged in school-wide literacy reform collaborate with external partners around a Needs Assessment to take action in moving a school forward. Studies at two sites documented the use of Needs Assessments, which focused on nine dimensions found in previous research to be critical to these efforts.

1. ***Implementing Standards-Based Change through Diagnostic Needs Assessments***
Kathryn H. Au, *University of Hawaii*
2. ***Using Formative Needs Assessments as Ongoing Interventions for Schools Engaged in Standards-Based Change***
Taffy E. Raphael, *University of Illinois at Chicago*
Susan I. McMahon, *National Louis University*
Ryan McCarty, *University of Illinois at Chicago*
3. ***Crucial Conversations: Taking a Critical Look at How Conversation Leads to Action***
Shelby A. Cosner, *University of Illinois at Chicago*
MariAnne George, *University of Illinois at Chicago*
Catherine M. Weber, *University of Illinois at Chicago*

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

TEXAS 7

Harmony and Disharmony: How Adolescents and Their Teachers Envision Motivation to Read

Chairs: Carol J. Delaney, *Texas State University*
Sharon M. Pitcher, *Towson University*

Discussant: Sharon M. Peck, *SUNY - Geneseo*

The following study is a continuing effort to discover what motivates adolescents to read from two perspectives: the adolescents and their teachers. We begin with a discussion of our previous efforts to capture these perspectives; then we progress to our latest findings. Input from the audience will help facilitate future direction.

1. ***Introduction: History of the AMRP and the TMMP***
Carol J. Delaney, *Texas State University*
Sharon M. Pitcher, *Towson University*
2. ***Results from Each Site***
Carol J. Delaney, *Texas State University*
Sharon M. Pitcher, *Towson University*
Pamela J. Dunston, *Clemson University*
Krishna Seunariningsingh, *University of West Indies*
Nancy T. Walker, *University of LaVerne*
Rebecca Hunt, *Marygrove College*
Lettie K. Albright, *Texas Woman's University*
3. ***Generalities and Comparisons***
Victoria R. Gillis, *Clemson University*
4. ***Break-Out Groups***
Pamela J. Dunston, *Clemson University*



3:50 P.M.–4:30 P.M.
ROUNDTABLE

FOOTHILLS II

- I. ***The Problem of Mentoring in Doctoral Literacy Education***
Leslie D. Burns, *University of Kentucky*
Leigh A. Hall, *University of North Carolina - Chapel Hill*
- II. ***Tutoring Reading with Neverwinter Nights (A Role Playing Computer Video Game)***
Michelle Commeyras, *University of Georgia*
Justin Miller, *University of Georgia*
Patricia Forbes Smith, *University of Georgia*
Anne Elizabeth Sumner, *University of Georgia*
David Christopher Woodward, *University of Georgia*
James Eric Hasty, *University of Georgia*
- III. ***Constructing Gender Identity Through Drawing and Narratives: Re-thinking the Gender Binary in the Children's World***
Wen-chiang Rita Chen, *Indiana University*
- IV. ***What's the Story? Adoptive Parents' Reactions to Books on Adoption***
Wendy M. Smith, *Loyola College In Maryland*
- V. ***Teachers' Understandings of Developing Academic Language and Literacy for Second Language Learners and Students of Linguistically Diverse Backgrounds***
Erica Bowers, *California State University, Fullerton*
Matthew Quirk, *California State University, Long Beach*
Shanan Fitts, *California State University, Fullerton*
Laura Keisler, *University of Southern California*
- VI. ***The Literacy Coach: Defining the Roles and Responsibilities of an Evolving Profession in Reading Education***
Melissa D. Reed, *Emporia State University*
- VII. ***The Readability of State Driver's Manuals: 30 Years and Counting***
Anindya Sen, *Northern Illinois University*
Sungbae Park, *Northern Illinois University*
William A. Henk, *Marquette University*
Norman A. Stahl, *Northern Illinois University*
- VIII. ***A New Handbook of College Reading and Study Strategy Research***
David C. Caverly, *Texas State University - San Marcos*
Rona F. Flippo, *University of Massachusetts - Boston*



Wednesday • November 28, 2007

4:45 P.M.–6:00 P.M.

TEXAS 1

PRESIDENTIAL ADDRESS

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

- I. *Student Outstanding Research Award Presentation***
Bridget Dalton, *Vanderbilt University*
- II. *J. Michael Parker Award Presentation***
Erik Jacobson, *Montclair State University*
- III. *Introduction of the Speaker***
Gwendolyn T. McMillon, *Oakland University*
- IV. *Presidential Address***
The Education of African American Students: Voicing the Debates, Controversies, and Solutions
Patricia A. Edwards, *Michigan State University*



Thursday • November 29, 2007

Thursday



8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND A

From Struggling Readers to Thriving Readers

Chair: Mary-Kate Sableski, *University of Dayton*

- 1. *The Development of Literate Identities in Students Identified as Struggling Readers***
Mary-Kate Sableski, *University of Dayton*
- 2. *The Remaking of a Middle School Reader***
Amy A. Wilson, *University of Georgia*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND B

The Effects on Comprehension of Using Reading Strategies and Self-Monitoring

Chair: Stephan Sargent, *Northeastern State University*

- 1. *Indicators of Self-Monitoring in Early Reading***
Karen E. Gonzales, *Temple ISD*
- 2. *Reading Comprehension in an Urban High-Poverty First Grade Classroom***
Barbara A. Bradley, *University of Kansas*
Lisa R. Dinner, *University of Kansas*
- 3. *The Emergence of Strategic Processing in Reading Recovery Instruction: A Comparison to Other Struggling Learners***
Maribeth Cassidy Schmitt, *Purdue University*
Shuying Sha, *Purdue University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND C

Effective Literacy Teaching

Chair: Treavor Bogard, *University of Texas at Austin*

- 1. *Forty Years of Research on Effective Literacy Teachers: From the Process-Product Studies of the 1970s to Contemporary Explorations of Classroom Literacy Instruction***
T. Lee Williams, *University of Georgia*
James F. Baumann, *University of Georgia*
- 2. *Literacy Engagement: Teacher's Engaging Practices and Students' Responses***
Kathleen C. Perencevich, *The Catholic University of America*
Maura Mulloy, *The Catholic University of America*
- 3. *Activity System Analysis of a Highly Effective First-Grade Teacher of Diverse Students***
Judith K. Wilson, *University of Texas - Permian Basin*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND D

Family Literacy: Parents' and Children's Experiences with Text

Chair: Sarah J. McCarthy, *University of Illinois at Urbana - Champaign*

- 1. *Long-Term Effects of a Family Literacy Program on the School Experiences of Children***
Jeanne R. Paratore, *Boston University School of Education*
Barbara Krol-Sinclair, *Intergenerational Literacy Program, Chelsea, MA Public Schools*
Brooke Jambor, *Boston University School of Education*
- 2. *Complicating the Notion of Parent/Family Involvement in Children's Early Literacy: Taking a Closer Look at Parents' Perspectives***
Cleopatra Y. Jacobs, *University of Pennsylvania, Graduate School of Education*
Susan Bickerstaff, *University of Pennsylvania, Graduate School of Education*
Jie Y. Park, *University of Pennsylvania*
Vivian L. Gadsden, *University of Pennsylvania, Graduate School of Education*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND E

Building Literacy Achievement in the 21st Century

Chair: Becky K. McTague, *Roosevelt University*

- 1. *Where's the Instruction Manual? Exploring the Crossroads of Reading First Implementation and School Culture***
Wendy W. Bunker, *Syracuse University*
Kathryn E. Bailey, *Syracuse University*
- 2. *Building Upon a History of School Improvement 2000-2006***
Jane E. Mekkelsen, *Reading First Coordinator*
James H. Mosenthal, *University of Vermont*
- 3. *Multiple Levels of Learning to Raise Student Achievement in Literacy***
Judy M. Parr, *University of Auckland*
Helen S. Timperley, *University of Auckland*

8:30 A.M.–10:00 A.M.
PAPER SESSION

FOOTHILLS I

Broadening Perspectives Toward Literacy

Chair: Heather Bobrow Finn, *New York University*

- 1. *A Head Taller: Sociocultural Perspectives on Literature Discussions with English Language Learners***
Joyce L. Purdy, *University of Alberta*
- 2. *Using a Social-Cultural Frame of Reference to Examine the Literacy Development Conditions in Song China (960-1279): A Case of Promises and Compromises***
Liqing Tao, *College of Staten Island, CUNY*
Gaoyin Qian, *Lehman College, CUNY*
- 3. *What Current Neuroscience Suggests About Reading Comprehension: A Field Guide***
George G. Hruby, *Utah State University*



8:30 A.M.–9:10 A.M.
ROUNDTABLE

FOOTHILLS II

- I. **Writing Instruction for Teachers: Strengthening a Weak Curricular Area**
Dana L. Grisham, *California State University - East Bay*
Thomas D. Wolsey, *San Diego State University*
- II. **Reading Comprehension: A Discussion of Historical Trends—Borrowing from the Past to Build on the Future**
Norma D. Zunker, *Texas A&M University - Corpus Christi*
Stephanie A. Grote, *Texas A&M University - Corpus Christi*
- III. **Exploring Differences in Children's Oral Readings of Authentic Children's Literature and Commercially Published Leveled "Little Books"**
Joan Livingston, *Adrian College*
- IV. **The Literacy Practices of Recent Immigrant Students**
Marco Bravo, *San Francisco State University*
- V. **Using Disciplinary Knowledge and Intertextuality to Improve Reading Skills: A Study of Developmental Community College Students as They Learn to Critically Read and Think About Historical Documents**
Mary C. Newman, *College of DuPage*
- VI. **We Are Not All Yellow Pencils: Reflections on Prolonged Professional Development and Literacy Coaching**
Kathryn Button, *Texas Tech University*
Macy D. Satterwhite, *Texas Tech University*
- VII. **Negotiating Literacies Through Autobiography**
Jie Y. Park, *University of Pennsylvania*
Molly Buckley, *University of Pennsylvania*
- VIII. **Critical Literacy Within the Discourse of Power**
Maggie Knutson, *University of Minnesota*

8:30 A.M.–10:00 A.M.
PAPER SESSION

HILL COUNTRY A

Multiliteracies

Chair: Julie Ankrum, *University of Pittsburgh - Johnstown*

1. **Students' Perception and Attitude Toward Peer and Self-Assessment in a Computer-Supported Collaborative Learning Environment**
Haekyung Lee, *University of Texas at Austin*
2. **New Literacies Strategies Implementation on Teachers' and Students' Literacy Performance in Underperforming Middle Schools: Findings From Year One**
Margaret C. Hagood, *College of Charleston*
Emily N. Skinner, *College of Charleston*
Mary Provost, *College of Charleston*
Paula Egelson, *College of Charleston*
3. **The Effects of Out-of-School Activities and Literacy and Content-Area Instruction on Vocabulary Growth of Urban Students**
Joshua F. Lawrence, *Boston University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

HILL COUNTRY B

Preservice Teacher Practices in Language Arts

Chair: Mary E. Robbins, *Sam Houston State University*

1. **Writing as a Tool for Thinking: Prospective Teachers Consider Children's Literature**
Nancy L. Marano, *Southern Connecticut State University*
2. **How Might Teacher Candidates' Habitus be Disrupted Through a Pre-Service Language Arts Curriculum?**
Rachel M. Heydon, *University of Western Ontario*
Kathryn Hibbert, *University of Western Ontario*
3. **What Elementary Teachers Say About Grammar Instruction**
Linda C. Pacifici, *Appalachian State University*
Ellen L. Pesko, *Appalachian State University*
Janet W. Bloodgood, *Appalachian State University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

HILL COUNTRY C

Adolescents Negotiating Literacies In School Contexts

Chair: Heidi L. Hallman, *University of Kansas*

1. **Literary Responses of 7th and 8th Grade American-Indian Students to Ethnic Texts in a Book Club Setting**
Cynthia B. Leung, *University of South Florida St. Petersburg*
2. **Reshaping One's Sense of Being Literate: Adolescents' Perceptions During the Transition Experience from Reading Support Class to Mainstream English Class**
Kristine Akey, *University of Oklahoma*
3. **From "Bridging" to "Negotiating" Literacies: Toward a Theory of Negotiating Literacies with Adolescents**
David Gallagher, *Mount Saint Mary College*

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

HILL COUNTRY D

Examining the Educational Practices that Support Literacy Learning in Digital Environments: A Closer Look at Reader, Activity, and Text Interactions on the Internet

Chair: Colin Harrison, *University of Nottingham*
Discussant: David Reinking, *Clemson University*

This session will explore new dimensions of reading in digital environments. A digital reading comprehension heuristic will be proposed showing how the interactive relationship amongst reader, activity, and text changes in digital environments where fixed factors become malleable. The discussant will critique the heuristic and facilitate dialogue leading to revisions.

1. **Framing the Issues: Working Toward a Dynamic Digital Reading Comprehension Heuristic**
Bridget Dalton, *Center of Applied Special Technology*
2. **"I've a load of questions in my head:" Scaffolding the Development of Effective Search Strategies for Struggling Readers During Internet Inquiry**
Bernadette Dwyer, *St. Patrick's College, Ireland*
Colin Harrison, *University of Nottingham*



3. ***How are the New Literacies of Online Reading Comprehension Acquired by Upper Elementary Grade Students?: Exploring the Contexts that Facilitate Learning***
Jill Castek, *University of Connecticut*

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

PADRE ISLAND

Two Latinas in School: Case Studies in Identity and Linguistic Diversity

Chair: Colleen M. Fairbanks, *University of North Carolina - Greensboro*

Discussant: Deb Palmer, *University of Texas at Austin*

This symposium examines the cases of two Latina youth as their cultural practices and institutional norms intersect in their daily lives in school. Specially, the two highlighted cases examine how the students “author” themselves within the historical and cultural worlds of classroom, school, and community.

1. ***Keeping the Personal, Private: Exploring Identities in a High School English Classroom***
Amy Vetter, *University of North Carolina - Greensboro*
2. ***Following Esmé through School: Shifting Identities and Institutional Practices***
Colleen M. Fairbanks, *University of North Carolina - Greensboro*

**8:30 A.M.–10:00 A.M. PALMWOOD-EMBASSY SUITES
SYMPOSIUM**

Invited Session: Reading First: Lessons in Design, Evaluation, and Reauthorization

Chair: Sharon Walpole, *University of Delaware*

Those who work closely with Reading First projects designed this symposium. The first paper will present an integrated design for professional learning. The second paper will pose questions for evaluators to consider when designing long-term, formative evaluations. The final paper will describe issues in the reauthorization of NCLB.

1. ***Designing State-Level Support***
Sharon Walpole, *University of Delaware*
Michael C. McKenna, *University of Virginia*
Carla K. Meyer, *University of Delaware*
Katrin L. Blamey, *University of Delaware*
2. ***Meaningful Evaluation: The Challenges of Support and Rigor***
Rita M. Bean, *University of Pittsburgh*
Naomi Zigmond, *University of Pittsburgh*
3. ***The Rocky Road to Federal Funding***
Cathy Roller, *International Reading Association*

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

TEXAS 5

Bridging Differences - Preparing Teachers for Diverse Settings

Chair: Robert T. Jiménez, *Vanderbilt University*

Discussant: Victoria J. Risko, *Vanderbilt University*

This alternative format session will focus on theoretical and empirical issues embedded in research on educating teachers for culturally and linguistically diverse students. We plan to explore these issues by

discussing our own reviews of the literature in focused areas related to broader questions of teacher preparation for culturally and linguistically diverse students.

1. ***Bridging Differences - Preparing Teachers for Diverse Settings***
Robert T. Jiménez, *Vanderbilt University*
Victoria J. Risko, *Vanderbilt University*
2. ***Investigating the Knowledge Bases of Novice and Experienced Adult ESL Teachers***
Brad L. Teague, *Vanderbilt University*
Brian Rose, *Vanderbilt University*
3. ***Promising Practices***
Jud Laughter, *Vanderbilt University*
4. ***Remodeling Engagement***
Catherine Darrow, *Vanderbilt University*
5. ***A Review of Policy and ELL Teacher Education Programs***
Julie Justice, *Vanderbilt University*
6. ***The Use of Narratives in Multicultural Teacher Education***
Dennis S. Davis, *Vanderbilt University*
Frank Tenore, *Vanderbilt University*
7. ***Learning English, Learning Math***
Jerry Hinn, *Vanderbilt University*
8. ***Assessing Teacher Beliefs and Change***
Jim S. Furman, *Vanderbilt University*

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

TEXAS 6

Turning a Multimodal Theoretical Lens on Literacy Pedagogy and Research Across Multiple Contexts

Chair: Cynthia Brock, *University of Nevada, Reno*

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

The four research projects included in this symposium use a multimodal theoretical lens (Kress and Van Leeuwen, 2001) to explore literacy teaching and learning practices focusing on the interrelationships between many different modes of communication; modes of communication include—but are not limited to—language, image, music, sound, and gesture.

1. ***Exploring Mediation in the Context of Multimodality and Social Literacies: Explorations in a 5th Grade, 9th Grade, and University Classroom***
Mary McVee, *University at Buffalo - SUNY*
Lynn Shanahan, *University at Buffalo - SUNY*
2. ***Using a Multimodal Theoretical Lens to Explore Literacy Teachers’ Understandings of Race, Culture, and Linguistic Diversity***
Cynthia Brock, *University of Nevada, Reno*
Julie Pennington, *University of Nevada, Reno*
3. ***“Oh, my gosh, she knows so much!” Using a Multimodal Theoretical Lens to Connect Theory to Practice in an ESL Methods Course***
Kathryn Prater, *University of North Carolina - Greensboro*
Ye He, *University of North Carolina - Greensboro*
4. ***Learning Multimodality: Designing Media Text and Theory***
Fenice Boyd, *University at Buffalo - SUNY*



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

TEXAS 7

Assessment of Vocabulary Development and Learning

Chairs & Discussants: Shira Lubliner, *California State University - East Bay*

Judith Scott, *University of California - Santa Cruz*

Presentations included in this session examine factors inherent in measuring instructional effectiveness and vocabulary learning of various student groups, including English learners, a population whose vocabulary development is of particular concern to educators. Presentations range from theoretical constructs of vocabulary assessment to classroom-based assessments measuring vocabulary growth in differing contexts.

1. **Vocabulary Assessment: What We Know and What We Need to Learn**
P. David Pearson, *University of California - Berkeley*
Elfrieda H. Hiebert, *University of California - Berkeley*
Michael L. Kamil, *Stanford University*
2. **Vocabulary Assessment in Preschool Children with Special Consideration of Dual Language Learners**
Theresa Roberts, *California State University - Sacramento*
3. **Group Assessment of Vocabulary in Kindergarten and Grade 1**
Gail Kearns, *Educational Consultants*
Andrew Biemiller, *Educational Consultants*
4. **Teacher and Student-friendly Content-area Vocabulary Assessments for Urban Social Studies and Science Units: Grades 5-7**
Donna M. Ogle, *National-Louis University*
Amy Correa, *National-Louis University*
Camille L.Z. Blachowicz, *National-Louis University*
5. **A Multiple Level Assessment Tool: Measuring Word Knowledge Based on Grade Level Materials**
Judith Scott, *University of California - Santa Cruz*
Susan Flinspach, *Department of Education, V.I.N.E. Project*
Jack Vevea, *University of California - Santa Cruz*
Merrit Hoover, *University of California - Santa Cruz*
6. **Assessing Spanish/English Bilingual Students' Knowledge of Cognates of Varying Levels of Transparency**
Shira Lubliner, *California State University - East Bay*
Dana L. Grisham, *California State University - East Bay*
7. **Vocabulary Assessment and the New NAEP Framework**
Margaret McKeown, *University of Pittsburgh*
Michael W. Kibby, *University of Buffalo*



9:20 A.M.–10:00 A.M.
ROUNDTABLE

FOOTHILLS II

- I. **The Ties That Bind: Adolescent Literacy Practices Inside and Outside the Classroom Space**
Heather K. Casey, *Rider University*
- II. **An Investigation of the Knowledge and Frequency Use of Content Reading Strategies by Science and Math Middle-Level Preservice Teachers**
Susan Szabo, *Texas A&M University - Commerce*
Mary Beth Sampson, *Texas A&M University - Commerce*
Becky Sinclair, *Texas A&M University - Commerce*
Wayne Linek, *Texas A&M University - Commerce*
LaVerne Raine, *Texas A&M University - Commerce*
- III. **New Beginnings: A Framework for Culturally Relevant Literacy Instruction for African-American Children**
Tinaya S. Webb, *University of Illinois at Chicago*
- IV. **Insider/Outsider Perspectives on Effective Literacy Instruction of ELLs**
Jayne Kraemer, *University of Louisville/Jefferson Co Schools*
Ellen McIntyre, *University of Louisville*
Diane Kyle, *University of Louisville*
- V. **"Your kids are my kids": Teachers Co-Constructing Practice in a Statewide Professional Development Initiative**
Maria P. Ghiso, *University of Pennsylvania*
Gina L. Calzaferrri, *University of Pennsylvania*
- VI. **Responding to Middle Grades Students' Writing: A Theoretical Reflection on Pathic Dimensions of Teaching**
Mark D. Vagle, *University of Georgia*
Diana J. Durbin, *University of Georgia*
Hilary E. Hughes, *University of Georgia*
- VII. **Reader Response Theory Within a Multiliteracies Framework: Undergraduate English Education Majors Understandings of Multimodal Text Interpretation**
Alison Heron-Hruby, *Utah State University*


10:15 P.M.–11:45 P.M.

TEXAS 1

OSCAR S. CAUSEY AWARD PRESENTATION AND ADDRESS

Chair: Kathleen Hinchman, *Syracuse University*

- I. **Oscar S. Causey Award Introduction**
David Moore, *Arizona State University*
- II. **Oscar S. Causey Award Presentation for 2007**
Annemarie Sullivan Palincsar, *University of Michigan*
- III. **Introduction of the Speaker**
Dana L. Grisham, *California State University - East Bay*
- IV. **2007 Oscar S. Causey Address**
How to Get Recreational Reading to Increase Reading Achievement
Michael L. Kamil, *Stanford University*

Be sure to look for this symbol  throughout the program. Whenever you see this icon by a **ROUNDTABLE** session, it signifies that the session has been split into two parts.



1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND A

What Do They Do All Day?: Literacy Coaching Practices and Outcomes

Chair: Elizabeth G. Sturtevant, *George Mason University*

- What Coaches Do and Why They Do It: A Diary Study***
Rita M. Bean, *University of Pittsburgh*
Kellee Jenkins, *University of Pittsburgh*
Beth Belcastro, *University of Pittsburgh*
Reece Wilson, *Clarion University of Pennsylvania*
Greg Turner, *University of Pittsburgh*
Naomi Zigmond, *University of Pittsburgh*
- Does Literacy Coaching Make a Difference? The Effects of Literacy Coaching on Reading Achievement in Grades K-3 in a Reading First District***
Laurie A. Elish-Piper, *Northern Illinois University*
Susan K. L'Allier, *Northern Illinois University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND B

Teacher Professional Development

Chair: Lynn Masterson, *University of Texas at Austin*

- Metacognitive Inquiry for Science, Reading, and Professional Development: Measuring Complex Teaching and Learning***
Cynthia L. Greenleaf, *Strategic Literacy Initiative, WestEd*
Cindy Litman, *Strategic Literacy Initiative, WestEd*
- Accelerating Student Growth with the Targeted Reading Intervention: A Dual-Level Professional Development Intervention for K-1 Struggling Learners***
Marnie C. Ginsberg, *University of North Carolina - Chapel Hill*
Steve Amendum, *University of North Carolina - Chapel Hill*
- The Evolution of Literacy and Pedagogical Practices in Novice Special Education Teachers in a Literacy Methods Course***
Rebecca K. Shankland, *Michigan State University*
Carol Sue Englert, *Michigan State University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND C

Informational Text

Chair: Denise Duncan, *University of Texas at Austin*

- Explanatory Passages and Teachers' Higher Level Reasoning in a Science Trade Book Read Aloud***
Laura B. Smolkin, *University of Virginia*
Carol A. Donovan, *University of Alabama*
- Dealing with Informational Text in the Primary Grades: Instructional Strategies that Improve Young Children's Comprehension***
Kendra M. Hall, *Brigham Young University*
- Mediating Text Features in Science Text: Reading, Interpreting and Evaluating Information in Figures and Tables***
Ellen L. Pesko, *Appalachian State University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND D

The Role of Technology in New Literacies

Chair: Chinwe H. Ikpeze, *St. John Fisher College*

- Secondary English Teachers' Perspectives on Incorporating New Literacies into Their Pedagogy***
Elizabeth Lewis, *Syracuse University*
Kelly Chandler-Olcott, *Syracuse University*
- New Literacies in the Classroom: Teachers' Understandings, Proficiencies, and Needs***
Julia Kara-Soteriou, *Central Connecticut State University*
Catherine Kurkjian, *Central Connecticut State University*
- "New wine in new bottles": Does Anyone Know What That Means?***
Elizabeth Petroelje Stolle, *Grand Valley State University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND E

Young Adult Literature: Perspectives Outside and Inside the Books

Chair: Wanda Brooks, *Temple University*

- Multicultural Literature in Secondary Schools: Policy, Practice, and Perspectives***
Allison Skerrett, *Boston College*
- "Spinning Themselves into Poetry": Images of Urban Adolescent Writers in Young Adult Novels***
Kelly K. Wissman, *University at Albany - SUNY*
- Exploring the Risks in "Smack": Risky Stories in Young Adult Literature***
Susan Bickerstaff, *University of Pennsylvania*

1:15 P.M.–2:45 P.M.
PAPER SESSION

FOOTHILLS I

Examining Writing: Perspectives, Methods, and Identities

Chair: Shelley Stagg Peterson, *University of Toronto*

- North of the 49th Parallel: A Canadian Study of the Teaching of Writing***
Jill McClay, *University of Alberta*
Shelley Stagg Peterson, *Ontario Institute for Studies in Education of the University of Toronto*
Joyce L. Purdy, *University of Alberta*
Kristin Main, *Ontario Institute for Studies in Education of the University of Toronto*
Karen Vavra, *University of Alberta*
- Navigating an English-Only Classroom: Multiple Identities in a Primary Writer's Workshop***
Sally A. Brown, *Charleston Southern University*
- Student Talk During the Writing Process from Sixth Graders' Perspectives***
Karen K. Yoder, *University of San Francisco*



 1:15 P.M.–1:55 P.M.
ROUNDTABLE

FOOTHILLS II

- I. *Poetic Informational Texts in Contemporary Children's Literature: An Investigation of Literary and Linguistic Features*
Linda L. Kucan, *University of Pittsburgh*
- II. *Teaching Poetry: Beliefs and Practices of Teachers in a Rural, Southern Elementary School*
Diane Carver Sekeres, *University of Alabama*
- III. *Struggling Middle-Level Readers, Cultural Difference, and the Social Aspect of Reading: Students' Perceptions About Participating in Literature Circles*
Xiufang Chen, *Rowan University*
Holly A. Johnson, *University of Cincinnati*
Kathy A. Ganske, *Rowan University*
- IV. *Electronic Literacy Environments for Informing Learning and Practice*
Beth M. Christian, *Tennessee State University*
- V. *Reggio Emilia, Walter Benjamin, and Social Studies: a Case Study of a Middle and High School Reading Program*
Margaret Sheehy, *University at Albany*
Dilvanaz Hushmendy, *University at Albany*
- VI. *Developing an Observational Instrument for Capturing Critical Teacher Behaviors During Read Alouds*
Jessica Lynn Hoffman, *University of Illinois at Chicago*
- VII. *Effective Vocabulary Instruction for English Language Learners: A Review of Research*
Mijin Won, *Texas Tech University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

HILL COUNTRY A

Preparing Preservice Teachers for Diversity

Chair: Althier M. Lazar, *Saint Joseph's University*

1. *Reproducing and Interrupting Subtractive Schooling in Reading Teacher Education*
Jesse S. Gainer, *Texas State University - San Marcos*
2. *Learning From Preservice Teachers' Stories: Understanding the Evolution of Culturally Responsive Dispositions and Literacy Teaching Practices*
Julie K. Kidd, *George Mason University*
Sylvia Y. Sanchez, *George Mason University*
Eva K. Thorp, *George Mason University*
3. *Teaching Diversity in a Predominantly White Classroom: An (Auto)Ethnographic Case Study of an African-American Instructor*
Valerie Nicole Nyberg, *University of Iowa*

1:15 P.M.–2:45 P.M.
PAPER SESSION

HILL COUNTRY B

Writing and ESL Students with Special Needs

Chair: Mary McVee, *SUNY - Buffalo*

1. *Using the Singing/Technology Connection: Investigation of an Intervention for Elementary ELL Struggling Readers*
Susan Homan, *University of South Florida*
Marie Biggs, *University of South Florida*
James R. King, *University of South Florida*
Susan Bennett, *University of South Florida*
Elaine Croteau, *University of South Florida*
2. *Hidden Barriers: Memory, Trauma and English Language Literacy*
Heather Bobrow Finn, *New York University*
3. *Metalinguistic Knowledge Building as one Component of Writing Instruction for Deaf Adolescents*
Kimberly Wolbers, *Michigan State University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

HILL COUNTRY C

Beyond DIBELS: Measuring Decoding, Spelling, Strategy and Fluency

Chair: Anthony V. Manzo, *University of Missouri - Kansas City*

1. *Assessment and Identification of Students at Risk: Correlating the Dynamic Indicators of Basic Early Literacy Skills and An Observation Survey of Early Literacy Achievement*
Mary Anne Doyle, *University of Connecticut*
Sharan Gibson, *San Diego State University*
Francisco X. Gomez Bellenge, *The Ohio State University*
Patricia R. Kelly, *San Diego State University*
Meiling Tang, *Ohio Department of Education*
2. *The Utility of DIBELS Oral Reading Fluency for Students with Limited Word Knowledge*
Timon M. Paleologos, *Troy University*
Edna D. Brabham, *Auburn University*
3. *Toward the Development of Two Word Recognition Measures, with Comparisons of Decoding and Encoding of Orthographic Features*
Kathy A. Ganske, *Rowan University*
Robin Seeker, *Jefferson County Schools*
Mian Wang, *Rowan University*

1:15 P.M.–2:45 P.M.
PAPER SESSION

HILL COUNTRY D

Visual Strategies for Understanding Texts

Chair: Samantha Caughlan, *Michigan State University*

1. *The Role of Imagery in Writing Definitions*
Ernest T. Goetz, *Texas A&M University*
Mark Sadoski, *Texas A&M University*
Andrew G. Stricker, *USAF Air University*
Teresa S. White, *Texas A&M University*
Zhongmiao Wang, *Texas A&M University*



2. *Drawing as Meaning Maker Among High School Students*
Pamela J. Young, *University of Calgary*
3. *Integrating the Visual: Student Strategies for Multiple Text Synthesis*
Michael Manderino, *University of Illinois at Chicago*

1:15 P.M.–2:45 P.M.
PAPER SESSION

PADRE ISLAND

The Role of Motivation on Reading Achievement

Chair: Sandra Goetze, *Oklahoma State University*

1. *Enjoyment, Social Outcomes, and Learning in Literature Circles*
Janine L. Certo, *Michigan State University*
Kathleen D. Moxley, *Michigan State University*
Kelly E. Reffitt, *Michigan State University*
2. *Effects of Motivational and Cognitive Variables on Reading Comprehension*
Ana Taboada, *George Mason University*
Stephen M. Tonks, *Northern Illinois University*
Allan Wigfield, *University of Maryland*
John T. Guthrie, *University of Maryland*
3. *The Role of Teacher Discourse in Reading Motivation and Achievement*
Angela McRae, *University of Maryland*
John T. Guthrie, *University of Maryland*

1:15 P.M.–2:45 P.M. **PALMWOOD-EMBASSY SUITES**
ALTERNATIVE FORMAT

Invited Session: How Critical Can It Be: School Experience, Personal Development, and Teacher Preparation Viewed in a Larger Sociological Context

Chair: Debbie East, *Indiana University*

This session will examine culturally and linguistically diverse students' literacy learning in dominant-culture educational contexts. In addition, culturally responsive pedagogy will be considered from a teacher preparation perspective to emphasize what teacher preparation programs need to focus on to prepare teachers to address the learning needs of non-dominant culture students.

1. **Presenters:**
Kathryn H. Au, *University of Hawaii*
Debbie East, *Indiana University*
Wen Ma, *Le Moyne College*
M. Kristiina Montero, *Syracuse University*
Doris Walker-Dalhouse, *Minnesota State University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

TEXAS 1

Four Reflexive Teachers, a Handful of Authentic Literature and Classrooms Full of Diverse Language Learners: Mix Together to Create Meaningful Interactions and Deep Understanding

Chair: Maria Franquiz, *University of Texas at San Antonio*
Discussant: Patricia Sanchez, *University of Texas at San Antonio*

Original research with language learners is presented that makes visible how teachers provide students opportunities for gaining meaningful understanding of their multiple social and academic realities through literature discussions. Included are sociolinguistic and textual data collected in primary, elementary and middle schools in Texas that serve three distinct student groups.

1. *"Hablamos inglés...y español también" (We speak English... and Spanish, too): Using Literature to Explore Embryonic Language Ideologies in a Dual Language First Grade Classroom*
Minda Lopez, *University of Texas at San Antonio*
2. *Somali Bantu Refugee Students in an ESL Classroom: Relating to and Distancing from Children's Literature*
Laura Roy Carlson, *University of Texas at San Antonio*
3. *Using Literature with Mexican-origin English Language Learners to Develop Discourses and Literacies in the Middle School Language Arts Classroom*
Tracy Lopez, *University of Texas at San Antonio*

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

TEXAS 2

Traversing the Social, Cultural and Political Influences on Literacy Instruction for African-American Learners in Rural, Suburban and Urban Settings

Chair: Charline J. Barnes, *Andrews University*
Discussant: Gwendolyn McMillon, *Assistant Professor*

In this alternative session, four researchers present narratives on the impact of social, cultural and political influences as they affect literacy teaching and learning in three diverse elementary school contexts. The audience will have opportunity to engage in small group discussions on other research-based solutions found to recognize and capitalize on African-American students' literacy learning.

1. *Narrative #1: Multicultural Literacy Moments in Our Teaching Lives*
Charline J. Barnes, *Andrews University*
2. *Narrative #2: Literacy Education for Sale: A Tale on Improving Reading Skills in a Southern Urban School District*
Margaret-Mary Sulentic Dowell, *Louisiana State University*
3. *Narrative #3: A Suburban Site: The Impact of Mandates for Reading Instruction*
Barbara Laster, *Professor*
Stephen G. Mogge, *Towson University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

TEXAS 3

Beyond Test Scores and Despite Policy: Effective Literacy Practices in Diverse K-12 Contexts

Chair: Jodene Kersten, *California State University, Pomona*
Discussant: Susan Florio-Ruane, *Michigan State University*

Four literacy researchers will discuss effective literacy pedagogy and learning in diverse K-12 contexts from the perspectives of the participating students and/or educators. Evidence of the difficulties and successes in acquiring and teaching academic English unites the studies and collectively offers implications for literacy educators and researchers.



1. **Becoming a "Good" English Language Learner in a Midwestern Urban High School**
Yanan Fan, *San Francisco State University*
2. **Book Club Supports Students' Literacy Achievement**
Laura S. Pardo, *Hope College*
3. **Teachers' Negotiation of Language Policies and Standards to Teach Speakers of African American Vernacular English in an Urban Primary School**
Dara Hill, *California State University, Fresno*
4. **Young Writers Group: Maximizing Third Graders' Literacy Engagement and Achievement**
Jodene Kersten, *California State University, Pomona*

1:15 P.M.–2:45 P.M. TEXAS 5
SYMPOSIUM SESSION

Critical Policy Analyses: Discourses that Shape Transactions Across National, State, and Local Educational Contexts

Chair & Discussant: Kathryn Pole, *Saint Louis University*

This symposium brings together three studies that explore, using tools of critical discourse analysis, how language and literate behaviors shape national, state, and local policy in education and literacy contexts. Additionally, we discuss the intersection of discourses that occur at national, state, and local levels.

1. **Crisis: The Language of a State Takeover**
Kathryn Pole, *Saint Louis University*
Rebecca Rogers, *University of Missouri - St. Louis*
2. **The Texas Governor's Business Council: Movers, Shakers, and Policy-Makers**
Leslie Patterson, *University of North Texas*
Anne Simpson, *Texas Woman's University*
Carol Wickstrom, *University of North Texas*
3. **Where Policy Meets Practice: The Critical Analysis of Policy Development, Implementation, and School-change for Children of Poverty**
Haley Woodside-Jiron, *University of Vermont*

1:15 P.M.–2:45 P.M. TEXAS 6
SYMPOSIUM SESSION

The Development of Metalinguistic Awareness in Bilingual Children and Youth

Chair: David B. Yaden, *University of Arizona*

Discussant: Tina Tsai, *University of Southern California*

The underlying theme of this symposium focuses upon the developmental processes (implicit and explicit) evident among bilingual children and youth related to their understandings of oral and written discourse as an object of reflection and study, processes that are mediated, in turn, by individual, family, classroom and social factors.

1. **Children's Metalinguistic Knowledge of the Referencing of Oral and Written Sources**
Rosalind Horowitz, *University of Texas at San Antonio*
2. **Preschoolers' Emerging Use of Spanish/English Cognates**
Amie Beckett, *Walden University*

3. **Young Preschoolers' Language Use and Emergent Bilinguality**
Iliana Reyes, *University of Arizona*
4. **Developing Awareness of Language as a Social Object**
Yetta M. Goodman, *University of Arizona*

1:15 P.M.–2:45 P.M. TEXAS 7
SYMPOSIUM SESSION

Pre-Kindergarten Writers as Learners

Chair: Jane Hansen, *University of Virginia*

Discussant: Jody Lawrence, *University of Northern Colorado*
- Greeley

Urban, pre-kindergarten children who write every day, in a context where they interact while they compose, learn to write their names to declare ownership. They learn to add content, teach each other how to write their letters, and practice various genres. Ultimately, they intentionally carve their identities as writers.

1. **Children Learn to Honor Their Classmates' Words**
Brian Kissel, *University of North Carolina - Charlotte*
2. **Children Learn to Create Their Own Approach to Writing**
Holly Conti, *Fluvanna Public Schools*

2:05 P.M.–2:45 P.M. FOOTHILLS II
ROUNDTABLE

- I. **Chinese Immigrants' Adaptation of Chinese Folktales in United States**
Shuying Sha, *Purdue University*
- II. **Word Wall: A Literacy Tool for Supporting Vocabulary Learning in a Middle School Classroom**
Janis M. Harmon, *University of Texas - San Antonio*
Wanda B. Hedrick, *University of North Florida*
Karen D. Wood, *University of North Carolina - Charlotte*
- III. **Assessing the Professional Development Provided by a Writing Project**
Beth Berghoff, *Indiana University/Purdue University at Indianapolis*
Anne Ociepka, *Indiana University/Purdue University at Indianapolis*
Susan Adamson, *Indiana University/Purdue University at Indianapolis*
- IV. **Blogging Through the First Year: Lessons About New Teacher Development from the Edublogosphere**
Rebecca L. Payne, *University of Tennessee*
- V. **Interaction Patterns of One Principal-Identified Culturally Responsive Fourth-Grade Teacher**
Wilma Kuhlman, *University of Nebraska - Omaha*
- VI. **University Prepared Teachers' Use of Informational Texts for Teaching Science and Social Studies**
Holly R. Bullard, *Lubbock Christian University*
Amma Akrofi, *Texas Tech University*
- VII. **Exploring Epistemological Shifts and Trends Associated with Transactional Theory**
Allison D. Martinez-Schaum, *Texas A&M University - Corpus Christi*



VIII. So You Want To Publish: Meet the Editors of the Journal of Adolescent and Adult Literacy
 Thomas W. Bean, *University of Nevada – Las Vegas*
 Helen Harper, *University of Nevada – Las Vegas*
 Jennifer Wimmer, *University of Nevada – Las Vegas*

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

Understanding English Language Learners as Writers

Chair: Youb Kim, *Vanderbilt University*

1. *Assessing English Learners' Writing*
 Lucy K. Spence, *University of South Carolina*
2. *Cohesion in Young Latino English Language Learners' English Narrative Written Text*
 Karren M. Guthrie, *University of North Carolina*
3. *Supporting Struggling Readers: Content-Area Teachers Providing the 'What,' Not the 'How'*
 Molly K. Ness, *Fordham University*

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

Differentiated Literacy Instruction

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

1. *Differentiated Reading Instruction in One Exemplary Teacher's Classroom: A Case Study*
 Julie W. Ankrum, *University of Pittsburgh at Johnstown*
2. *Differentiation of Instruction: Response to Intervention Within an Inclusive Classroom*
 Robyn A. Ziolkowski, *Pueblo School District 70*
 Kimberly D. McDowell, *Wichita State University*
3. *Early Intervention in Reading and the Scarcity of Culturally Responsive Teaching*
 Elizabeth C. Rightmyer, *University of Louisville*
 Susan C. Cantrell, *University of Kentucky*
 Yolanda Carter, *Georgetown College*
 Sherry W. Powers, *Western Kentucky University*

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

Diverse Literacy Issues: Literacy Play, Library Programs, and Critical Media Literacy

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

1. *Damsels in Discourse: Transforming Disney Princesses Through Literacy Play*
 Karen E. Wohlwend, *Indiana University*
2. *The Nature of Literacy in a Quality School Library Program*
 Anita N. Voelker, *Messiah College*
3. *Criticizing Collaboration: A Critical Discourse Analysis of a Collaborative Action Research Group on Critical Media Literacy*
 Eli Tucker-Raymond, *University of Illinois at Chicago*
 Ellen Damlich, *Chicago Public Schools*
 Keith Dumbleton, *Chicago Public Schools*
 Daisy Torres-Petrovich, *Chicago Public Schools*

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

The Role of Technology in Reading Comprehension Online

Chair: Elizabeth (Betsy) A. Baker, *University of Missouri*

1. *Penetration of the New Literacies of Online Reading Comprehension in the Middle Grades: Does a New Digital Divide Epidemic Exist?*
 Laurie A. Henry, *University of Kentucky*
2. *"This Blog is So Amazing!": Supporting Adolescent Literacy through Online Discussions*
 Erica C. Boling, *Rutgers University*
 Jeanine Beatty, *Rutgers University*
 Jessica R. Partin, *Rutgers University*
3. *Exploring Changes to Reading Comprehension on the Internet: Developmental Differences Among Three Diverse Adolescent Online Readers*
 Julie Coiro, *University of Rhode Island*

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

Contextualizing Assessment: Understanding Adolescents, ELLs, and African American Boys

Chair: Danielle V. Dennis, *University of South Florida*

1. *Putting the Horse Before the Cart: Using What Assessment Data Tells Us About Struggling Young Adolescent Readers to Inform Policy and Instruction*
 Danielle V. Dennis, *University of South Florida*
2. *Retelling Identities: Beyond Comprehension Assessments*
 Susan V. Piazza, *Western Michigan University*
3. *Adolescent English Language Learners' Main Idea Retellings of Expository Text*
 Antony T. Smith, *University of Washington, Bothell*
 Anne M. Reece, *University of Washington, Seattle*
 Sheila W. Valencia, *University of Washington, Seattle*
 Heather W. Newman, *University of Washington - Seattle*

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

Delving Deeper: New Research Findings in Preschool Literacy—Letter/Sound Instruction, Concept of Word, Environmental Print, and Motivation

Chair: Heidi Anne Mesmer, *Virginia Polytechnic and State University*
Discussant: Darrell Morris, *Appalachian State University*

The purpose of this research symposium is to report empirical studies related to the impact of letter/sound instruction on motivation, the role of syllable awareness in concept of word, and children's awareness of different types of environmental print.

1. *The Interplay Between Type of Letter Sound Instruction, Motivation, and Literacy Competence*
 Theresa Roberts, *California State University, Sacramento*
2. *Children's Knowledge of Different Types of Environmental Print*
 Sherri Horner, *Bowling Green State University*



3. **Concept of Word: The Role of Syllable Awareness and Syllable-sensitive Instruction**
Heidi Anne Mesmer, *Virginia Polytechnic and State University*
Karen Hogan, *Oklahoma State University*
Katie Dredger, *Virginia Tech*

**3:00 P.M.–3:40 P.M. FOOTHILLS II
ROUNDTABLE**

- I. **A Study of the Effects of an Interactive Staff Development on Teachers and Their Students**
Barbara McClanahan, *Texas A&M University - Commerce*
- II. **Exploring Code Switching in Read-Alouds of English-Language Information Books: Discursive Mediation in a Second-Grade Bilingual Classroom**
Christine C. Pappas, *University of Illinois at Chicago*
Maria Varelas, *University of Illinois at Chicago*
Sofia Kokkino, *University of Illinois at Chicago*
Ibett Ortiz, *Ruiz Elementary School*
- III. **Struggling Readers, Reading First, and Comprehension Strategies: What is a Good Reader?**
Jeanne B. Cobb, *Coastal Carolina University*
- IV. **Preservice Writers' Self-Efficacy Beliefs and Motivations to Write**
Sherry D. Steen, *University of Texas at Austin*
- V. **Cooperative Inquiry as Professional Development: Learning How to Use Literacy Skills to Enhance Content Learning**
Kendra M. Hall, *Brigham Young University*
Leigh K. Smith, *Brigham Young University*
Janet L. Losser, *Brigham Young University*
- VI. **Teacher and Text: Their Roles in Preschoolers' Engagement in Read Alouds**
Kathleen A. Paciga, *University of Illinois at Chicago*
- VII. **Motivating Boys to Read: An Evaluation of a Community Library Book Club Program**
Cassandra Scharber, *University of Minnesota*
Kristen Nichols, *University of Minnesota*
Brad Biggs, *University of Minnesota*
Beth Brendler, *University of Minnesota*
Deborah R. Dillon, *University of Minnesota*
David G. O'Brien, *University of Minnesota*
- VIII. **Utilizing Endowed Funds to Build Elementary Classroom Libraries: The Story of How One Public University is Partnering with a Public School District in an Economically Challenged City in the United States**
Kristine L. Still, *Cleveland State University*

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

The Role of Family in the Development of Early Literacy

Chair: Rebecca Norman, *Michigan State University*

1. **Pathways to Literacy: Connections between Family Climate and Preschooler's Emergent Literacy**
Daniel J. Weigel, *University of Nevada, Reno*
Sally S. Martin, *University of Nevada, Reno*

2. **Mother-Child Decontextualized Talk While Sharing Print and Electronic Versions of Books**
Ji Eun Kim, *University of British Columbia*
Jim Anderson, *University of British Columbia*
3. **Improving Early Childhood Educators' Knowledge About and Practice of Read Alouds in Home- and Center-Based Settings**
Annie M. Moses, *Michigan State University*
Meagan K. Shedd, *Michigan State University*
Nell K. Duke, *Michigan State University*
Christine Sheffler, *Michigan State University*

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

Preservice Teachers and Content Instruction

Chair: Richard M. Oldrieve, *Bowling Green State University*

1. **The Influence of Integrating Content Literacy Instruction into a Teaching Methods Course: Prospective Social Studies Teachers' Perceptions of Reading and Reading Instruction**
Jeffery D. Nokes, *Brigham Young University*
Merrell Hansen, *Brigham Young University*
2. **Professional Discourse Embodiment in the Content Literacy Teacher Preparation Class**
Kelly M. Estrada, *Sonoma State University*
Karen Grady, *Sonoma State University*
Martha R. Ruddell, *Sonoma State University*
3. **Exploring Preservice Teachers' Understandings About the Disciplines**
Kerry McArthur, *University of Florida*

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

Literacy Teacher Education

Chair: Dolores Gaunty-Porter, *Vanguard University*

1. **Qualities of Expert Literacy Teacher Educators**
Linda S. Wold, *Loyola University Chicago*
Janet R. Young, *Brigham Young University*
Victoria J. Risko, *Vanderbilt University*
2. **Preservice Preparation for Developing Literacy in Urban Schools: Current Preparation Practices, Recommendations from Voices in the Field, and Policy Implications**
Jill Lewis, *New Jersey City University*
Lesley Mandel Morrow, *Rutgers University*
Vicki Chou, *University of Illinois at Chicago*
Louise Wilkinson, *Syracuse University*
Cathy Roller, *International Reading Association*
3. **Contradictions and Binaries: The Discourse and Practices of Student Teachers in Various Settings**
Jim S. Furman, *University of Delaware*



3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

HILL COUNTRY D

Advancing the Literacy of Adolescents

Chair: Catherine E. Snow, *Harvard Graduate School of Education*

Discussant: Donna E. Alvermann, *University of Georgia*

A group of literacy scholars, practitioners, and public representatives have served as advisors to a private foundation to engage in a broad spectrum of topics in the field of adolescent literacy. Literacy scholars will present some of their findings that will eventually inform the larger adolescent literacy field.

1. *The Impact of Textbooks on the Lives of Adolescents*
Michael L. Kamil, *Stanford University*
2. *A Review of Out-of-school Programs for Adolescent Literacy Development*
Elizabeth Birr Moje, *University of Michigan*
Nicole Tysvaer, *University of Michigan*
3. *Disciplinary Literacy in High Schools*
Carol D. Lee, *Northwestern University*

3:00 P.M.–4:30 P.M.
PAPER SESSION

PADRE ISLAND

Examining Our Profession

Chair: Veronica E. Valdez, *University of Texas - San Antonio*

1. *Institutional Productivity Ratings Based on Publications in Nine Literacy Journals, 1992 - 2005*
Timothy G. Morrison, *Brigham Young University*
Brad Wilcox, *Brigham Young University*
Russell T. Wilcox, *Brigham Young University*
2. *A Critical Discourse Analysis of Critical Literacy*
Steven M. Hart, *California State University, Fresno*
James R. King, *University of South Florida*
Deborah Anne Kozdras, *University of South Florida*
3. *Reconsidering the Legacy of a Practitioner: How Donald Murray Trumped Academia and Changed the Way We Teach Writing*
Douglas K. Kaufman, *University of Connecticut*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

TEXAS 5

Lessons Learned from Current Intervention Studies in Adult Literacy Instruction

Chair: Bill Muth, *Virginia Commonwealth University*

Discussant: John Strucker, *Harvard University*

This symposium brings together four adult literacy studies from a variety of settings--GED program, vocational center, jail and prison--that employ cognitive lenses from related lines of inquiry (writing, spelling, reading processes, reading disabilities). Findings related to writing, spelling, and reading interventions for adult literacy learners will be presented.

1. *Examining the Way Adult Literacy Teachers Whose Students are Consistently Selected for Publication in 'Beginnings' Teach Writing*
Dianna Baycich, *Kent State University*

2. *Word Study Intervention at the Local Jail*
Donita J. Massengill Shaw, *University of Kansas*
Margaret A. Berg, *University of Kansas*

3. *The Role of Naming Speed and Reading Rate in Describing Sub-Groups of Adult Literacy Learners*
Bill Muth, *Virginia Commonwealth University*

4. *Measuring the Effects of Intensive Reading Intervention on the Reading Rate, Accuracy, and Comprehension of Adults with Moderate to Severe Disabilities*
Laura Vanderberg, *Tufts University*
Laurel Jensen Disney, *Michigan State University*

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

TEXAS 6

Three Disciplines, One Text: The Watsons Go to NRC-2007

Chair: Patricia Enciso, *The Ohio State University*

Discussant: Monette C. McIver, *University of Colorado - Boulder*

The scholars proposing this presentation have been engaged in a year-long effort to organize a Handbook of Research on Children's and Young Adult Literature that would embrace the contributions of education, English, and library science. We will focus on the novel *The Watsons Go to Birmingham—1963* and examine how it is transformed within and across different academic traditions of reading and interpreting children's literature. What "gets accomplished" and what is valued about books and readers from the locations of our three distinct yet overlapping disciplines?

1. *English, Education, and Library & Information Science*
Shelby A. Wolf, *University of Colorado at Boulder*
Karen Coats, *Illinois State University*
Patricia Enciso, *The Ohio State University*
Christine Jenkins, *University of Illinois at Urbana-Champaign*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

TEXAS 7

The Transformation of Reading First Policy: One State's Experience

Chair: Marcia A. Invernizzi, *University of Virginia*

Discussant: Anne McGill-Franzen, *University of Tennessee at Knoxville*

This symposium will examine one state's implementation of Reading First policy initiatives by investigating the transformation of policy intentions at various steps along the process of implementation, from inception to evaluation. Speakers will show how reading policy was written, disseminated, undertaken, and evaluated within this state and how linkages between the phases of the project affected its outcomes. Historical data and empirical data will be used for the analyses presented.

1. *Transformation of Policy Intentions: Theory*
Walter F. Heineke, *University of Virginia*



2. ***The Federal Administration Level of Reading First***
Michael C. McKenna, *University of Virginia*
3. ***The State Administration Level***
Mary P. Abouzeid, *University of Virginia*
4. ***The Division/School Administration Level***
Tonya R. Moon, *University of Virginia*

 **3:50 P.M.–4:30 P.M. Foothills II
ROUNDTABLE**

- I. ***Teacher Knowledge About Text and Its Role in Teaching Elementary Grade Reading***
Geoffrey C. Phelps, *University of Michigan*
- II. ***The Analysis of Discourse Markers in Children's Oral Reading of Authentic Literature and Commercially Published Texts***
Candice Marie Moench, *Wayne State University*
- III. ***A Study of the Effectiveness of a Small-group Intervention on the Vocabulary and Narrative Development of At-risk Kindergarten Children***
Diane C. Nielsen, *University of Kansas*
Lisa R. Dinner, *University of Kansas*
- IV. ***"It isn't something extra": Motivating Teacher Change Across the Curriculum***
Victoria G. Ridgeway-Gillis, *Clemson University*
Kathy N. Headley, *Clemson University*
- V. ***The Role of the Literacy Coach Across Grade Levels: The Perspectives of Coaches and Teachers Preparing to be Coaches***
Elizabeth G. Sturtevant, *George Mason University*
Kristine M. Calo, *George Mason University*
Vanessa Rutherford, *Fairfax County Public Schools*
Tamie Pratt-Fartro, *Stafford County Public Schools*
- VI. ***Digital Practices and Literacy Identities in an English Education Program***
Leticia E. Ortega, *Penn State University*
- VII. ***Effects of a Literacy Coaching Model to Implement Reading/Writing Workshop: A Case Study of One Low-Performing, Low-Socioeconomic Suburban High School***
Linda Ellis, *Sam Houston State University*
Sandra Harvey, *High School Department Chair*
Gloria Howard, *Westfield High School, Houston, TX*

**4:45 P.M.–6:00 P.M.
PLENARY ADDRESS**

TEXAS 1

Chair: Susan L'Allier, *Northern Illinois University*

- I. ***Announcements***
Norman A. Stahl, *Northern Illinois University*
- II. ***Early Career Achievement Award Presentation***
Mark Dressman, *University of Illinois – Urbana/Champaign*
- III. ***Introduction of the Speaker***
Patricia Anders, *University of Arizona*
- IV. ***Plenary Address***
How High-Stakes Testing Inevitably Corrupts Our Indicators and Our Educators
David C. Berliner, *Arizona State University*



Friday • November 30, 2007

Friday



8:30 A.M.–10:00 A.M.
PAPER SESSION**BIG BEND A***Self-Efficacy and Beliefs of Teachers in P-12 Classrooms***Chair:** Merry L. Boggs, *Texas A&M University - Commerce*

- 1. Content Literacy Implementation in Middle and High School Classrooms: Portraits of Teacher Efficacy**
Susan C. Cantrell, *University of Kentucky*
Patricia Callaway, *University of Kentucky*
- 2. Influence of the Context on Self-Efficacy Beliefs and Literacy Instruction**
Sunita Singh, *University of Illinois at Urbana-Champaign*
- 3. Examining Kindergarten Teachers' Beliefs: Children's Print Literacy Knowledge, Parent Involvement, and Teacher Self-Efficacy**
Jacqueline Lynch, *York University*

8:30 A.M.–10:00 A.M.
PAPER SESSION**BIG BEND B***Reading Interventions***Chair:** Sherry D. Steen, *University of Texas at Austin*

- 1. CORI-STAR and Guided Reading as Supplementary Instructional Approaches for Struggling Third- and Fourth-Graders: Effects on Comprehension, Metacognitive Awareness, and Motivation**
Janice D. O'Hara, *University of Maryland*
Mariam Jean Dreher, *University of Maryland*
- 2. The Targeted Reading Intervention: How Early Reading Intervention for Rural Kindergarten and First-Grade Students Affects Teachers' Ratings of Students' Literacy Skills**
Steve Amendum, *University of North Carolina - Chapel Hill*
Marnie C. Ginsberg, *University of North Carolina - Chapel Hill*
- 3. Evaluating the Effect of Multimedia, Letter Sounds, and Repeated Readings on Vocabulary Acquisition in K-2**
Rebecca D. Silverman, *University of Maryland*
Sara Hines, *University of Maryland at College Park*

8:30 A.M.–10:00 A.M.
PAPER SESSION**BIG BEND C***Bilingual and Biliteracy Development***Chair:** Michael Wei, *University of Missouri - Kansas City*

- 1. Sentence Repetition and Story Retelling as Indicators of Language and Literacy Proficiency in Young Bilingual Children**
Ken Romeo, *Stanford University*
Lance Gentile, *San Francisco State University*
Elizabeth Bernhardt, *Stanford University*
- 2. Spanish-English Developmental Biliteracy: A Critical Synthesis**
Patrick Manyak, *University of Wyoming*
Mileidis Gort, *University of Miami*
- 3. Independent Biliteracy Through the Wor(l)ds of a Child**
Karen A. Jorgensen, *University of Kansas*

8:30 A.M.–10:00 A.M.
PAPER SESSION**BIG BEND D***Influences on Meaning-Making: Perspectives from Adolescent Literacy***Chair:** Rebecca K. Shankland, *Michigan State University*

- 1. Personal Epistemology and Multiple Text Comprehension: Effects of Interactions Between Epistemic Beliefs Concerning the Simplicity and Source of Knowledge on Students' Deep-level Comprehension of Multiple Texts**
Ivar Bråten, *University of Oslo*
Helge I. Strømsø, *University of Oslo*
- 2. The Influence of Assignment Genre on the Relationship Between Reading Comprehension and Academic Success**
Edward H. Behrman, *National University*
- 3. The Effect of Reading Strategy Instruction on the Metacognitive Awareness and Self-concept of Freshman-level Striving Readers**
Alexandra G. Leavell, *University of North Texas*
Kyungsim Hong-Nam, *Northeastern State University*

8:30 A.M.–10:00 A.M.
PAPER SESSION**BIG BEND E***Literacy Practices for Social Justice in Diverse Settings***Chair:** Mary Beth Hines, *Indiana University*

- 1. "Hallelujah!": Bible-Based Literacy Practices of Children Living in a Homeless Shelter**
Laurie MacGillivray, *University of Memphis*
- 2. Walking the Talk of Social Justice: The Everyday Ethical Literacy Practices of Teachers and Students**
Mary Beth Hines, *Indiana University*
Janet Johnson, *Rhode Island College*
- 3. In and Out of the Classroom Closet: Narrative Reconstructions of the Lived Experiences of Gay and Lesbian Literacy Educators**
Randal L. Donelson, *The Ohio State University - Newark*

8:30 A.M.–10:00 A.M.
SYMPOSIUM SESSION**FOOTHILLS I***Self-portraits of Black Women Scholars' Literacy and Identity***Chair:** Kathryn Leigh Roberts, *Michigan State University***Discussant:** Rachelle D. Washington, *Clemson University*

This cross-generational and institutional symposium is the outcome of an effort by a group of Black women scholars to bring their schooling experiences into spheres of discourse. This symposium looks at the ways using literacy to teach for social justice impacts their experiences and identities.

- 1. Stony the Road We Trod: A Nexus of Culture, Courage, and Schooling**
Patricia A. Edwards, *Michigan State University*
- 2. Running Against the Wind: A Race for Praxis**
Eurydice B. Bauer, *University of Illinois at Urbana-Champaign*



3. *The Jordan River is Deep and Wide: Cultural Contexts of Community*
Gwendolyn Thompson McMillon, *Oakland University*

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

FOOTHILLS II

The TICA Project: Teaching Internet Comprehension to Adolescents Who Are At Risk To Become Dropouts

Chair: David Reinking, *Clemson University*
Discussant: Julie Coiro, *University of Rhode Island*

This symposium session presents the results from years one and two of a three-year, IES funded, 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*
David Reinking, *Clemson University*
Jill Castek, *University of Connecticut*
2. *A Closer Look at Measures of Online Reading Achievement and School Engagement with Seventh Graders in Economically Challenged School Districts*
Julie Coiro, *University of Rhode Island*
Jill Castek, *University of Connecticut*
Laurie A. Henry, *University of Kentucky*
3. *Towards A Taxonomy of Online Reading Comprehension Strategies*
Donald J. Leu, *University of Connecticut*
Jacquelynn Malloy, *Clemson University*
Amy Carter, *Clemson University*
Lisa M. Zawilinski, *University of Connecticut*
4. *Conducting a Formative Experiment*
David Reinking, *Clemson University*
Angela Rogers, *Clemson University*
Kathy Robbins, *Clemson University*

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

HILL COUNTRY A

The Nature of Morphology in a Developmental Model of Word Knowledge

Chair: Shane Templeton, *University of Nevada, Reno*
Discussant: Donald R. Bear, *University of Nevada, Reno*

This symposium presents the results of an investigation of upper elementary students' explicit knowledge of derivational morphological relationships. Data on students' reading, vocabulary, and orthographic knowledge were also collected and analyzed. Implications for a developmental model of word knowledge and for instruction are presented and discussed.

1. *Morphological Knowledge in a Developmental Model of Word Knowledge*
Shane Templeton, *University of Nevada, Reno*
2. *Examining Students' Discourse about Morphological Relationships*
Kara Moloney, *University of Nevada, Reno*

3. *Examining the Relationships among Reading, Vocabulary, Orthographic Knowledge, and Morphological Knowledge*
David L. Smith, *University of Nevada, Reno*
Bob Ives, *University of Nevada, Reno*

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

HILL COUNTRY B

Interactive Practices in Writing Instruction with Diverse Audiences

Chair: Christine Kane, *San Diego State University*
Discussant: Douglas Fisher, *San Diego State University*

Effective writing instruction is dynamic, interactive, and constantly adapts to the needs of the student. Attention to specific needs of students through informal assessments on the craft of writing and critical thinking produce noticeable improvements. This symposium focuses on three unique audiences: English learners, teacher-educators, and the adult learner.

1. *Instructional Level Writing and the English Language Learner*
Susan Toma, *San Diego State University*
2. *Effective Feedback Model in an Online Masters Program*
Thomas D. Wolsey, *San Diego State University*
3. *An Ethical Model of Individual Writing Instruction*
Sam Patterson, *San Diego State University*

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

HILL COUNTRY C

Book Clubs as Contested Communities for Adult Readers

Chair: Carolyn Colvin, *University of Iowa*
Discussant: Rebecca Rogers, *University of Missouri - St. Louis*

Symposium papers address historical and contemporary research on book clubs as sites for understanding adults' literacy practices. These researchers address theory related to book club participation as framed by issues of economics and dislocation, gender and history, identity and community engagement. Finally, we address what it means to be a community of readers.

1. *"Ready to Read": Clubwomen's Literacy Practices in the U.S., c.1920-1970*
Mariah L. Steele, *University of Iowa*
2. *Book Clubs as Communities of Practice for Adult GED Students*
Carolyn Colvin, *University of Iowa*
Lauren Keating, *Neighborhood Centers of Johnson County*
3. *"Whose Town is This?" Teachers, Down-Streeters, and the Antique People Tangle in a Cross-Generational Book Club Throw Down*
Mark Jury, *SUNY College at Oneonta*

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

HILL COUNTRY D

An International Perspective on Literacy Policies: Are We All Headed in the Same Direction?

Chair & Discussant: Colin Harrison, *University of Nottingham*

This symposium examines relationships between literacy policies and practices in Pakistan, England, Malawi, and China. Presentations focus



on how national policies influence the selection of instructional content, assessment practices, and instructional models. Discussion will focus on how literacy policies influence educational access and equity for different populations.

1. **Literacy Policies in Pakistan**
Lori Czop Assaf, *Texas State University - San Marcos*
Janet C. Richards, *University of South Florida*
2. **Literacy Policies in England**
Roger F. Beard, *University of London*
3. **Literacy Policies in China**
Ran Hu, *University of Georgia*
Lijun Jin, *Towson University*
Jiening Ruan, *University of Oklahoma*
Xiaoming Liu, *Penn State University at Harrisburg*
Wen Ma, *Le Moyne College*
4. **Literacy Policies in Malawi**
Mary Alice Barksdale, *Virginia Tech*

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

Literacy Learning Across Cultural and Linguistic Borders

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

Discussant: Erik Jacobson, *Montclair State University*

These three case studies of literacy practice in different cultural communities examine some of the issues involved in literacy learning within new cultural and linguistic contexts. Each represents one case study within the Cultural Practices of Literacy Study at the University of British Columbia.

1. **Literacy Practices of Nicaraguan Immigrants in Costa Rica**
Victoria Purcell-Gates, *University of British Columbia*
2. **Preparing Teachers to Teach in Culturally Responsive Ways: A Case Study of a Fe y Alegria School in Bolivia**
Tracy Gates, *University of British Columbia*
3. **More Than Translation: Literacy Brokering Among Sudanese Refugees**
Kristen H. Perry, *University of Kentucky*

8:30 A.M.–10:00 A.M. PALMWOOD-EMBASSY SUITES ALTERNATIVE FORMAT

Invited Session: A Critical Analysis of Reading Teacher Education Research: Current Knowledge, Dilemmas, and Promising Directions

Chair: Cathy Roller, *International Reading Association*

Discussants: Carrice Cummins, *Louisiana Tech University*
Rita Bean, *University of Pittsburgh*
Cathy Collins Block, *Texas Christian University*
Patricia Anders, *University of Arizona*

In an attempt to update existing reviews of teacher education research, this review provides a comprehensive critical analysis of research published between 1990-2006 that focused explicitly on preparing classroom teachers for reading instruction. Completed by a task force commissioned by the Board of Directors, International Reading Association, this review examined high-quality, peer-reviewed, and published empirical studies based on criteria followed in prior reviews of teacher

education (AERA Teacher Education Task Force, 2005; Eisenhart & Towne, 2003) as well as the expansion of their criteria to best ensure that we examined the totality of works that have occurred in the field of reading teacher education.

1. **Presenter:**
Victoria J. Risko, *Peabody College, Vanderbilt University*

8:30 A.M.–10:00 A.M. TEXAS 1 SYMPOSIUM SESSION

Educative Curriculum Materials: The Frameworks and Evidence Underlying Core Basal Reading Programs

Chair: Elfrieda H. Hiebert, *University of California, Berkeley*

Discussant: Geoffrey C. Phelps, *University of Michigan*

Core reading programs are accounting for a lion's share of instructional time in American classrooms. However, the efficacy of these programs have scarcely been examined. The three papers within this symposium represent lines of research where the teacher's manuals of reading/language arts programs are examined for their potential in supporting teacher and student learning. The discussant of the symposium is one of the nation's primary proponents of the need to design teachers' manuals so that they support teacher learning, especially that of beginning teachers.

1. ***If I Follow The Teacher's Manual, Isn't That Enough? Analyzing Opportunity to Read Afforded by Three Core Programs***
Devon Brenner, *Mississippi State University*
Renarta Tompkins, *Mississippi State University*
Robin Miles, *Office of Reading, Early Childhood & LA*
2. ***Open Court Reading Comprehension Instruction in the Context of Kintsch's Model of Comprehension***
Helen Maniates, *University of California, Berkeley*
P. David Pearson, *University of California, Berkeley*
3. ***Morphology in Mind: A Comparison of the Vocabulary in Science and Reading Programs***
Susan Ebbers, *University of California, Berkeley*
Elfrieda H. Hiebert, *University of California, Berkeley*

8:30 A.M.–10:00 A.M. TEXAS 2 ALTERNATIVE FORMAT

Powerful Teaching, Powerful Visions: Exploring the Roles of Vision & Visioning in Reading Teacher Education

Chairs & Discussants: Jennifer D. Turner, *University of Maryland at College Park*

Gerald G. Duffy, *University of North Carolina - Greensboro*

The purpose of this alternative session is to explore teacher vision and visioning as an essential set of teacher education tools which support preservice reading teachers' development of powerful conceptions of teaching. The focus of the session is timely, given the substantial scholarly attention that teacher vision and visioning have garnered over the past several years (Feiman-Nemser, 2001; Hammerness, 2003; Kennedy, 2006; Shulman & Shulman, 2004). Throughout this interactive session, we will take up a range of questions/issues related to teacher vision and visioning, including: (a) What is teacher vision? (b) How do teachers' visions develop in teacher education programs? (c) How do teachers' visions change as they encounter school contexts as student

teachers and practicing teachers? (d) What is the nature of the relationship between preservice teachers' visions, their teaching, and reflections on teaching? (e) How might visioning serve as a transformative practice in preparing reading teachers to work effectively in culturally diverse classrooms?

1. Research Talks

- Rebecca Mercado, *University of Maryland at College Park*
 Jean Rohr, *University of North Carolina - Greensboro*
 Roya Leiphart, *University of North Carolina - Greensboro*
 Jennifer D. Turner, *University of Maryland at College Park*
 Gerald G. Duffy, *University of North Carolina - Greensboro*

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

TEXAS 3

Talkin' Bout a Revolution: A Symposium on New Literacies and Pedagogies in Higher Education

Chair: Dana J. Wilber, *Montclair State University*
Discussant: Julia Davies, *University of Sheffield*

This symposium presents the results of three empirical research projects into the new literacies of college-age students across a variety of classroom contexts, focusing on their literacy practices and the ways in which their uses of new media are paradigmatically and ontologically new. In addition, we analyze two different university programs that use students' new literacies as the center of their pedagogical approach. Implications for both research and pedagogy will be presented and analyzed.

1. ***JumpStart: Integrating New Literacies and Media into a College Pre-freshman Summer Reading Program***
 Dana J. Wilber, *Montclair State University*
2. ***Virtual Worlds and New Literacies = Real Pedagogies: Examining Teaching, Learning and Literacies in Virtual Communities of Practice***
 Charles K. Kinzer, *Teachers College, Columbia University*
3. ***Cultural Models of Students' New Literacies in the First-year College Classroom***
 Sarah Lohnes, *Teachers College, Columbia University*

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

TEXAS 5

English Language Learners and the Third Space: An Examination of Practice and Policy

Chair: Jung Kim, *University of Illinois at Chicago*
Discussant: Aria Razfar, *University of Illinois at Chicago*

We investigate ways in which curriculum, instruction, and policy may or may not afford opportunities for English language learners to participate in classroom learning. We argue that improving the literacy performance of ELL students will require reshaping disciplinary classrooms and policy to allow for multiple paths to literacy development.

1. ***Developing Writing Competencies in a Second Language: A Look at the Role of Policy and Standards***
 Christina Mada, *University of Illinois at Chicago*
2. ***Adolescent English Language Learners Reading in History***
 Patrick Bresnahan, *University of Illinois at Chicago*

3. ***Health Care, English, and Critical Awareness: Developing the Multiple Literacies of English Language Learners***
 Beverly Troiano, *University of Illinois at Chicago*

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

TEXAS 6

Enhancing Students' Text Comprehension: Interventions that Work

Chair: Peggy N. Van Meter, *Pennsylvania State University*
Discussant: Patricia A. Alexander, *University of Maryland*

There is no debate surrounding the need to find instructional interventions that promote learning from text. Yet, interventions that affect learning from text are extremely difficult to design and implement. This symposium showcases four instructional strategy interventions that work to foster reading comprehension of narrative, expository, and multimedia texts.

1. ***Examining the Influence of Contextual and Individual Difference Variables in Discussions about Text***
 P. Karen Murphy, *Pennsylvania State University*
2. ***Does the Worked Example Work When Reading Statistics Texts?***
 Jonna M. Kulikowich, *Pennsylvania State University*
 Jill A. Zeruth, *Pennsylvania State University*
3. ***Promoting Struggling Adolescent Students' Reading Comprehension of and Writing about Expository Text through Strategy Instruction***
 Linda H. Mason, *Pennsylvania State University*
 Maeghan N. Edwards, *Pennsylvania State University*
4. ***The Effects of Mini Instructional Interventions to Promote Learners' Knowledge Construction from Expository Texts and Explanative Diagrams***
 Rayne A. Sperling, *Pennsylvania State University*

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

TEXAS 7

Interventions for Struggling Adolescent Readers: Problems and Promise

Chair: Michael C. McKenna, *University of Virginia*
Discussant: Elise Harrison, *University of Virginia*

Every day some 7,000 American students drop out of high school, and intervention programs of many types and at many levels have arisen to address this challenge. This symposium summarizes research into middle school intervention programs, offers a new tool for evaluation, and presents findings related to three such programs.

1. ***Evaluating Interventions for Struggling Middle School Readers***
 Douglas Fisher, *San Diego State University*
 Gay Ivey, *James Madison University*
2. ***Urban Literacy Reform for Striving Readers: Investing in Youth by Investing in Teachers***
 William G. Brozo, *George Mason University*
3. ***Targeting Both Skill and Will: An Intervention Designed to Motivate Struggling Adolescents while Improving Comprehension Proficiency***
 Jessica Matthews, *University of Virginia*
 Carrie Nagel, *University of Virginia*
 Michael C. McKenna, *University of Virginia*



4. *Framework for a Multi-Tiered Online Adolescent Literacy Course*
 Achariya T. Rezak, *University of Georgia*
 Christine A. Mallozzi, *University of Georgia*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND A

Literacy Instruction in K-12 Classrooms

Chair: Nance S. Wilson, *University of Central Florida*

1. *What Affects Instructional Choice? Profiles of K-2 Teachers' Use of Reading Instructional Strategies and Methods*
 Luana Zellner, *Texas A&M University*
 William H. Rupley, *Texas A&M University*
 William D. Nichols, *University of North Carolina - Charlotte*
2. *Teachers' and Researchers' Analyses of Equitable Discourse in Literacy Teaching*
 Ellen McIntyre, *University of Louisville*
 Nancy Hulan, *University of Louisville*
3. *Characteristics of Language Arts and Reading Teachers Assigned to Low-Performing Public High Schools: Implications for Literacy Instruction*
 Pamela S. Craig, *University of Central Florida*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND B

Literacies & Identities: Perspectives from Adult Literacy

Chair: Karen Spector, *University of Alabama*

1. *Living Literacy: A Life History Portrait of an African American Woman in a Rural Southern Community*
 Amy S. Johnson, *University of South Carolina*
2. *Interaction and Identity Development: What Adult Learners in a Computerized Program Come to Understand About Knowledge, Learning, and Literacy*
 Christopher Worthman, *DePaul University*
3. *Navigating Early College Literacies: Latino/a Students, Identity (Re)Constructions, and the University*
 Holly Hungerford-Kresser, *University of Texas at Austin*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND C

Teachers' Decision-Making Strategies for Young Children's Literacy Learning

Chair: Peter Cowan, *Indiana University*

1. *"But I loved that book!": Exploring Pre-service Teachers' Development of Critical Literacy Practices Around Children's Literature*
 Grace Enriquez, *Teachers College, Columbia University*
 Gravity Goldberg, *Teachers College, Columbia University*
2. *Teachers and Administrators Choosing Children's Literature: What Do Their Choices Say About Leaders?*
 Lori B. Wolf, *Adelphi University*
 Patricia A. Marcellino, *Adelphi University*

3. *Teachers As Language Policymakers: Literacy-Related Instructional Practices in Preschool Classrooms of English Language Learners*
 Veronica E. Valdez, *University of Texas at San Antonio*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND D

The Role of Technology in Literacy Communities and Spaces

Chair: Michelle Commeyras, *University of Georgia*

1. *Reconceptualizing the "Space" of a Writing Community*
 Jackie M. Arnold, *University of Dayton*
2. *Setting Narratives in the First Space of Home and Community: The Effect of Writing for Peers On-line*
 Joshua F. Lawrence, *Boston University*
3. *Internet Treehouses: Kids Creating Online Literacy Spaces*
 Marva J. Solomon, *University of Texas at Austin*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BIG BEND E

Preservice Teacher Programs

Chair: Kelly B. Cartwright, *Christopher Newport University*

1. *Performance Assessment and Licensure Exams: Questions of Validity and Value*
 Francesca Pomerantz, *Salem State College*
 Michelle Pierce, *Salem State College*
2. *Participatory Research, Representation, and Design in a Study of Preservice Teachers of Literacy*
 Melissa Mosley, *University of Texas - Austin*
3. *Ready, or Not?: A Look at the Literature on Novice Literacy Teachers' Practice, Support, Confidence, and Retention Across Pre-service Teacher Preparation Programs*
 Aimee Morewood, *University of Pittsburgh at Johnstown*
 Peggy D. Cuevas, *University of Miami*
 Ana M. Pazos-Rego, *University of Miami*
 Bette Bergeron, *Arizona State University*
 Natalie K. Conrad, *University of Pittsburgh at Johnstown*
 Mary A. Avalos, *University of Miami*
 Roya Leiphart, *University of North Carolina - Greensboro*
 Julie W. Ankrum, *University of Pittsburgh at Johnstown*
 Natalie Heisey, *University of Pittsburgh*

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

FOOTHILLS I

Literacy Teachers' Thoughtfully Adaptive Actions and the Effect on Students' Comprehension and Motivation

Chair: Samuel D. Miller, *University of North Carolina - Greensboro*
Discussant: James V. Hoffman, *University of Texas at Austin*

We know that teachers engage in thoughtfully adaptive actions during literacy instruction. However, we do not know whether such actions have an impact on student performance. Collective case studies explore that question. Ten teachers' adaptive actions in literacy instruction, and their impact on target students' comprehension and motivation, are examined.



1. **Thoughtfully Adaptive Teaching in Tutoring**
Gerald G. Duffy, *University of North Carolina - Greensboro*
Samuel D. Miller, *University of North Carolina - Greensboro*
2. **Two Studies of Preservice Teaching in Guided Reading**
Kathryn Kear, *University of North Carolina - Greensboro*
Seth A. Parsons, *University of North Carolina - Greensboro*
3. **Inservice Teachers' Thoughtfully Adaptive Teaching in Guided Reading**
Stephanie G. Davis, *University of North Carolina - Greensboro*
James V. Hoffman, *University of Texas at Austin*

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

FOOTHILLS II

The Affordances and Limitations of Using Popular Culture and Media as Part of the Regular Literacy Curriculum

Chair: Margaret Albers, *Georgia State University*
Discussants: Geraldine S. Van de Kleut, *Lambton-Kent District, Ontario*

Lee Heffernan, *Childs Elementary/Indiana University*

Critical theorists advocate expanding the English language arts curriculum to include “everyday” literacies. The studies reported in this symposium address both the potential and the problems of using popular media in the classroom, including teacher and student responses to investigations of popular toys, video games, advertisements, and political cartoons.

1. **Developing the Language of Critique: Interrogating Popular Toys**
Christine H. Leland, *Indiana University/Purdue University at Indianapolis*
2. **Unpacking Advertisements to Understand and Extend the Everyday Analytical Practices of Children and Teachers**
Jerome C. Harste, *Indiana University*
Connie L. White, *California State University, Northridge*
Geraldine S. Van de Kleut, *Lambton-Kent District, Ontario*
3. **The Affordances and Constraints of Using Political Cartoons as a Regular Part of the Elementary Literacy Curriculum**
Mitzi Lewison, *Indiana University*
Lee Heffernan, *Childs Elementary/Indiana University*

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

HILL COUNTRY A

Assessing Reading Fluency and Concomitant Abilities in Second through Sixth Grade

Chair: Darrell Morris, *Appalachian State University*
Discussant: Timothy Rasinski, *Kent State University*

This symposium reports results from a completed four-year longitudinal study of elementary students’ (grades 2-6) reading fluency (oral and silent), word recognition-in-isolation, comprehension, and spelling. Norms for each performance area will be presented in Paper 1. Paper 2 will describe the relationship between automatic word recognition and reading fluency, and Paper 3 will describe the relationship between oral reading rate and phrased reading.

1. **Norms for Reading Performance (Word Recognition, Oral and Silent Reading, and Spelling) in Grades 2 Through 6**
Beth Frye, *Appalachian State University*
Linda L. Kucan, *University of Pittsburgh*
Janet W. Bloodgood, *Appalachian State University*
2. **The Relationship Between Word Recognition Automaticity and Reading Rate: Necessary but not Sufficient**
Darrell Morris, *Appalachian State University*
Devery Mock, *Appalachian State University*
Jan Perney, *National-Louis University*
3. **Examining the Relationship Between Reading Rate and Reading Fluency**
Mary Hendrix, *Appalachian State University*
Amie Snow, *Appalachian State University*
Woodrow Trathen, *Appalachian State University*

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

HILL COUNTRY B

Literacy Policy Implementation in Urban Elementary Classrooms: What’s at Stake for Children?

Chair: S.J. Miller, *Indiana University of Pennsylvania*
Discussant: Gerald Campano, *Indiana University*

More than any time in recent memory, children in US public schools sit in the middle of intense and controversial efforts to reform teaching and learning in literacy. Through studies of urban elementary classrooms, this symposium examines children’s experiences and opportunities to learn within accountability-based literacy policies in three states.

1. **“I like to read, but I know I’m not good at it”: Children’s Experiences with High-stakes Assessment in an Urban Elementary Classroom**
Elizabeth Dutro, *University of Colorado at Boulder*
2. **Second and Fifth Graders’ Use of Reading Strategies in One Urban School Using SRA Reading Mastery**
Nancy Wiltz, *Towson University*
3. **Case Studies of 3 English Language Learners in a Highly Structured Language Arts Classroom: Achievement Measures and Ethnographic Observational Data**
Jessica Zacher, *California State University, Long Beach*

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

HILL COUNTRY C

Negotiating Literacy Identity Within Classroom Spaces

Chair: Sheila Benson, *West Virginia University*
Discussant: Stergios G. Botzakis, *University of Tennessee*

The papers in this symposium illuminate the complicated intersection of literacy Discourses which circulate in classrooms. Papers discuss a range of scenarios: fourth grade students facing testing pressure, pre-service reading teachers learning their craft, and teachers attempting to implement cutting edge literacy theories in the face of administrative suspicion.

1. **Performing Literate Identities as Fourth-Grade Students**
Meadow Sherrill Graham, *West Virginia University*
2. **Identity and Agency in the Education of Teachers of Reading**
Deanna M. Stoube, *St. Ambrose University*



3. *A Critical Discourse Analysis of One Teacher's Conflicting Literacy Identities*

Sheila Benson, *West Virginia University*

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

HILL COUNTRY D

The Politics of Power in Children's Literature: Silencing, Misrepresentation, and Control

Chair: Kathy G. Short, *University of Arizona*

Discussant: Patricia Enciso, *The Ohio State University*

This symposium examines the influence of U.S. dominant cultural values on the portrayal of particular cultural groups and in how authors shape their texts for children as audience. The researchers examine the ways in which authors of children's literature portray "other" cultural groups, including children, who are outside of mainstream U.S. culture.

1. *The Portrayal of Pakistan and Afghanistan in Children's Literature in the U.S.*

Seemi Raina, *University of Arizona*

2. *"Otherness" in Children's Literature: The Portrayal of Korean Culture*

Yoo-kyung Sung, *University of Arizona*

3. *Children's Literature as Social Control*

Melissa Wilson, *University of Arizona*

10:15 A.M.–11:45 A.M.
PAPER SESSION

PADRE ISLAND

Subject-Specific Literacy

Chair: Mary C. Newman, *College of DuPage*

1. *Reading and Solving Word Problems in School Math: The Role of Linguistic and Mathematical Knowledge in the Comprehension Process*

Jingzi Huang, *Monmouth University*

Bruce Normandia, *Monmouth University*

2. *The Influence of New Literacies and Teacher Creativity in Two Content Area Teachers' Use of Multiple Texts and Multimedia Resources to Promote Students' Comprehension*

Jennifer J. Wimmer, *University of Nevada, Las Vegas*

Benita Dillard, *University of Nevada, Las Vegas*

Nancy T. Walker, *University of La Verne*

Thomas W. Bean, *University of Nevada, Las Vegas*

3. *Reading Refutational Texts in Physics Class: A Discipline-Specific Literacy Strategy*

Kathleen D. Stoch, *University of Illinois at Chicago*

10:15 A.M.–11:45 A.M. PALMWOOD-EMBASSY SUITES
SYMPOSIUM SESSION

Language Development and Instruction: Toward Early Childhood Classrooms with Rich Oral Language Learning Opportunities

Chair: Carol Vukelich, *University of Delaware*

Discussant: Margaret McKeown, *University of Pittsburgh*

This symposium's three papers provide descriptions of ways to create classroom-based language learning opportunities for preschool children and to assess their language learning.

1. *Validity of Real-time Analysis of Children's Spoken Narrative*

Laura M. Justice, *The Ohio State University*

Khara Pence, *University of Virginia*

Carolyn Gosse, *University of Virginia*

2. *Changing Discourse Patterns in Head Start Classrooms: Challenges and Possible Directions*

David Dickinson, *Vanderbilt University*

Catherine Darro, *Vanderbilt University*

Anna Falkner, *Vanderbilt University*

Jennifer Frey, *Vanderbilt University*

Titilayo Tinubu, *Vanderbilt University*

3. *Building Vocabulary: The Effects of a Tier 2 Intervention on Head Start Children's Vocabulary Development*

Kathy Roskos, *John Carroll University*

Carol Vukelich, *University of Delaware*

Myae Han, *University of Delaware*

Noreen S. Moore, *University of Delaware*

10:15 A.M.–11:45 A.M.

TEXAS 1

SYMPOSIUM SESSION

From Content to Disciplinary Literacy: A Study of Preservice Teacher Learning About Disciplinary Literacy Teaching

Chair: Deanna Birdyshaw, *University of Michigan*

Discussant: David G. O'Brien, *University of Minnesota*

This symposium focuses on a preservice secondary teacher education project designed to deepen knowledge of adolescent and disciplinary literacy teaching and learning. We describe tools for analyzing preservice teacher growth in disciplinary literacy knowledge and practice and present findings across different waves of the project.

1. *How Do We Study Preservice Teacher Learning? The Challenges and Possibilities of Tools for Assessing and Studying Teacher Learning*

Elizabeth Birr Moje, *University of Michigan*

Emily Douglas, *University of Michigan*

Robert Bain, *University of Michigan*

Deanna Birdyshaw, *University of Michigan*

Eric Rackley, *University of Michigan*

Melissa Stull, *University of Michigan*

2. *Preservice Teachers' Emerging Sense of Responsibility in Development of their Students' Literacy Skills*

Melissa Stull, *University of Michigan*

Deanna Birdyshaw, *University of Michigan*

Eric Rackley, *University of Michigan*

3. *Preservice Teachers' Conceptions of Disciplines and Disciplinary Literacy*

Deanna Birdyshaw, *University of Michigan*

Elizabeth Birr Moje, *University of Michigan*

Amy Jeppsen, *University of Michigan*

Robert Bain, *University of Michigan*



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

TEXAS 2

Preparing a New Generation of Middle and High School Teachers to Develop Literate Adolescents: Reading and Writing to Learn with Traditional Literacy and the 'New Literacies'

Chair: Douglas K. Hartman, *University of Connecticut*

Discussant: Andres Henriquez, *Carnegie Corporation of New York*

This symposium presents results from a project funded by the Carnegie Corporation's Adolescent Literacy Preservice Initiative. Papers will present findings from: (a) preservice teachers' analyses of traditional print literacies and new online literacies; (b) a study to use and adapt reciprocal teaching for online use with preservice teachers; (c) preservice teachers' application of the new literacies to novel classroom situations; and (d) the design of a new literacies measure for preservice teachers.

1. *Investigating Literacies—Preservice Mathematics and Science Teachers' Analyses of Traditional Print Literacies and New Literacies of the Internet*

Mark R. Olson, *University of Connecticut*

Mary P. Truxaw, *University of Connecticut*

Donald J. Leu, *University of Connecticut*

2. *Using Reciprocal Teaching with Secondary Mathematics, Science, and English Print Texts...and Adapting it for Use with Digital Internet Resources*

Douglas K. Hartman, *University of Connecticut*

Mark R. Olson, *University of Connecticut*

Mary P. Truxaw, *University of Connecticut*

3. *How do Preservice Teachers Apply the New Literacies to Novel Classroom Situations?*

Lisa M. Zawilinski, *University of Connecticut*

Douglas K. Hartman, *University of Connecticut*

4. *Preservice Teachers' Knowledge, Skill, Use, and Attitude of the New Literacies*

Douglas K. Hartman, *University of Connecticut*

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

TEXAS 3

When Interest Meets Opportunity: Preschoolers' Responses to Writing Activities in the Write Start! Project

Chair: Deborah Wells Rowe, *Vanderbilt University*

Discussant: David B. Yaden, *University of Arizona*

This symposium reports ways that personal interests affect 2- to 5-year-olds' participation in emergent writing activities. The three papers provide a conceptual overview and results from the Write Start! Project—a curriculum development and research project studying preschool children and teachers' interactions with writing in childcare classrooms.

1. *The Impact of Personal Interest on Two-Year-Old's Early Interactions with Writing*

Carin Neitzel, *Vanderbilt University*

Deborah Wells Rowe, *Vanderbilt University*

2. *The Impact of Interest on Children's Responses to Three Standardized Writing Tasks*

Deborah Wells Rowe, *Vanderbilt University*

Carin Neitzel, *Vanderbilt University*

Emily Culver Bigelow, *Vanderbilt University*

3. *"I made letters:" Examining the Relationship Between Pre-phonemic Alphabet Knowledge and Children's Interest Patterns*

Deborah Wells Rowe, *Vanderbilt University*

Kirsten S. Suer, *Vanderbilt University*

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

TEXAS 5

The Fair Go Project: Pathways to Student Engagement in Multiliteracies

Chair: Katina I. Zammit, *University of Western Sydney*

Discussant: Ernest Morrell, *University of California, Los Angeles*

The Fair Go Project's research focuses on student engagement among low SES students in primary (elementary) schools in Sydney's South West, with each team working with teachers and their classes, around implementing pedagogy, curriculum and assessment to increase student engagement by challenging the discourses of power played out in classrooms. This symposium reports on the three teams who investigated literacy—visual literacy, drama and literacy, and technology and literacy.

1. *Introduction: The Fair Go Project*

Katina I. Zammit, *University of Western Sydney*

2. *Visual Literacy: Seeing a Difference*

Jon Callow, *University of Western Sydney*

3. *Using Drama to Improve English Skills and Enhance a Feeling of Engagement in the Process*

Margery I. Hertzberg, *University of Western Sydney*

4. *"School is for us": Linking Literacy, Technology and Engagement*

Katina I. Zammit, *University of Western Sydney*

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

TEXAS 6

The Impact of Legitimate Knowledge on Teaching and Learning: Three Cases

Chair: Prisca Martens, *Towson University*

Discussant: Yetta M. Goodman, *University of Arizona*

This symposium uses socio-psycholinguistic theory to examine the effects of current educational mandates that specify what counts as "legitimate knowledge" on teaching and learning. Three contexts are examined. One is analyzed by a university researcher, the second by the classroom teacher, and the third by a parent-researcher.

1. *The Legitimacy of Whole Class Reading Instruction*

Prisca Martens, *Towson University*

2. *... With Liberty and Justice for All*

Deborah Coughlin, *Sebastian School District, Florida*

3. *The Struggle to Become a Reader: A Case-Study of a Transitional Reader In and Out of School*

Catherine Maderazo, *Kansas State University*



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

TEXAS 7

Exploring Critical Literacy and Critical Pedagogy Through Theatre of the Oppressed: Confronting the Status Quo**Chair:** Carol V. Rozansky-Lloyd, *University of Nebraska at Omaha***Discussant:** Rosary Lalik, *Virginia Tech University*

Theatre of the Oppressed (TO) (Boal, 1979) provides a means to adopt and communicate a critical stance about teaching and texts. We employed TO in our work with in-service teachers, with third graders, and with eighth graders. We will share examples of their TO and related dialogue.

- 1. Encouraging and Describing Students' Critical Literacy through Theatre of the Oppressed**
Carol V. Rozansky-Lloyd, *University of Nebraska at Omaha*
Carrie Thorpe, *Omaha Public Schools*
Colleen Agesen, *Omaha Public Schools*
- 2. Teachers Constructing Social Class through Theatre of the Oppressed**
Sharon M. Peck, *SUNY - Geneseo*
Cheryl A. Kreutter, *SUNY - Geneseo*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

BIG BEND A

Reading and Writing Miscue Analysis for Chinese Learners**Chair:** Rosalind J. Wu, *Hong Kong Institute of Education*

Discussants: Lian-Ju Lee, *University of Tainan*
Rosalind J. Wu, *Hong Kong Institute of Education*
Yueh-Nu Hung, *National Taichung University*
Shaomei Wang, *Tufts University*
Wen-Yun Lin, *National Taipei University of Education*

An adapted version of Goodman's reading miscue inventory is used to analyze the oral reading of readers in Taiwan, Hong Kong and USA in five presentations. Parallels in developing readers' transaction with print will be discussed. Implications for the teaching and learning of Chinese reading is also explored.

- 1. Reading and Writing Miscues of Young Chinese-speaking Children**
Lian-Ju Lee, *University of Tainan*
- 2. Reading Miscues of Cantonese Speaking Children**
Rosalind J. Wu, *Hong Kong Institute of Education*
- 3. A Miscue Study on Fifth Grade Students: Reading of a Science Text**
Yueh-Nu Hung, *National Taichung University*
- 4. Making Sense of L2 Chinese Reading**
Shaomei Wang, *Tufts University*
- 5. Chinese Reading Miscue Analysis and Pre-service Teachers: Reflections**
Wen-Yun Lin, *National Taipei University of Education*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND B

Understanding Reading Development: Decoding, Intervention, and Attitude**Chair:** Nancy Flanagan Knapp, *University of Georgia*

- 1. What Happens When Children in High-Needs Districts Who Need Early Intervention Do Not Receive It?**
Meiling Tang, *Ohio Department of Education*
Deborah G. Litt, *Trinity (Washington) University*
- 2. The Reading Attitude Survey: An Initial Validation Study**
Nancy Flanagan Knapp, *University of Georgia*
Deborah L. Teitelbaum, *University of Georgia*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND C

Read Alouds**Chair:** Lauren A. Liang, *University of Utah*

- 1. The Effects of Parent-Led Read-Alouds of Nonfiction Books on First-Graders' Vocabulary Acquisition and Motivation to Read**
Rebecca A. Gibson, *University of Maryland*
Mariam Jean Dreher, *University of Maryland*
- 2. Teacher Read-Alouds at Second Grade, With and Without Student Companion Texts: Unexpected Findings**
Diane H. Tracey, *Kean University*
Julie Sobel, *Kean University*
- 3. A Comparison of Preschool Teachers' Read Alouds of Storybooks and Expository Books**
Lisa Hammett Price, *University of North Carolina*
Barbara A. Bradley, *University of Kansas*
Jana Rea, *Pediatric Developmental Therapy*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND D

Literature to Inform and Transform**Chair:** Julie C. Schultz, *Reinhardt College*

- 1. Visions and Voices of Mexican-American Picture Book Illustrators**
Jennifer Battle, *Texas State University - San Marcos*
- 2. Celebrating or Subverting Difference: Comparing Gay Characters with Characters that Are "Different" in Children's Picture Books**
Janine M. Schall, *University of Texas - Pan American*
- 3. Developing Intercultural Understandings Through International Children's Literature**
Kathy G. Short, *University of Arizona*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BIG BEND E

Literacy Lessons from Video Games, Comics, and TV**Chair:** Stergios G. Botzakis, *University of Tennessee*

1. *Literacy Lessons from Videogames - What Counts as Literacy in the 21st Century?*

Kathy J. Sanford, *University of Victoria*
Leanna Madill, *University of Victoria*

2. *"I learned how to spell english on Channel 18": Television, Language, and Literacies in Sudanese Refugee Families*

Kristen H. Perry, *University of Kentucky*
Annie M. Moses, *Michigan State University*

3. *"I've gotten a lot out of reading comics": Poaching and Lifelong Literacy*

Stergios G. Botzakis, *University of Tennessee*

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

FOOTHILLS I

To Act or Not to Act: Ethical Behavior in the Highly Charged NCLB Culture

Chair & Discussant: Karen M. Feathers, *Wayne State University*

In this highly charged culture of NCLB, many NRC members have been faced with dilemmas related to ethical behavior. The purpose of this alternative session is to provide a venue for participants to identify and discuss these ethical issues, share actions taken by various NRC members, and brainstorm possible actions.

1. *Overview of the Session*

Karen M. Feathers, *Wayne State University*
Kathy Champeau, *Muskego-Norway School District*
Mark Conley, *Michigan State University*
Dorsey Hammond, *Salisbury University*
Richard L. Allington, *University of Tennessee at Knoxville*
Peter Johnston, *University at Albany*

2. *Sharing Issues and Actions*

Karen M. Feathers, *Wayne State University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

FOOTHILLS II

Multiple Perspectives on Incorporating Alternative Texts and New Literacies into Classroom Instruction

Chair: Martha H. Dillner, *University of Houston, Clear Lake*
Discussant: Linda D. Labbo, *University of Georgia*

This symposium describes how technoliteracies and electronic textual forums are used to create new language practices, multimodal and inter-textual representations, and hybrid texts. These papers describe how identities are formed and represented online through engaging in digital practices as members of e-communities, as consumers and producers of cybersites, and as users and creators of weblogs.

1. *Integrating Everyday Texts with Multiple Modes of Meaning into a Scripted Reading Program*

Shelley Xu, *California State University, Long Beach*
Rachel S. Perkins, *Delores Elementary School*

2. *Speaking Out: Adolescents' Views of Connecting Out-of-School Online Literacies to Their In-School Instruction*

Barbara J. Guzzetti, *Arizona State University*

3. *Teaching with New Literacies in Low-Income Middle Schools*

Margaret C. Hagood, *College of Charleston*

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

HILL COUNTRY A

Exploring the Intersections of Art and Critical Literacies at "The Source"

Chair: Rosary Lalik, *Virginia Tech University*
Discussant: Carol V. Rozansky-Lloyd, *University of Nebraska at Omaha*

This session reveals one attempt to better understand critical literacy pedagogies by examining the practice of one teacher educator who collaborated with adults to create a 14' X 75' mosaic at an outreach center. Audience members will vicariously experience the examined project by engaging in a series of artistic experiences (video, art making, readers' theatre).

1. *Exploring the Intersections of Art and Critical Literacies at "The Source"*

Lynn Sanders-Bustle, *University of Louisiana at Lafayette*
Rosary Lalik, *Virginia Tech University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

HILL COUNTRY B

Navigating Tensions: Becoming Writers in Schools and Communities

Chair: Amy Seely Flint, *Georgia State University*
Discussant: Julia M. Lopez-Robertson, *University of South Carolina*

Three research studies examine the nuances of teacher/teacher, teacher/student, and student/student exchanges around writing and how these interactions impact what writing comes to be about and for. Focusing on the interactions among students and teachers, these studies shed new light on the ways in which students and teachers develop and navigate particular literate identities around writing.

1. *"It can't just be all about you:" Joining and Forming Writing Communities*

Tasha Tropp Laman, *University of South Carolina*

2. *Changing Neighborhoods, Changing Literacies: Ethnographic Writing Practices*

Katie Van Sluys, *DePaul University*

3. *Learning to Be Writing Teachers: Examining Two Teachers' Shifts in Identity around Literacy Practices*

Amy Seely Flint, *Georgia State University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

HILL COUNTRY C

Texts, Readings, Retellings: Analysis of Children's Reading of Two Stories

Chair: G. Pat Wilson, *University of South Florida*
Discussant: Poonam Arya, *Wayne State University*

The research is an in-depth analysis of the impact of story content and structure on second graders' comprehending and comprehension of two texts of similar readability and of familiar content. Methodology includes miscue analysis and quantitative and qualitative study of retellings.



1. *Text Characteristics, Miscue Patterns, and Retellings of A Letter to Amy*
Poonam Arya, Wayne State University
2. *Text Characteristics, Miscue Patterns, and Retellings of See You Tomorrow, Charles*
Lijun Jin, Towson University
G. Pat Wilson, University of South Florida
3. *The Relationship between Retellings, Text Characteristics, and Children's Readings of Both Texts*
Prisca Martens, Towson University

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

HILL COUNTRY D

From Clinic to Mandates: The Praxis of Teaching Reading after Reading Clinic/Literacy Lab

Chair: Penny Freppon, University of Cincinnati

Discussant: Barbara Walker, Oklahoma State University

Opportunity for small group interactions on transfer of lab/clinic practices to literacy professionals' roles in schools. Findings from 10 sites at which university researchers/clinic supervisors conducted in-depth interviews of reading clinic/literacy lab graduates; focus on transfer and the impact of mandates on key areas of practice: assessment, instruction, coaching, leadership & technology.

1. *Introduction and Contexts*
Barbara Laster, Towson University
2. *Research Reports*
Barbara Laster, Towson University
Cheryl Dozier, University of Albany
Jeanne B. Cobb, Coastal Carolina University
Theresa Deeney, University of Rhode Island
Stephan Sargent, Northeastern State University
Lillian Benavente-McEnery, University of Houston, Clear Lake
Charline J. Barnes, West Virginia University
Debra Gurvitz, National-Louis University
Aimee Morewood, West Virginia University
Stephanie McAndrews, Southern Illinois University, Edwardsville
Lee Dubert, Boise State University
Chitlada Patchen, University of North Texas

1:15 P.M.–2:45 P.M.
PAPER SESSION

PADRE ISLAND

Evolving Literacy Theory

Chair: Ruby Sanny, Purdue University

1. *Utilizing Multiple Theoretical Perspectives in Literacy and Technology Research: An Eclectic Stance*
Ruby Sanny, Purdue University
William H. Teale, University of Illinois at Chicago
2. *The Embodiment of Literacies: The Bodily Bases of Making and Communicating Meaning*
James R. Gavelek, University of Illinois at Chicago

3. *Struggling with Literacy (Instruction): The Two-Year Story of One Teacher, One Professor, and a Classroom of Children in a Culturally and Linguistically Diverse School in the Age of NCLB*
Karla J. Moller, University of Illinois

1:15 P.M.–2:45 P.M. PALMWOOD-EMBASSY SUITES
SYMPOSIUM

Invited Session: Stories of Poverty in the Literacy Classroom: Supporting Preservice Teachers' Responses to the Realities of Students' Lives

Chair: Elizabeth Dutro, University of Colorado at Boulder

Discussants: Donna Alvermann, University of Georgia

Ernest Morrell, University of California – Los Angeles

Although pedagogical practices and curricula often encourage children and youth to share their lives in literacy classrooms, preservice teachers are not always prepared to respond to the experiences of students living in poverty. Through discussion of researching high-poverty elementary and secondary schools, this session focuses on the experiences related to economic hardship that many students bring to classrooms and the important lessons those stories hold for preservice literacy education.

1. *Responding to "Hard Times" in a Mandated Literacy Curriculum: Children's Stories of Poverty Confront Middle-Class Assumptions*
Elizabeth Dutro, University of Colorado at Boulder
2. *Girls, Poverty, and a New Narrative: Neighborhood Stories and Critical Engagement*
Stephanie Jones, University of Georgia
3. *Through Students' Eyes: Urban Youths' Perceptions of the Supports and Impediments to School Success*
Kristen Marquez-Zenkov, Cleveland State University

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

TEXAS 1

Home Literacies, Multicultural Contexts, and Mainstream Schooling

Chair: Guofang Li, Michigan State University

Discussant: Diane Lapp, San Diego State University

This symposium features research on home literacy practices in multicultural contexts. The papers address several convergent issues: what home literacies are in diverse contexts, their relations to school literacies, and their implications for K-12 and teacher education. This symposium provides new understandings about the importance of home literacy in education.

1. *Syncretic Home Literacies: Learning to Read in Two Languages and Three Worlds*
Mariana Souto-Manning, University of Georgia
2. *Home Literacies and Living in an Inner City: Case Studies of Low-SES White Families*
Guofang Li, Michigan State University
3. *Understanding English Language Learners' Identities in Home and School Contexts from Three Perspectives*
Sarah J. McCarthy, University of Illinois at Urbana-Champaign



4. *Home Literacy in Teacher Education and K-12 Classrooms: Problems, Predicaments, and Possibilities*

Jennifer D. Turner, *University of Maryland at College Park*
Patricia A. Edwards, *Michigan State University*

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

TEXAS 2

Examining Culturally Responsive Teaching Possibilities Using International, Global, and/or Multicultural Children's and Young Adult Literature

Chair: Stephen Phelps, *Buffalo State College*

Discussant: Cynthia Brock, *University of Nevada, Reno*

The session features first-hand experiences with print and non-print resources that could be used to teach about diverse world cultures at elementary and secondary levels. After a brief introduction, participants will rotate through three 20-minute discussions led by each of the presenters, followed by comments from the discussant.

1. *Resources for Teaching about Islam in Middle and High School*
Stephen Phelps, *Buffalo State College*
2. *An Emic-etic Dialogue about Using International and Global Children's Literature in a Culturally Responsive Manner*
M. Kristiina Montero, *Syracuse University*
Heidi Beverine-Curry, *Syracuse University*
3. *Multiple Texts for Multiple Perspectives: Opening Spaces for Adolescents' Conceptual Understandings*
Fenice Boyd, *University at Buffalo - SUNY*

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

TEXAS 3

Community-Centered Approaches to Science and Literacy Curriculum and Instruction: Identifying and Exploring Local Practices

Chairs: Georgia Hodges, *University of Georgia*
Pam Stratton, *Taliaferro County School*

Discussants: Amy S. Johnson, *University of South Carolina*
Deborah Tippins, *University of Georgia*

In this session, science and literacy faculty at a large southeastern university and PreK-8th grade teachers at a small rural school explore ways that they have sought to promote students' literacy learning through inquiry into local science and literacy practices. In this alternative session format, we discuss the anthropological tools that we have used with teachers and students to identify local science and literacy practices.

1. *Memory Banking: A Multi-faceted Look at Local Nutritional and Literacy Practices in the Community*
Pam Stratton, *Taliaferro County School*
Deborah Tippins, *University of Georgia*
2. *The Photoessay: An Inquiry-based Tool for Understanding Science and Literacy in the Community*
Georgia Hodges, *University of Georgia*
Achariya T. Rezak, *University of Georgia*
3. *Local Narratives: Listening to Stories in the Community*
Amy S. Johnson, *University of Georgia*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

TEXAS 5

Developing a Credentialing System for Adult Education Teachers

Chair & Discussant: Terry S. Salinger, *American Institutes for Research*

The development of a credential process for adult educators will be described, from the perspectives of the university faculty who developed it and the researcher who critiqued the work. Credential candidates must complete an action research project and write their reflection on the project. Samples of these reflections, especially related to literacy, will be presented.

1. *Background and Review of the Literature*
Terry S. Salinger, *American Institutes for Research*
2. *Developing the Credential Approach*
Emily Miller-Payne, *Education Institute*
Ken Stedman, *Education Institute*
3. *Testing the Plan with Teachers*
Ken Stedman, *Education Institute*
Michelle Janysek, *Education Institute*
4. *Teacher Reflections on the Practice*
Emily Miller-Payne, *Education Institute*

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

TEXAS 6

Teacher Beliefs About Reading Motivation and its Enactment in Urban Classrooms

Chair: Matthew Quirk, *California State University, Long Beach*

Discussants: Norman Unrau, *California State University, Los Angeles*
Robert Rueda, *University of Southern California*

This session presents an overview of research on the challenges teachers face motivating upper elementary/middle school children to read, followed by a brief description of two studies on this topic, concluding with audience reaction and open discussion of teachers' beliefs/practices and how they impact students' motivation for reading.

1. *The Challenges of Literacy Motivation in Upper Elementary and Middle Schools*
Norman Unrau, *California State University, Los Angeles*
Robert Rueda, *University of Southern California*
Alejandra Velasco, *University of Southern California*
2. *Teachers' Beliefs about Motivation for Reading*
Matthew Quirk, *California State University, Long Beach*
Hyo Lim, *University of Southern California*
3. *Understanding Teacher's Beliefs of Urban Students' Reading Motivation and the Relationship to Their Instructional Practices*
Gisele Ragusa, *University of Southern California*
Erica Bowers, *California State University, Fullerton*
Gustavo Lorea, *University of Southern California*
Kayoko Honda, *University of Southern California*



1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION**TEXAS 7****Contributions of Cognitive Flexibility to Reading Skill from
Preschool to High School: Implications for Research and Practice****Chair:** Kelly B. Cartwright, *Christopher Newport University***Discussant:** Cathy Collins Block, *Texas Christian University*

Contemporary work in cognitive development focuses on cognitive flexibility, the ability to coordinate flexibly multiple mental representations, and offers insight for understanding reading processes. Little work has explored this intersection. This symposium addresses that gap, examining the role of cognitive flexibility in reading across development, from preschool to high school.

- 1. Representational Flexibility and the Emergence of Phonological Awareness**
Sylvia Ashwell, *University of Florida*
M. Jeffrey Farrar, *University of Florida*
- 2. Effects of a Small-Group Graphophonological-Semantic Flexibility Intervention on Reading Comprehension in Elementary Students**
Kelly B. Cartwright, *Christopher Newport University*
Jan Clause, *Palmer Elementary School*
Kenneth Schmidt, *Riverside Elementary School*
- 3. Flexibility in Middle School Students' Comprehension: Metacognitive Shifting in Strategy Use**
Susan E. Israel, *University of Dayton*
- 4. Content Area Reading/Learning: Flexibility in Knowledge Acquisition**
Cynthia Hynd-Shanahan, *University of Illinois at Chicago*

3:00 P.M.–4:30 P.M.
PAPER SESSION**BIG BEND A****The Influence of Environment and Student Characteristics on Early Reading Development****Chair:** Chinwe H. Ikpeze, *St. John Fisher College*

- 1. Exploring the Interplay Between Fifth-Grade Readers' Knowledge, Interests, and Beliefs and Their Perceptions of the Persuasiveness of Text**
Jessica V. Palladino, *University of Maryland at College Park*
- 2. Not Just for Teachers: Teaching and Learning from Students' Reflections**
Chinwe H. Ikpeze, *St. John Fisher College*
- 3. Transactions Among Early Reading Development and Individual and Environmental Conditions: A Case Study**
Marnie C. Ginsberg, *University of North Carolina - Chapel Hill*

3:00 P.M.–4:30 P.M.
PAPER SESSION**BIG BEND B****Creating Literacy Communities Near and Far****Chair:** Kathryn L. Bauserman, *Indiana State University*

- 1. Refining and Applying a Model of Expert Noticing for Literacy Instruction**
Pamela Ross, *San Diego State University*
Sharan Gibson, *San Diego State University*

- 2. Two Years Out and Where Are We? Beginning Teacher Literacy Inquiry Communities in New Jersey and Guatemala**
Marjorie E. Madden, *Rowan University*
Susan Browne, *Rowan University*
- 3. Creating a Connected and Collaborative Community: Exploring Effective Literacy Pedagogy in and for a Richly Diverse School**
Karla J. Moller, *University of Illinois*

3:00 P.M.–4:30 P.M.
PAPER SESSION**BIG BEND C****Interpretive and Instructional Demands: Deciphering Genre, Content and Text Forms****Chair:** Janelle B. Mathis, *University of North Texas*

- 1. The Accuracy of Scientific Content in Commercial Reading Programs**
Linda M. Phillips, *University of Alberta*
Stephen P. Norris, *University of Alberta*
Jeff J. Baker, *University of Alberta*
Andrea C. Weber, *University of Alberta*
- 2. Multimodal History and Content Area Reading Strategies: Textual Analyses of Three Graphic Novels**
William R. Boerman-Cornell, *University of Illinois at Chicago*
Michael Manderino, *University of Illinois at Chicago*
- 3. An Investigation of Genre Instruction Across Grades**
Beth Maloch, *University of Texas at Austin*
Nancy Roser, *University of Texas at Austin*
Miriam Martinez, *University of Texas at San Antonio*
Janis M. Harmon, *University of Texas at San Antonio*
Denise Duncan, *University of Texas at Austin*
Amy Burke, *University of Texas at Austin*

3:00 P.M.–4:30 P.M.
PAPER SESSION**BIG BEND D****Promoting English Language Learners' Access to Literature and Literacy****Chair:** Michael Wei, *University of Missouri - Kansas City*

- 1. Creating Temporary Classroom Libraries: Self-Selecting Literature**
Nadjwa E. L. Norton, *City College of New York, CUNY*
- 2. "Members and Aliens": Opening the Borders of the Public Library**
Michelle Honeyford, *Indiana University*
- 3. A Book a Day Keeps the Doctor Away: A Look at the Implementation and Effects of Reach Out and Read, a Pediatric Clinic-Based Early Literacy Promotion Program**
Elsa S. Billings, *San Diego State University*



3:00 P.M.–4:30 P.M.
PAPER SESSION

BIG BEND E

Writing

Chair: Brian Lawrence, *University of Texas at Austin*

1. **“You always write about what you read”:** *Children’s Emergent Responses to a Community of Practice Classroom Design (and Why They Matter)*
Amy L. Ardell, *University of Southern California*
2. **Composition Renderings: An Interpretive Review of Conceptual and Empirical Research on Writing**
Deborah A. Horan, *University of Texas at Austin*
3. **Embedding Process Writing in Classroom Culture**
Hongmei Dong, *University of Illinois at Chicago*

3:00 P.M.–4:30 P.M.
PAPER SESSION

FOOTHILLS I

Diversity in Literacy Instruction

Chair: Lisa Simon, *City College of New York*

1. **Labeling People and Injustices: The Power of Students’ Words to Foster Social Justice and/or Social Inequality in the Elementary Classroom**
Jessica Zacher, *California State University, Long Beach*
2. **Critically Reading Texts: What Students Do and How Teachers Can Help**
Susan V. Piazza, *Western Michigan University*
Leigh A. Hall, *University of North Carolina - Chapel Hill*
3. **Two Korean Elementary Students’ Writing in the Mainstream Classrooms**
Keonghee T. Han, *University of Nevada, Reno*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

FOOTHILLS II

New Directions in the Making of Highly Qualified Teachers of Reading

Chair: Terry S. Salinger, *American Institutes for Research*

Discussant: Richard L. Allington, *University of Tennessee-Knoxville*

What does it mean to be a highly qualified teacher (HQT) of reading for the elementary teachers? This session will examine the past, present and future work on the topic and will provide time for an interactive discussion on the current directions of this policy in light of the research.

1. **Overview of the Instructional Processes Framework and Instrument Development**
Tracy E. Costigan, *American Institutes for Research*
2. **The Study of Teacher Preparation in Early Reading Instruction**
Courtney C. Zmach, *American Institutes for Research*
3. **Future Directions of the Highly Qualified Teacher Policy**
Terry S. Salinger, *American Institutes for Research*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

HILL COUNTRY A

Multiple Voices and Researcher Reflexivity in Critical Race Theory: A Symposium Sponsored by the Ethnicity, Race and Multilingualism Committee

Chair: Julie Pennington, *University of Nevada, Reno*

Discussant: Sherry Marx, *Utah State 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 and on race. It is a call to researchers in the literacy field to join the discourse on using CRT perspectives to critique the role of education in perpetuating or interrupting current hegemonic educational practices.

1. **Racial Literacy in Teacher Education: Whiteness Studies and Critical Race Theory**

Rebecca Rogers, *University of Missouri - St. Louis*
Melissa Mosley, *University of Texas - Austin*

2. **Their Eyes Were Watching Test Scores: A LatCrit Perspective on One School’s Literacy Text and Practice**

Rachel G. Salas, *California State University, Sacramento*

3. **Researcher Reflexivity**

Sherry Marx, *Utah State University*
Julie Pennington, *University of Nevada, Reno*
Gerald Campano, *Indiana University*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

HILL COUNTRY B

Emergent Authorship: Doctoral Students’ Induction into Literacy Research Practices

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

Discussant: Bryant Griffith, *Texas A&M University - Corpus Christi*

Community members of academic disciplines engage in scholarly activity, seeking to make their own contributions as authors to the discipline’s collective knowledge through their writing. This symposium focuses on the induction of doctoral students into the practices associated with their field, and positions them as emergent authors of their discipline.

1. **Authorship, Identity, and Academic Practices**

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

2. **Finding a Niche by Developing “Cultural Intuition” as a Researcher**

Margaret A. Lara, *Texas A&M University - Corpus Christi*

3. **Theoretical Shifts: Tracing the Transactional Turn in Reading Research**

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

4. **Collaborative Authorship: A Synthesis of Voice**

Kim Skinner, *Texas A&M University - Corpus Christi*
Estanislado S. Barrera, *Texas A&M University - Corpus Christi*

5. **“As-*if*ing” Narrative: Commentary on Identity Construction**

Bryant Griffith, *Texas A&M University - Corpus Christi*



**3:00 P.M.–4:30 P.M.
ALTERNATIVE FORMAT****HILL COUNTRY C****Invited Session: Describing Reading Instruction: IRA's New Status of Reading Instruction Institute****Chair:** Alan Farstrup, *International Reading Association*

In this session, International Reading Association staff members will be joined by its contractor and a member of the Status of Reading Instruction Institute Advisory Board to discuss a newly commissioned descriptive study of classroom reading instruction. They will first situate the study as a repetitive snapshot of reading instruction conducted at three-year intervals by discussing the Association's interest in advancing effective reading instruction, and the need for and uses of periodic descriptions of reading instruction based on nationally representative samples of classrooms. Next the contractor chosen to conduct the study will address several critical issues related to conducting the study (e.g., instruments used, sampling procedures, etc.). Finally, we will provide an overview of effective practices derived from an extensive literature review and provide examples of the value of classroom observations in characterizing instructional practices.

1. Participants:

Cathy Roller, *International Reading Association*
 Karen Douglas, *International Reading Association*
 Barbara Taylor, *University of Minnesota Reading Research Center*

**3:00 P.M.–4:30 P.M.
ALTERNATIVE FORMAT****HILL COUNTRY D****Invited Session: Issues with Academic Publishing in a Digital Age: Corporate Control of Journal Costs/Publishing Versus Open-Source Publication Related to Public Dissemination, Fair Use, and Tenure Review****Chair:** M. Trika Smith-Burke, *New York University*

In this open-forum session, members of an NRC sub-committee and invited guests will briefly present their perspectives on issues of academic publishing in a digital age: corporate ownership of publications, journal costs, public access to research, open-source publishing, fair use restrictions, tenure review related to journal status, etc., and then invite participants to share their perspectives on these issues.

1. Participants:

Richard Beach, *University of Minnesota*
 Amy Carter, *Clemson University*
 Debbie East, *Indiana University*
 Renee Hobbs, *Temple University*
 Peter Johnston, *State University of New York - Albany*
 David Reinking, *Clemson University*
 M. Trika Smith-Burke, *New York University*
 Naomi Silverman, *Taylor and Francis Publishers*
 Norman A. Stahl, *Northern Illinois University*

**3:00 P.M.–4:30 P.M. PALMWOOD – EMBASSY SUITES
ALTERNATIVE****Invited Session: Chatting About the Future of Literacy Technologies****Chairs:** Rick Ferdig, *University of Florida*
Ruby Sanny, *Purdue University*

A fireside chat with junior and senior faculty continues the conversation on the future of literacy technologies in P-16 settings and out of school contexts. In an informal setting, meet, greet, and discuss ideas about the future of research and teaching as they intersect with Information Communication Technologies.

1. Presenters:

Elizabeth A. Baker, *University of Missouri*
 Erica C. Boling, *Rutgers University*
 David M. Lund, *Southern Utah University*
 Charles K. Kinzer, *Teachers College, Columbia University*
 Ruby Sanny, *Purdue University*

**3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION****TEXAS 5****Adult Literacy Research: Where Does It Appear, What Methodologies Are Used, What Is It Saying, and Where Should It Go?****Chair:** Larry J. Mikulecky, *IUPUI*

Discussants: Larry J. Mikulecky, *IUPUI*
 M. Trika Smith-Burke, *New York University*
 Alisa Belzer, *Rutgers University*
 Rima Rudd, *Harvard School of Public Health*

In 2006, nearly 100 adult literacy research studies were published. Less than 20% appeared in traditional literacy publications like *JLR*, *RRQ*, *Adult Basic Education*, and *JAAL*. This symposium reviews widespread adult literacy research in 2006 in terms of publication outlets, research methodologies employed, and themes addressed.

1. Where Did Adult Literacy Research Appear in 2006, Who Published It and What Topics and Methodologies Appear in Which Journals?Larry J. Mikulecky, *IUPUI***2. What Have We Learned about Adult Literacy Learners and Their Contexts in 2006?**M. Trika Smith-Burke, *New York University***3. What Have We Learned about Adult Literacy Programs and Instruction in 2006?**Alisa Belzer, *Rutgers University***4. What Have We Learned about Adult Literacy and Health in 2006?**Rima Rudd, *Harvard School of Public Health*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

TEXAS 6

Strength-based Instruction for Linguistically and Culturally Diverse Students

Chair: Pamela A. Mason, *Harvard Graduate School of Education*

Discussant: Kathryn H. Au, *SchoolRise*

While the idea of building upon diverse students' strengths seems straightforward, it is not quite clear what it looks like in classrooms. With these in mind, our symposium is intended to demonstrate examples from successful teachers and classrooms in order to explain strength-based instruction for linguistically and culturally diverse students.

1. ***Strength-based Instruction for Elementary ESL Students***
Youb Kim, *Vanderbilt University*
2. ***Seeing Strength, Seeing Success: Lessons Learned from Visionary Literacy Teachers of African American Students***
Jennifer D. Turner, *University of Maryland at College Park*
3. ***Supporting African American Adolescents' Reading Achievement***
Alfred W. Tatum, *Northern Illinois University*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

TEXAS 7

Scientific Realism in Studies of Reading

Chair: Yetta M. Goodman, *University of Arizona*

Discussant: Debra Goodman, *Hofstra University*

This symposium discusses original reading research through a scientific realism lens, a perspective that highlights data-driven and theory-driven understandings of reading that result from observing the reading process with a variety of tools, methods, disciplines and conceptual frameworks. Miscue, eye-movement, and reading flow analyses are focused upon.

1. ***Principles of Scientific Realism in Reading Research***
Kenneth S. Goodman, *University of Arizona*
2. ***Eye-Movement Miscue Analysis***
Eric J. Paulson, *University of Cincinnati*
3. ***Oral Reading Fluency as "Reading Flow"***
Alan D. Flurkey, *Hofstra University*

4:45 P.M.–6:00 P.M.
PLENARY ADDRESS

TEXAS 1

Chair: Donald Richgels, *Northern Illinois University*

- I. ***Announcements***
Norman A. Stahl, *Northern Illinois University*
- II. ***Edward B. Fry Book Award Presentation***
Anne McGill-Franzen, *University of Tennessee at Knoxville*
- III. ***Introduction of the Speaker***
James R. King, *University of South Florida*
- IV. ***Plenary Address***
Mobile Texts and Migrant Audiences: Rethinking Literacy in a New Media Age
Glynda Hull, *University of California - Berkeley*



Saturday • December 1, 2007



8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND A

Literacy Instruction for Students with Special Needs

Chair: Holly Hungerford-Kresser, *University of Texas at Austin*

- 1. *The Effects of Scaffolded Writing Upon Deaf Children's Acquisition of Written Language Concepts: Three Case Studies***
Bridget Scott-Weich, *Los Angeles Unified School District*
David B. Yaden, *University of Arizona*
- 2. *Instruction in a Strategy for Compare-Contrast Writing with Students with Learning Disabilities***
Charles A. MacArthur, *University of Delaware*
Zoi Philippakos, *University of Delaware*
- 3. *Persistence in the Face of Minimal Progress: A Longitudinal Case Study of a Severely Disabled Reader***
Randal L. Donelson, *The Ohio State University - Newark*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND B

Urban Students' Talk: Literacy Experiences and Enacted Orientations

Chair: Elizabeth Dutro, *University of Colorado at Boulder*

- 1. *Enacted Orientations: How Students' Conceptions of Reading Are Manifest in Upper-Elementary Classrooms***
Dennis S. Davis, *Vanderbilt University*
Carin Neitzel, *Vanderbilt University*
- 2. *Using Literature and Discussion to Enhance Identity Development: Book Clubs with Urban Adolescent Females***
Jody N. Polleck, *New York University*
- 3. *Urban Students Testifying to Their Own Stories: Talking Back to Deficit Perspectives***
Elizabeth Dutro, *University of Colorado at Boulder*
Kristien Marquez-Zenkov, *Cleveland State University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND C

New and Critical Literacies for Adolescent and Adult Learners

Chair: Achariya T. Rezak, *University of Georgia*

- 1. *Words and Pictures All At Once: Identifying Skills Used by Successful Graphic Novel Readers***
William R. Boerman-Cornell, *University of Illinois at Chicago*
- 2. *Using Blogs to Foster Critical Thinking for Underprepared College Readers***
Jennifer Battle, *Texas State University - San Marcos*
David C. Caverly, *Texas State University - San Marcos*
Sheila Nicholson, *Texas State University - San Marcos*
- 3. *Critical Literacy and the Reading Identities of "At Risk" High School Students Engaged in a Literacy Project***
Mellinee K. Lesley, *Texas Tech University*
Pamela Halsey, *Texas Tech University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND D

Classroom Talk

Chair: Beth Maloch, *University of Texas at Austin*

- 1. *An Exploration of How Teacher Language Scaffolds the Development of Strategic Processing in Emergent Readers***
Polly Lee, *Vigo County Community School Corporation*
Maribeth Cassidy Schmitt, *Purdue University*
- 2. *The Discursive Development of Agency in a First Grade Classroom***
Peter Johnston, *SUNY - Albany*
Elizabeth Yanoff, *University at Albany*
Pegeen Jensen, *Saddlewood School*
- 3. *Word of Mouth: Investigating the Impact of One Classroom's Interactions Surrounding Words***
Laura A. May, *University of Texas at Austin*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BIG BEND E

Teacher Learning and Identity

Chair: Kristin N. Rainville, *Manhattanville College*

- 1. *Changing Locations: The Shifting Identity of an Established Teacher***
Anne S. Ticknor, *University of Iowa*
- 2. *"Now I Know How My Kids Feel": Creating a Community of Writers in an Online Graduate Course for Teachers***
Kathy N. Headley, *Clemson University*
Amy Carter, *Clemson University*
Heather Brooker, *Clemson University*
Jacquelynn Malloy, *Clemson University*
Kelly N. Tracy, *Greenville County School District*
- 3. *"Trying to change my practice is like going through menopause!": A Study of Teacher Learning While Implementing the Science Writing Heuristic Approach***
Lori A. Norton-Meier, *Iowa State University*
Brian Hand, *University of Iowa*
Sara Nelson, *Iowa State University*

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

FOOTHILLS II

Intertextual Connections, Multimodal Texts and Classroom Discourse: Expanding Young Readers' Interpretive Repertoires

Chair: Carole S. Rhodes, *Queens College, CUNY*
Discussant: Lawrence R. Sipe, *University of Pennsylvania*

Developing readers' interpretive repertoires requires teachers to support transactions with texts that move beyond the literal level to interpretation and critique. Investigating the role of multimodal/multigenre texts, intertextual connections, and literary discussions, this symposium will address the instructional practices that serve to develop readers' interpretive repertoires and reading abilities.



1. ***The Role of Multimodal Texts in Mediating Historical Understandings***
Suzette Youngs, *University of Nevada, Reno*
2. ***Intertextual Connections: The Role of Epitextual Materials in the Interpretive Process***
Sophie Ladd, *University of Nevada, Las Vegas*
3. ***Critical Junctures and Interpretive Merit: Analyzing Literary Discourse***
Frank Serafini, *University of Nevada, Las Vegas*

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

HILL COUNTRY A

Online Adaptations of the ABCs of Cultural Understanding and Communication

Chair: Patricia R. Schmidt, *Le Moyne College*

Discussant: Dana L. Grisham, *California State University - East Bay*

The purpose of this symposium is to present research on the development of intercultural understanding through the use of online adaptations of the ABCs of Cultural Understanding and Communication. The first paper relates Third Space Theory to adaptations of the ABCs Model for the implementation of online studies presented in the second and third papers. Empirical evidence from these online adaptations has implications for literacy development across the curriculum as well as for intercultural communications across the planet.

1. ***Constructing Third Space: The Principles of Reciprocity and Cooperation***
Claudia Finkbeiner, *Kassel University*
2. ***The ABC's Online: Using Voice Chats in a Transnational Foreign Language Teacher Exchange***
Eva Wilden, *Kassel University*
3. ***The ABC's as a Starting Point and Goal: The Online Intercultural Exchange Project (ICE)***
Markus Knierim, *Kassel University*

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

HILL COUNTRY B

Border Discourse: Literacies Across Lines, Spaces, and Places

Chair: Angelica M. Fuentes, *University of Texas at Brownsville*

Discussant: Emmanuel S. Atangana, *University of Texas at San Antonio*

The border/frontera has become a major focus of current discourse research as attention goes to the dynamism of languages, literacies, and identities at points of cultural contact. This symposium, which addresses border issues with a particular focus on Tejana/o culture, includes three papers: (1) a discussion of the dialectic between mestizaje and positionality that characterizes discourse studies, (2) a report of a study of linguistic and identity shifts that young people experience as they cross borders, and (3) an analysis of a hybrid counter-discourse associated with youth culture that has crossed borders of many types in the Americas.

1. ***Border Literacies: Mestizaje and Positionality***
Nancy Nelson, *Texas A&M University - Corpus Christi*

2. ***Living on the Border: How Physical Space Contributes to Adolescent Discourses***
Rosalind Horowitz, *University of Texas at San Antonio*
3. ***Giving Voice to the Margins: Counter-Discourse, Reggaeton, and Critical Literacy***
Estanislado S. Barrera, *Texas A&M University - Corpus Christi*
Kim Skinner, *Texas A&M University - Corpus Christi*

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

HILL COUNTRY C

Learning about Literacy and the Teaching of Reading: A State-Wide Examination of Literacy Teacher Preparation

Chair: Joyce E. Many, *Georgia State University*

Discussants: Faith Wallace, *Kennesaw State University*
Joyce E. Many, *Georgia State University*

In 2006, members of a state-wide reading consortium explored the way preservice teachers are prepared to teach reading or other literacy processes or to integrate attention to reading in the content areas. This symposium will provide an overview of that work and discuss the results of the studies.

1. ***An Introduction to the Project: How a State-wide Research Agenda Was Established***
Joyce E. Many, *Georgia State University*
2. ***Coordinated Inquiries: Three Research Studies - Parallel Methodologies***
Joyce E. Many, *Georgia State University*
3. ***How Are Teachers in Georgia Prepared to Teach Reading in Grades P-5?***
Ada P. Burnette, *Valdosta State University*
Cathleen Doheny, *University of West Georgia*
Shannon Howrey, *Georgia State University*
Beth Pendergraft, *Augusta State University*
John Ponder, *University of West Georgia*
Meg Walworth, *Armstrong Atlantic State University*
4. ***How Are Teachers in Georgia Prepared to Teach Reading and/or Address Reading in the Content Areas in Grades 4-8?***
Brenda P. Dixey, *Valdosta State University*
Cecilia Myrick, *Fort Valley State University*
Sharry M. Sackor, *Albany State University*
Barbara Stanley, *Valdosta State University*
Gertrude Tinker-Sachs, *Georgia State University*
Ewa McGrail, *Georgia State University*
5. ***How Are Teachers in Georgia Prepared to Address Reading in Content Area Classrooms at the Secondary Level?***
Eudes Aoulou, *Georgia State University*
Carol Christy, *Georgia College and State University*
Jacquelyn M. Culpepper, *Mercer University*
Frances Howard, *Georgia State University*
Jaqueline Tobias, *Augusta State University*
6. ***What Can We Learn From State-wide Collaborative Research on Literacy Teacher Preparation?***
Faith Wallace, *Kennesaw State University*
Joyce E. Many, *Georgia State University*



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

HILL COUNTRY D

The Impact of Literacy Collaborative on Teacher Development and Student Achievement: A Quasi-Experimental, Longitudinal Study

Chair: Irene Fountas, *Lesley University*

Discussant: Anthony S. Bryk, *Stanford University*

States and districts invest heavily in literacy coaching, yet scanty empirical evidence exists about coaching's efficacy. This symposium explores the effectiveness of coaching by following change in both teacher practice and student achievement in Literacy Collaborative schools over the first two years of a three-year longitudinal, quasi-experimental study.

1. ***Measuring Change in Teacher Practice over Time with an Observational Tool***
Gay Su Pinnell, *The Ohio State University*
Irene Fountas, *Lesley University*
Patricia Scharer, *The Ohio State University*
Lisa Walker, *University of Chicago*
2. ***Creating a Longitudinal Metric for Early Literacy Development: A Rasch Analysis of DIBELS and Terra Nova in Grades K-3***
Gina Biancarosa, *Stanford University*
David W. Kerbow, *University of Chicago*
Stuart Luppescu, *University of Chicago*
Anthony S. Bryk, *Stanford University*
3. ***Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning***
David W. Kerbow, *University of Chicago*
Lisa Walker, *University of Chicago*
Gina Biancarosa, *Stanford University*
Irene Fountas, *Lesley University*
Patricia Scharer, *The Ohio State University*
Gay Su Pinnell, *The Ohio State University*
4. ***Exploring the Linkage of Changes in Teacher Practice to Improved Student Learning***
Anthony S. Bryk, *Stanford University*
David W. Kerbow, *University of Chicago*
Gina Biancarosa, *Stanford University*
Gay Su Pinnell, *The Ohio State University*
Patricia Scharer, *The Ohio State University*
Lisa Walker, *University of Chicago*

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

TEXAS 1

Digital Forms and Forums: Advancing Identity Through Intertextuality

Chair: Terry S. Salinger, *American Institutes for Research*

Discussant: Donna E. Alvermann, *University of Georgia*

This symposium describes how technoliteracies and electronic textual forums are used to create new language practices, multimodal representations, and hybrid texts. These papers demonstrate how identities are formed and represented online through digital practices as members of e-communities, as consumers and producers of cybersites, and as users and creators of weblogs.

1. ***Literacy and the Language of Identity in an E-List Discussion Group***
Barbara J. Guzzetti, *Arizona State University*
2. ***Online Media Fandom, Globalization, and 21st Century Skills***
Rebecca Black, *University of California, Irvine*
3. ***Convergence in Popular Websites: Rethinking Critical Literacy***
Jennifer Stone, *University of Washington*

10:15 A.M.–11:45 A.M.

TEXAS 1

NRC ANNUAL RESEARCH REVIEW

Chair: David Reinking, *Clemson University*

- I. ***Albert J. Kingston Award Presentation***
Laura Smolkin, *University of Virginia*
- II. ***Introduction of the Speaker***
David H. Davis
- III. ***2007 NRC Research Review Address
One Hundred Years of Reading Research (1908-2008):
From Edmund B. Huey to the Present***
Douglas K. Hartman, *University of Connecticut*



Appendix I: NRC Leadership and Honorees

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Victoria Risko
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Appendix I: NRC Leadership and Honorees (continued)

2007 NRC Committees & ICG Chairs

Albert J. Kingston Award Committee

Chair: Laura Smolkin (2004-2007)
University of Virginia
lbs5Z@virginia.edu

Distinguished Scholar Lifetime Achievement Award Committee

Chair: Margaret Finders (2005-2008)
University of Wisconsin LaCrosse
finders.marg@uwlax.edu

Early Career Achievement Award Committee

Chair: Mark Dressman (2006-2009)
University of Illinois
- Urbana-Champaign
mdressma@uiuc.edu

Edward B. Fry Book Award Committee

Chair: Anne McGill-Franzen (2006 – 2009)
University of Tennessee
amcgillf@utk.edu

Ethics Innovative Community Group

Co-Chair: Karen Feathers (2006 – 2009)
Wayne State University
k.feathers@wayne.edu

Co-Chair: Cynthia Leung (2006– 2009)
University of South Florida
leung@stpt.usf.edu

International Innovative Community Group

Co-Chair: Sam Miller (2004 –2007)
University of North Carolina
- Greensboro
sdmille2@uncg.edu

Co-Chair: Jiening Ruan (2004 –2007)
University of Oklahoma
jruan@ou.edu

J. Michael Parker Award Committee

Chair: Erik Jacobsen (2004-2007)
Montclair State University
erikjacobson@comcast.net

Ethnicity, Race & Multilingualism Committee

Co-Chair: Karla Moller (2006-2009)
University of Illinois
kjmoller@uiuc.edu

Co-Chair: Jennifer Danridge Turner (2006-2009)
University of Maryland at College Park
jenturner17@aol.com

Oscar S. Causey Award Committee

Chair: David Moore (2004-2007)
Arizona State University
david.moore@asu.edu

Policy & Legislative Committee

Chair: Colleen P. Gilrane (2005-2008)
University of Tennessee
cgilrane@utk.edu

Student Outstanding Research Award Committee

Chair: Bridget Dalton (2006-2009)
Vanderbilt University
bridget.dalton@vanderbilt.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)
Douglas K. Hartman (2006)
Michael McKenna (2006)

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)
Beth Maloch (2006)

Edward B. Fry Book Award

Elizabeth Bernhardt (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)
Guofang Li (2006)

J. Michael Parker Award

Robin Waterman (2006)

Oscar S. 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)



Appendix I: NRC Leadership and Honorees (continued)

George R. Klare (1981)
J. Jaap Tuinman (1982)
Joanna P. Williams (1983)
Harry Singer (1984)
S. Jay Samuels (1985)
Philip Gough (1986)
Richard C. Anderson (1987)
Monte Penney (Citation of Merit 1987)
Isabel Beck (1988)
P. David Pearson (1989)
Ronald P. Carver (1990)
Linnea C. Ehri (1991)
John T. Guthrie (1992)
Kenneth S. Goodman (1993)
Shirley Brice Heath (1994)
Robert Ruddell (1995)
Keith E. Stanovich (1996)
Donna E. Alvermann (1997)
Kathryn H. Au (1998)
Rebecca Barr (1999)
Michael Pressley (2000)
Patricia Ann Alexander (2001)
Connie Juel (2002)
Robert Calfee (2003)
Victoria Purcell-Gates (2004)
Steven Stahl (2004)
Annemarie Sullivan Palincsar (2005)
Michael L. Kamil (2006)

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)
Meghan Madigan Peercy (2005)
Antony T. Smith (2006)

NRC Past Presidents

Oscar S. Causey (1952-59)
William Eller (1960-61)
George Spache (1962-64)
Albert J. Kingston (1964-65)
Paul Berg (1967-68)
Alton Raygor (1969-70)
Wendell Weaver (1971-72)
Earl Rankin (1972-74)
Edward B. 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)
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)
Deborah R. Dillon (2001-2002)
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Area 1: Pre-Service Teacher Education in Literacy

Elizabeth Dutro, *University of Colorado-Boulder*

Althier Lazar, *Saint Joseph's University*

Julie Pennington, *University of Nevada-Reno*

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

Theresa A. Deeney, *University of Rhode Island*

Dolores Gaunty Porter, *Vanguard University*

Linda Wold, *Loyola University-Chicago*

Area 3: Literacy Instruction and Literacy Learning

Laurie Elish-Piper, *Northern Illinois University*

Beth Maloch, *University of Texas at Austin*

Area 4: Literacy Assessment, Evaluation, and Public Policy

Pamela Dunston, *Clemson University*

Sharon Walpole, *University of Delaware*

Area 5: Early and Elementary Literacy Processes

Andrea DeBruin-Parecki, *Old Dominion University*

Lori Helman, *University of Minnesota*

Heidi Mesmer, *Oklahoma 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 British Columbia*

Alfred Tatum, *Northern Illinois University*

Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School

M. Kristiina Montero, *Syracuse University*

Debbie East, *Indiana University Bloomington*

Wen Ma, *LeMoyne University*

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Guofang Li, *Michigan State University*

Mary McVee, *SUNY-Buffalo*

Jennifer D. Turner, *University of Maryland-College Park*

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Wanda Brooks, *Temple University*

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Janelle Mathis, *University of North Texas*

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KaiLonnie Dunsmore-Englesman, *Calvin College*

Rick Ferdig, *University of Florida*

Ruby Sanny, *Illinois State University*

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Julie Coiro, *University of Rhode Island*

Margaret Hagood, *College of Charleston*

Catherine Kurkjian, *Central Connecticut State University*

Area 12: All Other Areas

Nancy Flanagan Knapp, *University of Georgia*

Rachael G. Salas, *University of North Carolina-Greensboro*



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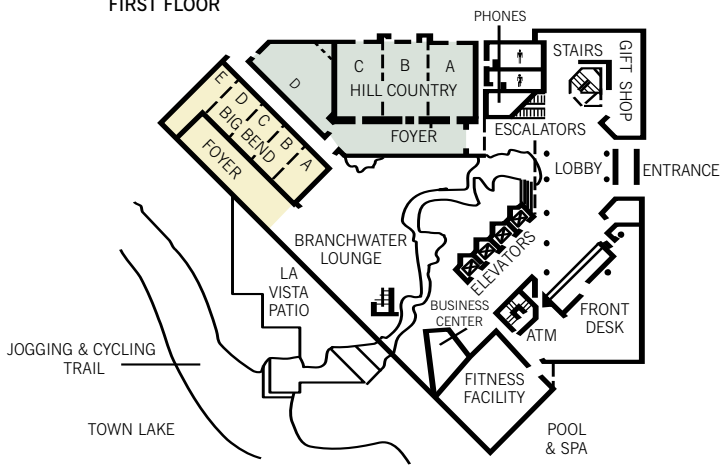
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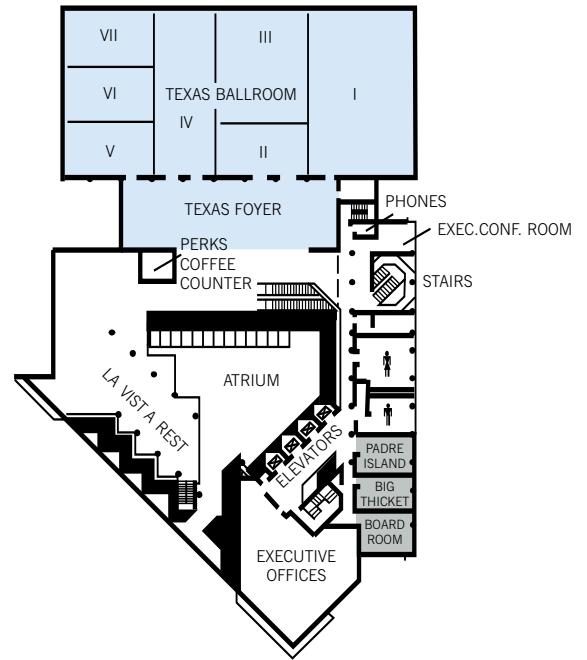


Map of Hotel

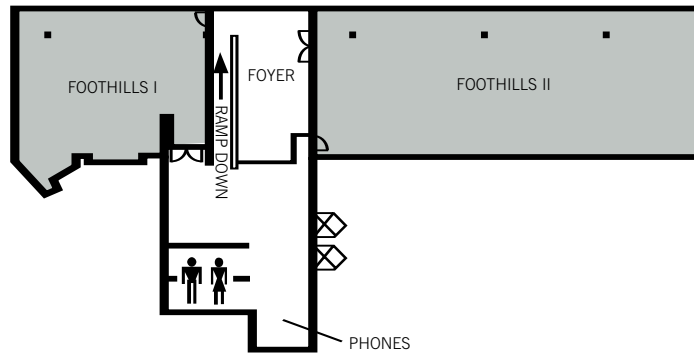
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SECOND FLOOR



SEVENTEENTH FLOOR
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