

**National Reading Conference: 58th Annual Meeting**



# **Literacy Research:**

## **Merging and Emerging Perspectives**

*December 3 - December 6, 2008 • Wyndham Orlando Resort, Orlando, Florida*



**Dear NRC Colleagues and Friends of Literacy,**

Welcome to the 2008 Annual Meeting of the National Reading Conference in Orlando, Florida! Please join me in meeting new and old friends and in exploring the latest in literacy research and methods. Our theme, *Literacy Research: Merging and Emerging Perspectives*, reflects the wide array of work that we will present as a collective at this conference.

Our plenary sessions promise to challenge and expand our thinking—about our own and others' research. Norman A. Stahl, our NRC President, will deliver the annual Presidential Address on Wednesday afternoon in a talk entitled, "The Doctorate as the Foundation and the Future of Literacy Research, Theory, and Pedagogy;" the Student Outstanding Research and J. Michael Parker Awards will also be presented at this session. On Thursday morning we invite you to the Oscar S. Causey Address, "Constrained Skills—So What?," to be given by Scott G. Paris, the winner of the 2007 Oscar S. Causey Award. The 2008 Causey winner will also be announced at this session. Ronald W. Marx, Dean of the College of Education at the University of Arizona, will give our Thursday afternoon plenary address, "American Education is in Crisis. Can Colleges of Education Help?" The Early Career Achievement and Distinguished Scholar Lifetime Achievement Awards will be given out at this session. Alfred W. Tatum will deliver our Friday afternoon plenary address, "Literacy and African-American Boys: Shifting the Paradigm." The Edward B. Fry Book Award will be given at this session. Our annual review of the literature, "Everything You've Always Wanted to Know About Literacy Coaching But Were Afraid to Ask: A Review of Policy and Research," will be presented by Sharon Walpole and Michael McKenna on Saturday morning.

Be sure to thank Marla H. Mallette and Nell Duke for planning our marvelous *Research Methodology Series*. It begins on Wednesday with P. David Pearson, Sheila Valencia, and Colin Harrison in a panel discussion called, "Asking Research Questions that Really Advance and Unify the Knowledge Base." These sessions include well-known methodologists Richard Lomax, Anthony Onwuegbuzie, and Sari Knopp Biklen, who will share recent advances in quantitative, mixed methods, and qualitative research. Alysia Roehrig, Ian Wilkinson, and Robert Jiménez will chair these sessions, respectively, and discuss literacy research applications. Also, be on the lookout for invited sessions planned by our Area Chairs to reflect important issues in their respective content areas.

Be on the lookout for Idea Jars around the conference venue on Wednesday and Thursday morning. They will be sitting next to a stack of index cards, which you can use to write anonymous questions and comments about NRC, governance, or policies for the Town Meeting on Thursday night. We will, as usual, also welcome comments and questions from the floor, so you will want to attend to see what your colleagues are thinking and saying.

The Wyndham Resort is a bit quirky and quite wonderful—reminiscent of past NRC conference sites. Besides luxurious hotel and conference spaces, you will want to explore how its many paths lead to three swimming pools, wonderful gardens, and secluded lagoons. Do also be sure to find the two on-site restaurants, delicatessen, game room, jogging path, and ice cream store.

Plan to meet friends and colleagues each evening in the lobby and pool bars for evening discussions of Vital Issues related to our research. In addition, join us for the Presidential Reception after the President's Address on Wednesday. This will be immediately followed by a video tribute to Past NRC Presidents prepared by our Past President Patricia A. Edwards and the graduate students at Michigan State University with the help of graduate students from around the United States. You will especially want to bring your dancing shoes for Friday night's Vital Issues ReVitalized, which will feature music at Gatorville, the Wyndham's pool bar.

Kathleen A. Hinchman  
Syracuse University





Janet W. Bloodgood

## Janet W. Bloodgood

*Dr. Janet W. Bloodgood was an associate professor in the department of language, reading and exceptionalities in the Reich College of Education at Appalachian State University. Dr. Bloodgood received her Bachelor's degree at SUNY Binghamton University in New York, then her Master's degree at Brown University in Rhode Island. She later received her Doctorate degree from the University of Virginia in Charlottesville, Virginia. Dr. Bloodgood was a loving mother, devoted teacher, and a nationally recognized scholar in the field of reading. Memorials may be made to the Appalachian State University Foundation, in care of Dolly Farrell, for the Janet W. Bloodgood Endowment for Reading and Children's Literature, ASU Box 32038, Boone, NC, 28608. Books for the Janet W. Bloodgood reading room may be brought to the service or mailed to the above address.*

*"I had the honor of serving as Janet's dissertation advisor during her doctoral studies at UVA. I learned more from her than she learned from me. Her passion for children and children's literature was matched only by her love of reading, thinking, and knitting. Janet was a very giving person and she didn't ask much in return. She was stunningly brilliant yet totally self-effacing. She was a true friend—a rock of dependability and a constant source of encouragement and hope. There was no problem large or small that Janet wasn't willing to help solve. Her enormous creativity was tempered by her prodigious work ethic and her limitless supply of practicality. She could do the work of three professors and do it with a shy and dimpled smile. Despite her quiet and shy demeanor, Janet touched the lives of many many people—both adults and children. She is probably blushing from heaven as I say this even now, modest and unobtrusive as she was. She was a compassionate friend and colleague, an excellent baker, a skillful seamstress and knitter, an accomplished writer, an exceptional scholar, and a talented teacher. My life has been enriched by hers and I will miss her dearly."*

Marcia Invernizzi, Ph.D.  
Professor  
University of Virginia



Richard C. Gaskins

## Richard C. Gaskins

*Richard C. Gaskins, a long-time National Reading Conference member, and supporter of literacy research and development, passed away this summer. Mr. Gaskins, a Westinghouse engineer, helped expand electricity in China, establishing a Westinghouse office in Beijing in 1986 and bringing nuclear power to China. Mr. Gaskins was also the President of the Board of Directors of the internationally acclaimed Benchmark School, known for helping bright, struggling readers to develop the self-knowledge, advocacy and academic skills to succeed in high school, college and the workplace. Founded by his wife, Irene West Gaskins, also a long-time NRCer, this school has been the site of extensive literacy research, especially related to instruction to develop youth's strategies for decoding and comprehension. Memorial donations in Mr. Gaskins' honor may be made to Benchmark School, 2107 N. Providence Rd., Media, PA 19063.*

*"Dick was a strong and enthusiastic supporter of Benchmark School and brought his valuable business and management experience to the enterprise. His great good humor and dedication will be missed by all concerned."*

Alan E. Farstrup, Ph.D.  
Executive Director  
International Reading Association



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 2008 Area Chairs

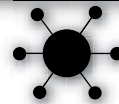
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Be sure to look for this symbol  throughout the program. Whenever you see this icon by a **ROUNDTABLE** session, it signifies that the session has been split into two parts.







## 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, as well as 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 Headquarters 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](mailto:customer care@nrconline.org) or visit the Web site at [www.nrconline.org](http://www.nrconline.org).

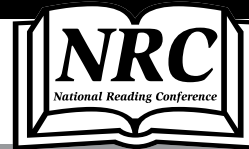
## Conference & Registration

The 2008 Conference will be held at the Wyndham Orlando Resort, 8001 International Drive, Orlando, Florida 32819.

Registration for the Conference may be done in one of three ways: 1) online; 2) downloading the registration form at [www.nrconline.org](http://www.nrconline.org); 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.

**SAVE THE DATES** [www.nrconline.org](http://www.nrconline.org)



2009  
Albuquerque,  
New Mexico

**December 2 - December 5, 2009**





### Presidential Address—Wednesday, 4:45 P.M.–6:00 P.M., Salons E-I

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*The Doctorate as the Foundation and the Future of Literacy  
Research, Theory, and Pedagogy*  
Norman A. Stahl, Northern Illinois University



Norman A. Stahl

### Oscar S. Causey Address—Thursday, 10:15 A.M.–11:45 A.M., Salons E-I

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*Constrained Skills—So What?*  
Scott G. Paris, University of Michigan



Scott G. Paris

### Plenary Session—Thursday, 4:45 P.M.–6:00 P.M., Salons E-I

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*American Education is in Crisis. Can Colleges of Education Help?*  
Ronald W. Marx, University of Arizona



Ronald W. Marx

### Plenary Session—Friday, 4:45 P.M.–6:00 P.M., Salons E-I

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*Literacy and African-American Boys: Shifting the Paradigm*  
Alfred Tatum, University of Illinois at Chicago



Alfred Tatum

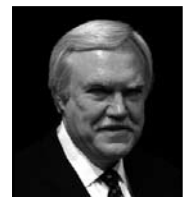
### NRC Integrative Research Review—Saturday, 10:15 A.M.–11:45 A.M., Salons E-I

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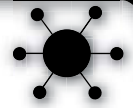
*Everything You've Always Wanted to Know About Literacy Coaching But  
Were Afraid to Ask: A Review of Policy and Research*  
Sharon Walpole, University of Delaware  
Michael C. McKenna, University of Virginia



Sharon Walpole



Michael C. McKenna



## STUDY GROUPS

Wednesday-Saturday 7:25 a.m. - 8:25 a.m.

**GROUP 1—Adolescent Literacy** Tangerine A

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

**GROUP 2—Adult Literacy Research** Oleander A

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

**GROUP 3—Approaches to Discourse Analysis** Lime

Melissa Mosley, *The University of Texas at Austin*  
Christine A. Mallozzi, *The University of Georgia*

**GROUP 4—Doctoral Students as Researchers: Preparing for the Job Interview Process at Research One and Teaching Universities with Invited Guests**

Heidi Anne Mesmer and Kevin Flanigan Salon B

Sara B. McCraw, *University of Delaware*  
Carla K. Meyer, *University of Delaware*  
Noreen S. Moore, *University of Delaware*  
Kristina Najera, *University of Delaware*  
Stephanie G. Davis, *University of North Carolina at Greensboro*  
Erika S. Gray, *University of North Carolina at Greensboro*  
Baxter Williams, *University of North Carolina at Greensboro*

**GROUP 5—Embracing Critical Understanding: Facilitated Conversations about Race, Culture, and Literacy** Salon C

Keonghee T. Han, *University of Idaho*  
Lori C. Assaf, *Texas State University — San Marcos*  
Donna King, *Pennsylvania State University*

**GROUP 6—Graduate Reading Programs: Research, Practice, and Impact** Marathon

Lois K. Haid, *Barry University*  
Joyce V. Warner, *Barry University*  
Cynthia Fischer, *Barry University*  
Nancy Maszta, *Barry University*  
Joanna Marasco, *Barry University*  
Andrea Rosenblatt, *Barry University*  
Heidi Maier, *Barry University*

**GROUP 7—"History of Literacy"** Salon D

Douglas Hartman, *Michigan State University*  
Norman A. Stahl, *Northern Illinois University*  
Dominic J. Vogue, *University of California, Berkeley*

**GROUP 8—Huey's Relevancy One Hundred Years Later: Multiple Perspectives of Literacy Research and Practice** Azalea A

Tamie Pratt-Fartro, *George Mason University*  
Mary J. McIlwain, *George Mason University*  
Jennifer O'Looney, *George Mason University*

**GROUP 9—Keeping up with Technology: A Discussion of the Current Trends in Technology in Literacy** Lemon

David Lund, *Southern Utah University*  
Gregory W. Brooks, *Learning Point Associates*

**GROUP 10—Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes** Azalea B

Donald R. Bear, *University of Nevada, Reno*  
Regina E. Smith, *University of Nevada, Reno*  
Shane Templeton, *University of Nevada, Reno*

**GROUP 11—Literacy Coaching** Longboat

Nancy L. Shanklin, *University of Colorado at Denver*  
Kristin N. Rainville, *Manhattanville College*

**GROUP 12—Literacy Lab/Reading Clinic** Largo

Cheryl L. Dozier, *University at Albany, State University of New York*  
Barbara Laster, *Towson University*

**GROUP 13—Postsecondary Developmental Literacy Instruction** Oleander B

Sonya L. Armstrong, *Northern Illinois University*  
Eric J. Paulson, *University of Cincinnati*

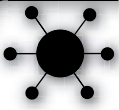
**GROUP 14—Preschool Literacy: Issues and Challenges in Early Reading First** Salon A

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

**GROUP 15—Teacher Education Research** Tangerine B

Cheryl A. Kreutter, *SUNY Geneseo*  
Janet R. Young, *Brigham Young University*





### **BOOK DISPLAY, SILENT AUCTION & EXHIBITS** *Wednesday–Friday Palms 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.–6:00 P.M. and Saturday from 7:00 A.M.–11:00 A.M. Payment for books can be made via cash, credit card, or check (payable to NRC).*

### **VITAL ISSUES** *Wednesday–Friday 9:00 P.M.–10:30 P.M.*

*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 starting at 9:00 p.m. in the indoor bar on Wednesday and Thursday. We especially invite the day's presenters to attend, 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 Orlando, come back to the hotel to spend time with your colleagues during Vital Issues. A special "Vital Issues ReVitalized" will take place on Friday evening with music. Bring your dancing shoes to Gatorville, the poolside bar.*

### **CYBER CAFÉ** *Hibiscus*

*In the Cyber Café, you will have access to desktop computers and a printer, or bring your own laptop and take advantage of the free wireless access.*

### **RESEARCH METHODOLOGIES SERIES Salon A** *Wednesday–Saturday 8:30 A.M.–10:00 A.M.*

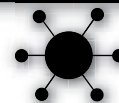
*Get ready to reconsider the effectiveness of your research methods, and to be introduced to new ones, with the Research Methodology Series presented at this year's meeting of the National Reading Conference. Our stellar lineup was painstakingly organized by Nell Duke and Marla H. Mallette with sessions each day of the conference—Wednesday morning through Saturday morning.*

*The focus of the series is on recent advancements in research design and analysis. We have invited outstanding research methodologists, several of whom come to us from outside NRC.*





# Schedule at a Glance



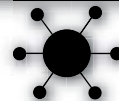
Time	Event	Room
<b>Tuesday, December 2nd</b>		
8:00 A.M.–12:00 P.M.	Executive Committee Breakfast & Meeting	Orange
12:00 P.M.–1:00 P.M.	Board of Directors Lunch	Orange
1:00 P.M.–5:00 P.M.	Board of Directors Meeting	Orange
3:00 P.M.–8:00 P.M.	Conference Registration	Palms Foyer
<b>Wednesday, December 3rd</b>		
7:00 A.M.–6:00 P.M.	Conference Registration	Palms Foyer
7:00 A.M.–6:00 P.M.	Book Display / Silent Auction	Palms Foyer
7:00 A.M.–6:00 P.M.	Cyber Café	Hibiscus
7:25 A.M.–8:25 A.M.	Study Groups	(see pg. 6 for rooms)
12:00 P.M.–1:00 P.M.	Newcomers / Graduate Student Lunch	Salon E
12:00 P.M.–1:00 P.M.	<b>Ethics Innovative Community Group (ICG) Meeting</b> Chairs: Karen Feathers, <i>Wayne State University</i> Cynthia Leung, <i>University of South Florida</i>	Largo
12:00 P.M.–1:00 P.M.	<b>International Innovative Community Group (ICG) Meeting</b> Chair: Jiening Ruan, <i>University of Oklahoma</i>	Oleander B
12:00 P.M.–1:00 P.M.	<b>Oscar S. Causey Award Committee Meeting</b> Chair: Deborah Dillon, <i>University of Minnesota</i>	Longboat
4:45 P.M.–6:00 P.M.	<b>Student Outstanding Research Award Presentation</b> <b>J. Michael Parker Award Presentation</b> <b>Presidential Address—Norman A. Stahl</b>	Salons E-I
6:15 P.M.–7:30 P.M.	President's Reception	Great Lawn or Palms Foyer
<b>Thursday, December 4th</b>		
7:00 A.M.–6:00 P.M.	Conference Registration	Palms Foyer
7:00 A.M.–6:00 P.M.	Book Display / Silent Auction	Palms Foyer
7:00 A.M.–6:00 P.M.	Cyber Café	Hibiscus
7:25 A.M.–8:25 A.M.	Study Groups	(see pg. 6 for rooms)
7:25 A.M.–8:25 A.M.	<b>Publications Committee Meeting</b> Chair: Shelley Xu, <i>California State University—Long Beach</i>	Cedar
10:15 A.M.–11:45 A.M.	<b>Oscar S. Causey Award Presentation</b> <b>Oscar S. Causey Address—Scott G. Paris</b>	Salons E-I





Time	Event	Room
<b>Thursday, December 4th (continued)</b>		
12:00 P.M.—1:00 P.M.	<b>Distinguished Scholar Lifetime Achievement Award Committee Meeting</b> Chair: Margaret J. Finders, <i>University of Wisconsin LaCrosse</i>	Longboat
12:00 P.M.—1:00 P.M.	<b>Early Career Achievement Award Committee Meeting</b> Chair: Mark Dressman, <i>University of Illinois at Urbana-Champaign</i>	Lime
12:00 P.M.—1:00 P.M.	<b>Field Council Meeting</b> Chair: Rachel Klein, <i>University of Delaware</i>	Lemon
12:00 P.M.—1:00 P.M.	<b>Policy and Legislative Committee Meeting</b> Chair: Colleen Gilrane, <i>University of Tennessee</i>	Largo
12:00 P.M.—1:00 P.M.	<b>Technology Committee Meeting</b> Chair: Mariam Jean Dreher, <i>University of Maryland</i>	Oleander A
12:00 P.M.—1:00 P.M.	<b>Student Outstanding Research Award Committee Meeting</b> Chair: Bridget Dalton, <i>Vanderbilt University</i>	Tangerine B
4:45 P.M.—6:00 P.M.	<b>Early Career Achievement Award Presentation</b> <b>Distinguished Scholar Lifetime Achievement Award Presentation</b> <b>Plenary Address—Ronald W. Marx</b>	Salons E-I
6:15 P.M.—7:15 P.M.	<b>Town Hall Meeting</b>	Oleander A & B
<b>Friday, December 5th</b>		
7:00 A.M.—6:00 P.M.	<b>Conference Registration</b>	Palms Foyer
7:00 A.M.—3:30 P.M.	<b>Book Display / Silent Auction</b>	Palms Foyer
7:00 A.M.—6:00 P.M.	<b>Cyber Café</b>	Hibiscus
7:25 A.M.—8:25 A.M.	<b>Study Groups</b>	(see pg. 6 for rooms)
7:25 A.M.—8:25 A.M.	<b>JLR Editorial Board Breakfast</b> Chair: Douglas K. Hartman, <i>Michigan State University</i>	Orange
7:25 A.M.—8:25 A.M.	<b>Ethnicity, Race, and Multilingualism Committee Meeting</b> Chair: Jennifer Danridge Turner, <i>University of Maryland</i>	Salon F
7:25 A.M.—8:25 A.M.	<b>Edward B. Fry Book Award Committee Meeting</b> Chair: Anne McGill-Franzen, <i>University of Tennessee</i>	Salon G
7:25 A.M.—8:25 A.M.	<b>Albert J. Kingston Award Committee Meeting</b> Chair: Diane Corcoran Nielsen, <i>University of Kansas</i>	Cedar
12:00 P.M.—1:00 P.M.	<b>Past Presidents Advisory Luncheon</b>	Presidential Suite
12:00 P.M.—1:00 P.M.	<b>J. Michael Parker Award Committee Meeting</b> Chair: Erik Jacobson, <i>Montclair State University</i>	Largo





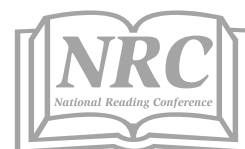
Time	Event	Room
<b>Friday, December 5th (continued)</b>		
12:15 P.M.–1:00 P.M.	<b>Writing for NRC Publications</b> Chair: Julie Coiro, <i>University of Rhode Island</i> Douglas K. Hartman, <i>Michigan State University</i> Sally M. Reis, <i>University of Connecticut</i> Mary Anne Doyle, <i>University of Connecticut</i> Douglas K. Kaufman, <i>University of Connecticut</i> Michael D. Coyne, <i>University of Connecticut</i> Wendy J. Glenn, <i>University of Connecticut</i> Mileidis Gort, <i>University of Miami</i> Autumn Dodge, <i>Michigan State University</i> Laura Jimenez, <i>Michigan State University</i> Alisa Biedeman, <i>Michigan State University</i> Kara Burt, <i>Michigan State University</i> Youb Kim, <i>Vanderbilt University</i> Victoria J. Risko, <i>Vanderbilt University</i> Donald L. Compton, <i>Vanderbilt University</i> David K. Dickinson, <i>Vanderbilt University</i> Melanie K. Hundley, <i>Vanderbilt University</i> Robert T. Jiménez, <i>Vanderbilt University</i> Kevin M. Leander, <i>Vanderbilt University</i> Deborah Wells Rowe, <i>Vanderbilt University</i> Julie Ellison Justice, <i>Vanderbilt University</i> Jud Laughter, <i>Vanderbilt University</i>	Orange
4:00 P.M.–6:00 P.M.	<b>Purchase of Silent Auction Books</b>	Palms Foyer
4:45 P.M.–6:00 P.M.	<b>Edward B. Fry Book Award Presentation</b> <b>Plenary Address—Alfred Tatum</b>	Salons E-I
6:15 P.M.–7:15 P.M.	<b>Annual Business Meeting</b>	Oleander A & B
<b>Saturday, December 6th</b>		
7:00 A.M.–8:25 A.M.	<b>2009 Program Area Chairs Breakfast</b>	Orange
7:00 A.M.–1:00 P.M.	<b>Conference Registration</b>	Palms Foyer
7:00 A.M.–11:00 A.M.	<b>Purchase of Silent Auction Books</b>	Palms Foyer
7:00 A.M.–1:00 P.M.	<b>Cyber Café</b>	Hibiscus
7:25 A.M.–8:25 A.M.	<b>Study Groups</b>	(see pg. 6 for rooms)
10:15 A.M.–11:45 A.M.	<b>Albert J. Kingston Award Presentation</b> <b>NRC Annual Integrative Research Review— Sharon Walpole and Michael McKenna</b>	Salons E-I
12:00 P.M.–2:00 P.M.	<b>Executive Committee Lunch &amp; Meeting</b>	Salons C & D
2:00 P.M.–5:00 P.M.	<b>Board of Directors Meeting</b>	Salons C & D

*Wednesday • December 3, 2008*

*Wednesday*

# **Literacy Research: Merging and Emerging Perspectives**

*58th National Reading Conference • December 3 - December 6, 2008*





**8:30AM - 10:00AM  
PAPER SESSION**

**AZALEA A**

*Assessing Reading and Writing*

**Chair:** Cassandra Scharber, *University of Minnesota*

- 1. *The Design and Validation of a Large-Scale Accessible Reading Comprehension Assessment for Students with Disabilities***  
Deborah R. Dillon, *University of Minnesota*  
David O'Brien, *University of Minnesota*  
Cassandra Scharber, *University of Minnesota*  
Catherine Kelly, *University of Minnesota*  
Anne Beaton, *University of Minnesota*  
Brad Biggs, *University of Minnesota*
- 2. *Reliability of Ratings of Fourth Graders' Expressive Reading of Narrative and Informational Text Using the Multidimensional Fluency Scale***  
Gary P. Moser, *Alpine School District*  
Richard Sudweeks, *Brigham Young University*  
Tim Morrison, *Brigham Young University*
- 3. *The 6+1 Traits of Writing: A Review of the Research***  
Jenifer Jasinski Schneider, *University of South Florida*  
Diedre Allen, *University of South Florida*  
Joseph Bockus, *University of South Florida*  
Colleen DiPasquale, *University of South Florida*  
Charlene Helsel, *University of South Florida*  
Karen Jamison, *University of South Florida*  
Diane C. Kroeger, *University of South Florida*  
Virginia Schreier, *University of South Florida*  
Melissa Smith, *University of South Florida*

**8:30AM - 10:00AM  
PAPER SESSION**

**AZALEA B**

*Examining the Influence of Emergent Literacy Behaviors on Later Reading*

**Chair:** Kimberly D. McDowell, *Wichita State University*

- 1. *Emergent Reading Performance: Implications for Conventional Reading Achievement***  
Beverly Cox, *Purdue University*  
Jeni J. Amdt, *Walden University*  
Jackie Covault, *Purdue University*
- 2. *A Longitudinal Study to Examine the Development of Young Readers' Strategies***  
Linda E. Martin, *Ball State University*  
Sherry Kragler, *University of South Florida Lakeland*
- 3. *Use of Specific Speech Sound Patterns: Predictive Usefulness in Early Readers***  
Kimberly D. McDowell, *Wichita State University*  
Robyn Ziolkowski, *The Ohio State University*

**8:30AM - 10:00AM  
PAPER SESSION**

**CEDAR**

*Multiple Literacies in Preservice Teacher Education*

**Chair:** Charlotte Frambaugh-Kritzer, *Arizona State University*

- 1. *Lolita, Facebook, and Multiple Literacies: Pre-Service Teacher Education Gone Awry?***  
Allison Skerrett, *The University of Texas at Austin*
- 2. *Teacher Education in an Information Age: Preparing Preservice Teachers to Teach Literacy with Technology***  
Chinwe Ikpeze, *St. John Fisher College*
- 3. *Beyond Books: A Teacher Educator Makes Room for the New Literacies***  
Charlotte Frambaugh-Kritzer, *Arizona State University*

**8:30AM - 10:00AM  
PAPER SESSION**

**LARGO**

*Text Selection: Options, Issues, and Choices Being Made*

**Chair:** Melanie D. Koss, *Northern Illinois University*

- 1. *Social Spaces, Hierarchies, and Regulations in LGBTQ Young Adult Fiction***  
Corrine M. Wickens, *Texas A&M University*
- 2. *A Literary Analysis of Young Adult Novels with Multiple Narrative Perspectives Using a Sociocultural Lens***  
Melanie D. Koss, *Northern Illinois University*
- 3. *What Are Preschool Teachers Reading in Their Classrooms?***  
Jill M. Pentimonti, *The Ohio State University*  
Tricia A. Zucker, *University of Virginia*  
Laura M. Justice, *The Ohio State University*

**8:30AM - 10:00AM  
SYMPOSIUM**

**LEMON**

*Analyzing Literacy Practice: Grounded Theory to Model*

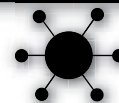
**Chair:** Victoria Purcell-Gates, *University of British Columbia*  
**Discussant:** Geoff Williams, *University of British Columbia*

This symposium will share an evolved methodology for describing literacy events across socio-cultural contexts, including different codes developed for literacy events and a system for identifying genres and text forms. The application of our Literacy Practice Model will be demonstrated using data from various case studies, including a Nicaraguan immigrant community in Costa Rica, a rural community and community-based school in Bolivia, and one from a study of Sudanese refugees in the U.S.

- 1. *Coding Literacy Events for Genre Function and Social Purpose***  
Victoria Purcell-Gates, *University of British Columbia*
- 2. *Process of Transferring Qualitative Coding into SPSS***  
Adriana Briseno, *University of British Columbia*
- 3. *Defining Genre Boundaries***  
Kristen H. Perry, *University of Kentucky*







**8:30AM - 10:00AM  
SYMPOSIUM**

**LIME**

*Explorations at the Intersection of Academic Literacies and New Literacies in University Classrooms*

**Chair:** Sarah Lohnes, *Towson University*

**Discussant:** Erik Jacobson, *Montclair State University*

In recent years, the students known as the Net Gen have captured the attention of the popular press and academia. In the literacy field, much research has focused on the new literacies associated with younger adolescents. The papers in this symposium seek to contribute to the growing research on college students' new literacies, particularly as seen through the lens of academic literacies. A discussant will tie together themes from the three papers, offer implications for both teaching and student learning, and invite input from the NRC audience.

1. ***JumpStart: Using New Literacies to Introduce Prefreshmen to the Literacy Practices of the Academy***  
Dana Wilber, *Montclair State University*
2. ***Academic Literacy in Virtual Environments: A Preliminary Study of New Literacy Needs for Academic Success***  
Charles K. Kinzer, *Teachers College, Columbia University*
3. ***Exploring the Academic Literacy Practices of Net Gen Students Within and Beyond Disciplinary Contexts***  
Sarah Lohnes, *Towson University*

**8:30AM - 10:00AM  
PAPER SESSION**

**LONGBOAT**

*Technology and Literacy Intersections*

**Chair:** Vassiliki ("Vicky") I. Zygouris-Coe, *University of Central Florida*

1. ***The Positioning Game: An English Teacher, Technology, and Literacy***  
Elizabeth J. Petroelje Stolle, *Grand Valley State University*
2. ***Professional Development on Literacy and Technology Integration: Educators' Views On What Is Offered and What Should Be Offered***  
Julia Kara-Soteriou, *Central Connecticut State University*  
Catherine Kurkjian, *Central Connecticut State University*
3. ***Content Area Teachers and Reading: From Knowledge to Implementation***  
Vassiliki ("Vicky") I. Zygouris-Coe, *University of Central Florida*  
Bonnie Swan, *University of Central Florida*

**8:30AM - 10:00AM  
PAPER SESSION**

**MARATHON**

*Comprehension of Informational Text in Elementary Readers*

**Chair:** Katherine Hilden, *Radford University*

1. ***Multimodality in Children's Representations of Scientific Ideas: Explanation of Jupiter's Red Spot***  
Sheryl L. Honig, *Valparaiso University*

2. ***Painting a Picture of the Research: Children's Use of Graphics in Text***  
Rebecca R. Norman, *Michigan State University*  
Kathryn L. Roberts, *Michigan State University*
3. ***Connections between SpongeBob SquarePants and Zooplankton: The Informational Reading Comprehension Processes of Second Graders***  
Katherine Hilden, *Radford University*

**8:30AM - 10:00AM  
SYMPOSIUM**

**OLEANDER A**

*Poststructuralist Directions in Language and Literacy Research*

**Chairs:** Lara J. Handsfield, *Illinois State University*  
Kevin Leander, *Vanderbilt University*

**Discussant:** Mark Dressman, *University of Illinois at Urbana-Champaign*

Poststructuralist literacy research has devoted particular attention to intersections of power, space, and identity as performed through literacy practices. Less attention, however, has been devoted to research methods and the potential impact of poststructuralist research within a political climate characterized by high-stakes accountability and top-down curricular mandates. The papers in this symposium include reports of research and conceptual arguments grounded in poststructuralist frames that attempt to address these issues.

1. ***Figures, Rings, and Escape Lines: Using the Logic of Sensation and Art in Literacy Education Research***  
Jonathan Eakle, *The Johns Hopkins University*
2. ***"Is This Legal?" Curricular Spaces, Tactical Positioning, and Literacy Instruction in a Fourth Grade Bilingual Classroom***  
Lara J. Handsfield, *Illinois State University*  
Thomas P. Crumpler, *Illinois State University*  
Tami Dean, *Illinois State University*
3. ***"So, What's New in New London?"***  
Kevin Leander, *Vanderbilt University*  
Gail Boldt, *Pennsylvania State University*

**8:30AM - 10:00AM  
PAPER SESSION**

**OLEANDER B**

*Innovative Approaches to Literacy Instruction*

**Chair:** Bryan R Crandall, *Syracuse University*

1. ***Teachers' Shared Space in Inclusive Humanities-Based Literacy Instruction***  
Bryan R. Crandall, *Syracuse University*  
Kathleen Cullen, *Syracuse University*  
Carol A. Willard, *Syracuse University*  
Kelly Chandler-Olcott, *Syracuse University*  
Kathleen A. Hinchman, *Syracuse University*
2. ***Risking the Results: Increased Teacher-Directed Reading Instructional Time Versus Test Preparation Activities to Improve Comprehension***  
Kathy E. Stephens, *LeTourneau University*





3. **Reading, Writing and Relational Capacity: A Mixed Method Study with At-Risk Readers**  
Judith T. Lysaker, *Butler University*  
Clare Tonge, *Butler University*  
Darren Gauson, *Butler University*

**8:30AM - 10:00AM**  
**ALTERNATIVE FORMAT**

**ORANGE**

*Invited Session: Bridging In and Out of School Literacies in an Era of Gaming, Instant Messaging, and Other Digital Technologies*

- Chairs:** Erica C. Boling, *Rutgers University*  
David Lund, *Southern Utah University*  
Ruby Sanny, *Purdue University*
- Discussants:** Erica C. Boling, *Rutgers University*  
David Lund, *Southern Utah University*  
Ruby Sanny, *Purdue University*

This session introduces recent research that examines students' language and literacy practices as they engage in digital technologies. Topics will include adolescents' uses of instant messaging, the benefits and challenges of game-based learning in school environments, and the role that dispositions play as students construct meaning during problem-based Internet inquiries.

- Presenters:**  
Gloria Jacobs, *St. John Fisher College*  
Hiller Spires, *North Carolina State University*  
W. Ian O'Byrne, *University of Connecticut*

**8:30AM - 10:00AM**  
**RESEARCH METHODOLOGIES SERIES**

**SALON A**

*Asking Research Questions that Really Advance and Unify the Knowledge Base(s)*

- Chairs:** Marla H. Mallette, *Southern Illinois University Carbondale*  
Nell K. Duke, *Michigan State University*
- Presenters:** P. David Pearson, *University of California, Berkeley*  
Sheila Valencia, *University of Washington*  
Colin Harrison, *University of Nottingham*

**8:30AM - 10:00AM**  
**SYMPOSIUM**

**SALON B**

*The Preschool Read Aloud as Space for Engagement and Literacy Learning in the Context of Teacher-Child Interaction*

- Chair:** William H. Teale, *University of Illinois at Chicago*  
**Discussant:** Lawrence R. Sipe, *University of Pennsylvania*

This symposium presents analyses of the nature and effects of read alouds in preschool classrooms. The studies examine the nature of teacher-student interactions, the quality of teacher mediation of student comprehension and vocabulary, and student engagement during the read alouds.

1. **Preschool Book Reading: Teacher, Child, and Text Contributions to Vocabulary Growth**  
Betsy G. Watson, *Vanderbilt University*

2. **Story Comprehension and Vocabulary Learning in the Preschool Read Aloud**  
Jessica L. Hoffman, *University of Illinois at Chicago*
3. **Examining the Effects of Student Engagement on Comprehension in Preschool Read Alouds**  
Kathleen A. Paciga, *University of Illinois at Chicago*  
Jennifer L. Garrette, *University of Illinois at Chicago*

**8:30AM - 10:00AM**  
**PAPER SESSION**

**SALON G**

*Examining Biliteracy Development in Classrooms*

- Chair:** Helen Berg, *Sam Houston State University*
1. **Early Farsi-English Biliteracy**  
David Yaden, *University of Arizona*  
Atousa Mirzaei, *Defense Language Institute*
  2. **Spanish-English Developmental Biliteracy: Societal and Classroom Contexts**  
Patrick Manyak, *University of Wyoming*  
Mileidis Gort, *University of Miami*
  3. **Bilingual Teachers' Perspectives on Bilingual Children's Writings: the Voice in the Rubric?**  
Helen Berg, *Sam Houston State University*

**8:30AM - 10:00AM**  
**SYMPOSIUM**

**SALON H**

*Examining the Impacts of Adolescent Literacy Interventions*

- Chair:** Terry S. Salinger, *American Institutes for Research*  
**Discussant:** Evan B. Lefsky, *Florida Department of Education, Just Read, Florida!*

The presentation will discuss the specific findings from two rigorous studies; the challenges of conducting site-based studies; and the policy relevance of these year-long interventions for struggling readers.

1. **The ERO Study**  
Terry S. Salinger, *American Institutes for Research*  
Courtney T. Tanenbaum, *American Institutes for Research*  
Courtney C. Zmach, *American Institutes for Research*
2. **Evaluation of LANGUAGE!**  
Courtney C. Zmach, *American Institutes for Research*  
Terry S. Salinger, *American Institutes for Research*  
Courtney T. Tanenbaum, *American Institutes for Research*  
Kerri Thomsen, *American Institutes for Research*
3. **Challenges of Mounting Site-Based Studies**  
Terry S. Salinger, *American Institutes for Research*  
Courtney C. Zmach, *American Institutes for Research*



**8:30AM - 10:00AM  
SYMPOSIUM**

**SALON I**

***Literacy Partners: Building Capacity for Literacy Improvement in Urban Schools***

**Chair:** Camille Blachowicz, *National-Louis University*  
**Discussant:** Peggy Mueller, *The Chicago Community Trust*

This session describes the design of Literacy Partners, part of the Chicago Literacy Initiative Partnerships, a partnership model to develop capacity for literacy improvement in low-achieving elementary schools. Instructional and achievement gains will be shared along with the development of an ongoing model for a university-district partnership.

1. ***Contexts of Change: The Chicago Literacy Initiative Partnerships***  
Jodi Dodds Kinner, *Chicago Public Schools*
2. ***(PPDC) The Primary Professional Development Project***  
Roberta Buhle, *National-Louis University*  
Sharon Frost, *National-Louis University*
3. ***Project ALL (Advancing Literacy for Learning) -4-8***  
Donna Ogle, *National-Louis University*  
Amy Correa, *National-Louis University*
4. ***Hit the Ground Running: Impacting School Capacity for Literacy Change***  
Camille Blachowicz, *National-Louis University*

**8:30AM - 10:00AM  
SYMPOSIUM**

**TANGERINE A**

***Beyond "Picture Walks": Integrating the Verbal and Pictorial Texts to Read Picturebooks***

**Chair:** Prisca Martens, *Towson University*  
**Discussant:** Peggy Albers, *Georgia State University*

This symposium will report a study that examined how third graders' understandings of art elements and principles and their experiences with the materials and techniques used by illustrators impacted the students' reading, writing, and comprehension of picturebooks.

1. ***Understanding the Verbal and Pictorial Texts in Picturebooks***  
Ray Martens, *Towson University*
2. ***Learning to Read the Verbal and Pictorial Texts in Picturebooks***  
Prisca Martens, *Towson University*  
Ray Martens, *Towson University*  
Keri Croce, *Towson University*  
Catherine Maderazo, *Towson University*
3. ***Reading Picturebooks: What We Learned***  
Prisca Martens, *Towson University*  
Keri Croce, *Towson University*  
Catherine Maderazo, *Towson University*

**10:15AM - 11:45AM  
PAPER SESSION**

**AZALEA A**

***Reading Instruction in the Early Elementary Grades***

**Chair:** Kathryn Glasswell, *Griffith University*

1. ***Reading First Without a Basal: Effects of One Reading First Program on Literacy Achievement***  
Theresa Deeney, *University of Rhode Island*  
Anne M. Seitsinger, *University of Rhode Island*  
Stephen Brand, *University of Rhode Island*
2. ***A Case Study of Reading Instruction in a Reading First Elementary School***  
Nancy A. Edwards, *The University of Georgia*
3. ***Modeling Strategic Decoding Behaviors in Early Readers***  
Kathryn Glasswell, *Griffith University*  
David W. Kerbow, *The University of Chicago*  
Gavin T.L. Brown, *University of Auckland*

**10:15AM - 11:45AM  
PAPER SESSION**

**AZALEA B**

***Emergent Literacy: Improving What We Know and What Children Learn***

**Chair:** April Whatley Bedford, *University of New Orleans*

1. ***A Comparison of Novice and Expert Teachers' Observations of an Emergent Reader***  
Patricia Gallant, *University of Michigan - Flint*
2. ***Practice-based Professional Development: Building Teacher Expertise as Intervention for Struggling Kindergartners***  
Anne McGill-Franzen, *University of Tennessee at Knoxville*  
Rebecca Payne, *The University of Alabama*  
Jennifer J. Jordan, *University of Tennessee at Knoxville*  
Danielle V. Dennis, *University of South Florida*
3. ***Preschool Teachers' Perceptions of Their Own Instructional Practices Related to Improved Child Literacy Outcomes after Ongoing Professional Development***  
April Whatley Bedford, *University of New Orleans*  
Renee M. Casbergue, *Louisiana State University*

**10:15AM - 11:45AM  
PAPER SESSION**

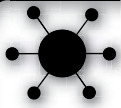
**CEDAR**

***Preservice Teachers and Literature: Nurturing the Roots of Pedagogy through Personal Response***

**Chair:** Janelle B. Mathis, *University of North Texas*

1. ***Preservice Teachers' Responses to Representations of Disability in Adolescent Literature: Findings from a Self-Study of a Children's and Adolescent Literature Course***  
Valerie Struthers Walker, *Michigan State University*
2. ***"It's A Deeper Kind of Thinking!": Preservice Teachers' Understandings of Artistic Response to Children's and Adolescent Literature***  
Suzanne M. Knezek, *University of Michigan - Flint*  
Laura Apol, *Michigan State University*
3. ***Preparing to Teach Citizens of the Global Community: Children's Literature and the Developing Insights of Preservice Teachers***  
Janelle B. Mathis, *University of North Texas*





**10:15AM - 11:45AM**  
**PAPER SESSION**

**LARGO**

*Comprehending Texts: Issues around Access*

**Chair:** Mary Ann Cahill, *Boise State University*

- 1. *Comprehension Strategies Explicated in 8th Grade Social Studies Textbooks***  
Dana Reisboard Korin, *Rutgers University*  
Jenny M. Roca, *Benchmark School*
- 2. *Questioning Texts: An Analytic Look at the Texts of Research-Based Programs***  
Anne Gregory, *Boise State University*  
Mary Ann Cahill, *Boise State University*  
Jennifer L. Snow-Geron, *Boise State University*  
A. J. Zenkert, *Boise State University*  
Jane Walther, *Boise State University*
- 3. *Two Studies Exploring Student Thinking about Texts***  
Susan V. Piazza, *Western Michigan University*  
Joan Livingston, *Adrian College*

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**

**LEMON**

*Mapping the Transcontextualization of the New Literacy Studies in Three Continents*

**Chair:** Peter Cowan, *Indiana University*

This session will investigate equivalents to “literacy” in scholarly debates in Korean-, Mandarin-, and Spanish-speaking academic contexts. Our aim is to explore the possibilities of contextualizing New Literacy Studies in these non-Anglophone contexts, and what it could mean for literacy pedagogy and research in Asia and Latin America.

**Participants:**

- Peter Cowan, *Indiana University*
- Serafin Coronel-Molina, *Indiana University*
- Mun Woo Lee, *Indiana University*
- Yi-Ching Lee, *Indiana University*

**10:15AM - 11:45AM**  
**PAPER SESSION**

**LIME**

*Multiple Literacy and Multiple Forms of Expression*

**Chair:** Stergios Botzakis, *University of Tennessee at Knoxville*

- 1. *Embodied Modalities in the Composition of a Dramatic Text: Locating the Intersection Between Literacy, Gender, and Sexual Identity***  
Treavor L. Bogard, *The University of Texas at Austin*
- 2. *“Entertaining and Educational at the Same Time”: Academic Uses of Comic Books***  
Stergios Botzakis, *University of Tennessee at Knoxville*
- 3. *Video Games and Learning: Exploring Facets of Meaning-Making Practices in Situated Action***  
Aaron Chia-Yuan Hung, *Teachers College, Columbia University*

**10:15AM - 11:45AM**  
**PAPER SESSION**

**LONGBOAT**

*Vocabulary Knowledge and Literacy Development*

**Chair:** Rebecca Silverman, *University of Maryland*

- 1. *A Study of the Effectiveness of a Small-group Intervention Delivered Whole Group by the Classroom Teacher on the Vocabulary and Narrative Development of At-Risk Kindergarten Children***  
Diane Corcoran Nielsen, *The University of Kansas*  
Lisa Dinner, *The University of Kansas*
- 2. *Effective Vocabulary Instruction Strategies in Pre-Kindergarten and Kindergarten***  
Rebecca Silverman, *University of Maryland*  
Jennifer DiBara, *Harvard University*
- 3. *The Influence of Common, Everyday Language Used During Instructional Games on Students’ Scientific Vocabulary Use and Concept Understanding***  
Geraldine Mongillo, *William Paterson University*

**10:15AM - 11:45AM**  
**PAPER SESSION**

**MARATHON**

*Collaborating and Social Networking—Unpacking Literacy Learning Environments*

**Chair:** Emily N. Skinner, *College of Charleston*

- 1. *Collaborative Sense-Making in Print and Hypermedia Text Environments***  
Dennis S. Davis, *Vanderbilt University*  
Carin L. Neitzel, *Vanderbilt University*
- 2. *Changing Literacies, Changing Relationships: Dynamic Participation in an Urban Collaborative Action Research Group on Critical Media Literacy***  
Eli Tucker-Raymond, *TERC*
- 3. *Toward an Understanding of Affordance Networks by Identifying the Intentions and Goals of an Online Social Network***  
Kim Richards, *University of Illinois at Chicago*

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**

**OLEANDER A**

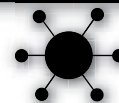
*“Little Pieces of Their Lives: The Promises and Challenges of the Permeable Classroom”*

**Chair:** Mark W. Conley, *The University of Memphis*  
**Discussant:** Suzanne Kauer, *Radford University*

Young adolescents may demonstrate a decline in attitudes towards school reading while showing high engagement in vernacular literacy practices. It is often recommended that student responsive classrooms should be permeable to the “unofficial” texts of adolescents’ vernacular literacy practices as a scaffold upon which to build instruction in academically sanctioned literacies. However, contextual factors complicate the realization of the ideal. The participants in this session will discuss some of these complicating factors in “permeable” middle school classrooms.







1. **RSVPs to Reading: Gendered Responses to a Permeable Classroom**

Sean C. Kottke, *Miller College*

2. **Negotiating “English” in a Permeable Classroom: The Negotiation of Texts and Practices**

David Gallagher, *Mount St. Mary College*

3. **“Like in That SpongeBob Episode”: Permeable Textual Talk in Tracked Reading Instruction**

Kristine A. Gritter, *Seattle Pacific University*

**10:15AM - 11:45AM SYMPOSIUM**

**SALON A**

**Researching the Teaching of Reading through Direct Observation: Tools and Strategies**

**Chair:** James Hoffman, *The University of Texas at Austin*

**Discussant:** Gerry Duffy, *University of North Carolina at Greensboro*

The purpose of this symposium is to report on and describe the results of a comprehensive literature review of the tools and strategies that have been used to study the teaching of reading in classrooms. Our focus in the symposium will be on the methods of observation, rather than the findings of those studies. That is, we intend to describe and consider the ways in which literacy researchers have attempted to document and/or measure teaching through techniques of observation with a particular focus on the past 30 years. We will analyze historical trends and promising practices.

1. **Identifying Observational Studies of the Teaching of Reading**

Hyoujin Ok, *The University of Texas at Austin*

2. **Qualitative Studies Involving Observations**

Beth Maloch, *The University of Texas at Austin*  
 Anna Consalvo, *The University of Texas at Austin*  
 Amy Burke, *The University of Texas at Austin*  
 Denise Duncan, *The University of Texas at Austin*

3. **Quantitative Studies Involving Observations**

Misty Sailors, *The University of Texas at San Antonio*

**10:15AM - 11:45AM SYMPOSIUM**

**SALON B**

**Linking Popular Culture Media and Internet Texts to Content Instruction**

**Chair:** Helen J. Harper, *University of Nevada, Las Vegas*

**Discussant:** Thomas Bean, *University of Nevada, Las Vegas*

This symposium draws together three studies that focused on using media or electronic texts in content instruction. These papers provide insights into how stakeholders (students, inservice teachers and pre-service teachers) may view or learn with these everyday texts and how beliefs about the utility of these texts may or may not be realized in or related to content area instruction.

1. **Adolescents’ Connections Between Everyday Texts and Their Science Learning In and Out of School**

Barbara J. Guzzetti, *Arizona State University*

2. **Exploring Academic Vocabulary in Non-Sporting Trading Cards**

Shelley H. Xu, *California State University, Long Beach*

3. **Online Course Discussions of Popular Culture: What Happens Between the Discussion and Lesson Implementation?**

Donna E. Alvermann, *The University of Georgia*  
 Elizabeth E. Friese, *The University of Georgia*

**10:15AM - 11:45AM SYMPOSIUM**

**SALON C**

**Research in Teaching and Learning Vocabulary in a Second Language**

**Chair:** Shira Lubliner, *California State University, East Bay*

**Discussant:** William Nagy, *Seattle Pacific University*

Presentations included in this symposium will address the challenges of teaching and learning vocabulary in a second language. Researchers will discuss the role of vocabulary in a variety of contexts involving English learners. The effectiveness of specific instructional methods and issues related to vocabulary instruction will be addressed.

1. **Considering the Vocabulary Demands of Narrative and Informational Texts from the Perspective of English Language Learners**

Elfrieda Hiebert, *University of California, Berkeley*

2. **Considering Second Language Vocabulary for English Learners in Early Childhood: A Broad Typology**

Theresa Roberts, *California State University, Sacramento*

3. **The Effects of Cognate Strategy Instruction on Spanish-Speaking Students’ Cognate Identification, Vocabulary Acquisition, and Reading Comprehension**

Shira Lubliner, *California State University, East Bay*  
 Dana L. Grisham, *California State University, East Bay*

4. **Developing Word Consciousness with Fourth Grade English Language Learners: What Can We Learn from an Analysis of Their Writing?**

Katharine D. Samway, *San Jose State University*  
 Judith A. Scott, *University of California, Santa Cruz*  
 Alisun Thompson, *University of California, Santa Cruz*  
 Tatiana Miller, *University of California, Santa Cruz*

5. **Developing ELLs Academic Vocabulary Within Integrated Content Units**

Donna Ogle, *National-Louis University*  
 Amy Correa, *National-Louis University*  
 Elizabeth Cardenas-Lopez, *National-Louis University*

**10:15AM - 11:45AM PAPER SESSION**

**SALON D**

**Preparing Preservice Teachers for Teaching Secondary Students**

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

1. **Planning for Literacy: Disciplinary Differences**

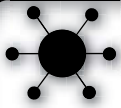
Susan Lenski, *Portland State University*

2. **Creating and Sustaining Collaborations in Teacher Education**

Roni Jo Draper, *Brigham Young University*  
 Paul Broomhead, *Brigham Young University*  
 Amy P. Jensen, *Brigham Young University*  
 Jeffery D. Nokes, *Brigham Young University*







3. *Effects of an ELL-infused Methods Course on Preservice Secondary English Teachers' Lesson Planning, Unit Development, and Implementation of Effective ELL Pedagogy*  
Wendy J. Glenn, *University of Connecticut*  
Mileidis Gort, *University of Miami*

**10:15AM - 11:45AM  
SYMPOSIUM**

**SALON F**

***The Logic of Substitution Miscues: A Study of Readers Navigating Text***

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

The purpose of this symposium is to report an in-depth analysis of readers' use of placeholders that result in meaning loss across three texts to investigate how second graders use real word substitutions and non-word substitutions to negotiate meaning while reading.

1. ***Setting the Context: An Exploration of Uncorrected Miscues***  
Prisca Martens, *Towson University*
2. ***Examining Real-Word Substitutions as Placeholders***  
Poonam Arya, *Wayne State University*
3. ***Non-Word Placeholders: Logic and Purpose in Meaningless Words***  
G. Pat Wilson, *University of South Florida*

**10:15AM - 11:45AM  
SYMPOSIUM**

**SALON G**

***Invited Session: Literacy Pedagogy at the Nexus of the Critical and Culturally Relevant: What Teachers and Teacher Educators Might Want to Know***

**Chair:** Karen Spector, *The University of Alabama*  
**Discussants:** Ernest Morrell, *University of California, Los Angeles*  
Jeffrey Duncan-Andrade, *San Francisco State University*

Both critical and culturally relevant pedagogies are shifting targets, inextricably intertwined with unique sociohistorical contexts and the community members that populate them. This symposium intends to complicate the critical and culturally relevant for the purpose of informing teacher education practice.

1. ***Missing the Critical in an Attempt to be Relevant: Teaching Romeo & Juliet and Talking Sex***  
Karen Spector, *The University of Alabama*  
Lisa Scherff, *The University of Alabama*
2. ***Embracing a Contingent, Recursive Adolescence: Implications for Critical Middle Grades Literacy Pedagogies***  
Mark D. Vagle, *The University of Georgia*
3. ***When, Where, and Why: A Bourdieusian Analysis of Teachers Taking Hold of Critical Literacy Practices***  
Stephanie Jones, *The University of Georgia*

**10:15AM - 11:45AM  
SYMPOSIUM**

**SALON H**

***Improving Teacher Quality in Early Childhood Language and Literacy:***

**Chair & Discussant:** Carol Vukelich, *University of Delaware*

This symposium reports on findings from Project Great Start Professional Development Initiative, a state-wide collaborative effort to improve the knowledge, skills and practices of nearly 250 early childhood educators, and 1500 children in six high-priority urban areas in the State of Michigan. Results of the quantitative findings indicated that teachers who received ongoing coaching significantly improved their practices, resulting in improved children's outcomes. Qualitative and quantitative findings of the effects of coaching, as a practice-based approach to teacher development, are fully explored in the session.

1. ***Project Great Start Professional Development Initiative: Theoretical Rationale and Study Design***  
Teri Hogg, *University of Michigan*  
Susan B. Neuman, *University of Michigan*
2. ***The Relationship Between Teacher Knowledge, Teacher Practice, and Child Outcomes: Evidence from a Practice-Based Professional Development Intervention***  
Susan B. Neuman, *University of Michigan*
3. ***Why Coaching Works in Early Childhood Settings: Illuminating the Processes of an Effective, Practice-Based, Language and Literacy Professional Development***  
Tanya Wright, *University of Michigan*

**10:15AM - 11:45AM  
ALTERNATIVE FORMAT**

**SALON I**

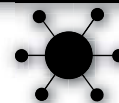
***Examining Literacy Teacher Preparation at the Elementary, Middle, and High School Levels: A Poster Symposium***

**Chair & Discussant:** Joyce E. Many, *Georgia State University*

This poster symposium begins with a brief overview of the background for inquiries examining how teacher preparation programs address reading/literacy or literacy in the content areas. Then, audience participants will circulate through the room and engage in conversations with the researchers. A follow-up discussion will end the session.

1. ***Course Assignments: What Are We Asking Our Elementary Teacher Candidates To Do?***  
John M. Ponder, *State University of West Georgia*  
Cathleen Doheny, *State University of West Georgia*  
Shannon Howrey, *North Georgia College and State University*  
Beth Pendergraft, *Augusta State University*
2. ***The What, How, and Why of Technology Use In Middle Grade Reading Instruction***  
Ewa McGrail, *Georgia State University*
3. ***Infusing ESOL In Teacher Preparation: How Are We Doing?***  
Gertrude Tinker Sachs, *Georgia State University*
4. ***Teaching Effective Discipline-Specific Literacy Strategies to Pre-Adolescent Students: How Do We Get There from Here?***  
Cecilia J. Myrick, *Fort Valley State University*





5. *How are Textbooks and Other Reading Materials Used in Content Literacy Instruction?*

Sharry M. Sackor, *Albany State University*

6. *How Do Professional Standards Shape Literacy Course Experiences?*

Brenda P. Dixey, *Valdosta State University*

7. *The Prevalence or Absence of Adolescent Literature in the Preparation of English, Science, Math, and Social Studies Secondary Teachers*

Joyce E. Many, *Georgia State University*  
Eudes Aoulou, *Georgia State University*

8. *Are They Ready to Teach Students How to Do Research? An Examination of Secondary Teacher Education Programs*

Joyce E. Many, *Georgia State University*  
Amanda Ruiz, *Georgia State University*

9. *The Influence of Theory on the Instructional Decisions of Secondary Pre-service Teachers in Field-Based Experiences*

Frances M. Howard, *Georgia State University*

4. *Pre-Service Teachers as Leaders: Addressing Real World Problems Situated in Middle School Contexts Through Inquiry-based Projects*

Laurie A. Henry, *University of Kentucky*

1:15PM - 2:45PM  
PAPER SESSION

AZALEA A

*Enhancing the Vocabulary, Print Knowledge, and Phonological Awareness of Preschoolers*

Chair: Jodi G. Welsch, *Frostburg State University*

1. *Enhancing Phonological Awareness, Print Knowledge, and Oral Language Skills in Head Start Children*

Malinda M. Murphy, *University of Nebraska*  
Guy Trainin, *University of Nebraska*

2. *Explicit Instruction, Multiple Contexts, and Building Phonological Representations: Vocabulary Instruction in Kindergarten Storybook Read-alouds*

Joanna K. Uhry, *Fordham University*

3. *"Hens Don't Wear Boots!": Examining Preschoolers' Responses During Repeated Picture Book Read Alouds*

Jodi G. Welsch, *Frostburg State University*

1:15PM - 2:45PM  
PAPER SESSION

AZALEA B

*How Schools Work: Explorations of Discourses, Practices, and Spaces*

Chair: Michelle E. Jordan, *The University of Texas at Austin*

1. *The Discursive Space of Practice*

Heather K. Casey, *Rider University*  
Jennifer Rowsell, *Rutgers University*

2. *A Mixed Methods Study of Middle School Literacy Coaching*

Kristine M. Calo, *George Mason University*

3. *Expressing Uncertainty in Computer-Mediated Discourse: Language as a Marker of Intellectual Work*

Michelle E. Jordan, *The University of Texas at Austin*  
Diane L. Schallert, *The University of Texas at Austin*  
The D-Team, *The University of Texas at Austin*

1:15PM - 2:45PM  
PAPER SESSION

CEDAR

*Preparing Preservice Teachers Committed to Social Justice*

Chair: Detra Price-Dennis, *The Ohio State University*

1. *Resisting a Deficit View of Families, Literacy and Mathematics: Using Family and Community Funds of Knowledge as Resources for Pre-Service Teacher Learning*

Lori A. Norton-Meier, *Iowa State University*  
Corey Drake, *Iowa State University*

2. *Expanding the Literacy Curriculum: Pre-Service Teachers Mediating the Meaning of Race, Equity, and Social Change*

Detra Price-Dennis, *The Ohio State University*

10:15AM - 11:45AM  
ALTERNATIVE FORMAT

TANGERINE A

*Invited Session: Writing for the Research in the Teaching of English (RTE)*

Presenters: Mark Dressman, *University of Illinois at Urbana-Champaign*  
Sarah McCarthey, *University of Illinois at Urbana-Champaign*

10:15AM - 11:45AM  
ALTERNATIVE FORMAT

TANGERINE B

*UK Teaching & Learning Studio: A Model for Innovative Teacher Preparation*

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

This alternative session presents the preliminary findings from exploratory research that was used to define the design of the UK Teaching & Learning Studio. This research was designed to pilot elements of an innovative approach to teacher preparation that includes: 1) integrative units of instruction across content areas, 2) opportunities for pre-service teachers to solve real-world problems through inquiry-based research, and 3) opportunities for in-service teachers to engage in professional development, teacher-directed research, and leadership.

1. *The UK Teaching & Learning Studio: An Overview*

Kristen H. Perry, *University of Kentucky*  
Margaret Mohr, *University of Kentucky*

2. *Conceptualizing a Collaborative Model for Elementary Teacher Education*

Nancye McCrary, *University of Kentucky*  
Lindsay P. Grow, *University of Kentucky*

3. *Collaborative Book Study Project Between Graduate and Undergraduate Students: Melding Wisdom of Practice with Optimism*

Mary Shake, *University of Kentucky*  
Jennifer Mason, *University of Kentucky*





3. **“Who Says I Can’t Be a Lot Like Me?” Examining the Identity Performances and Literacy Practices of Teacher Candidates Committed to Social Justice**  
Janet D. Johnson, *Rhode Island College*

**1:15PM - 2:45PM LARGO PAPER SESSION**

*New Directions in Coaching in the 21st Century*

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

1. **The Impact of Literacy Coaches: What Teachers Value and What Changes They Make**  
Diane Stephens, *University of South Carolina*  
Michelle Vanderburg, *University of South Carolina*
2. **New Directions in Literacy Coaching: Coaching for Critical Consciousness**  
Scott Ritchie, *The University of Georgia*
3. **The Supporting and Improving Practices through Intensive Coaching (SIPIC): Professional Development for Cognitive Reading Strategy Instruction**  
Misty Sailors, *The University of Texas at San Antonio*

**1:15PM - 2:45PM LEMON SYMPOSIUM**

*Student Production of Multimodal Texts: Collaborative and Disciplinary Perspectives*

**Chair:** Jung E. Kim, *University of Illinois at Chicago*

**Discussant:** Stergios Botzakis, *University of Tennessee at Knoxville*

The purpose of this symposium is to explore the affordances of multimodal production on students’ literacy practices in three contexts. Multiple perspectives are investigated into the ways that students create meaning through the production of multimodal texts in a history classroom, a language arts classroom, and with college students.

1. **Multimodal Production in History: A Disciplinary Approach**  
Michael Manderino, *University of Illinois at Chicago*
2. **Language Arts: Memoir Composition**  
Tim Pappageorge, *University of Illinois at Chicago*
3. **Collaborative Multimodal Production: The Power of Improvisation**  
William Boerman-Cornell, *University of Illinois at Chicago*

**1:15PM - 2:45PM LIME ALTERNATIVE FORMAT**

*Seeking Order in Complexity: Making Sense of How Secondary Teachers Mediate Writing Instruction for English Language Learners*

**Chair:** Leslie Patterson, *University of North Texas*

Based on an investigation of how secondary teachers mediate academic writing instruction for English Language Learners, this session will present a data analysis approach grounded in the claim that learning emerges from complex dynamics in social systems. Participants will analyze and interpret selected data from a study of writing instruction

for secondary English Language learners. Implications for research and practice will be examined.

**Participants:**

- Leslie Patterson, *University of North Texas*
- Carol Wickstrom, *University of North Texas*
- Juan Araujo, *University of North Texas*
- Joan Curtis, *University of North Texas*
- Jennifer Isgitt, *University of North Texas*
- Terisa Pearce, *University of North Texas*
- Jennifer Roberts, *University of North Texas*
- Audrey Wilson, *University of North Texas*
- Jane Trkey, *University of North Texas*

**1:15PM - 2:45PM LONGBOAT PAPER SESSION**

*Looking at Literacy Through Multiple Lenses*

**Chair:** Elizabeth C. Rightmyer, *Education/Research Consultants*

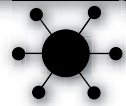
1. **My Brother’s Keeper: Rescuing Discourse in Partner Reading**  
Margaret Grigorenko, *The Ohio State University*
2. **A Semiotic Pedagogy for Critical Literacy Research and Teaching**  
Jamie Myers, *Pennsylvania State University*
3. **Learning to Measure Culturally Responsive Instruction in Early Elementary Classrooms**  
Elizabeth C. Rightmyer, *Education/Research Consultants*  
Susan C. Cantrell, *University of Kentucky*  
Rebecca Powell, *Georgetown College*  
Sherry Powers, *Western Kentucky University*  
Yolanda Carter, *Georgetown College*  
Angela Cox, *Georgetown College*  
Tony Norman, *Western Kentucky University*

**1:15PM - 2:45PM MARATHON PAPER SESSION**

*Writing Instruction*

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

1. **Current Trends in Writing Instruction**  
Sarah McCarthy, *University of Illinois at Urbana-Champaign*
2. **How Writing is Taught and Influences on Teaching Practices in Grades 4-8 Classrooms Across Canada**  
Shelley Stagg Peterson, *University of Toronto*  
Jill McClay, *University of Alberta*  
Kristin Main, *University of Toronto*
3. **Influences of Teachers’ Personal Writing in Early Primary Classrooms**  
Douglas K. Kaufman, *University of Connecticut*  
Janet Pagoni, *Goodwin Elementary School*  
Mary Lee Geary, *Goodwin Elementary School*  
Devon Martin, *University of Connecticut*  
Sabrina Peck, *University of Connecticut*



**1:15PM - 2:45PM  
SYMPOSIUM**

**OLEANDER A**

***Patrick and Learning Denied: A Twenty-Year Retrospective Re-Analysis and Re-Interpretation of the Ethnographic Research Data***

**Chair:** Denny Taylor, *Hofstra University*

**Discussant:** Brian V. Street, *King's College*

This session will revisit the 1980's ethnographic study that was the basis for the book *Learning Denied* that chronicles Patrick's early reading and writing development and his family's resistance to the school's insistence that Patrick is learning disabled. Each presentation will encourage the audience to think back as well as forward across diverse, complex and seemingly co-existing paradigms on how such "multi-channeling" can inform our understandings of science and ethnographic research in today's current educational context.

1. ***Learning to Read as a Complex Traumatic Experience: A Re-Analysis of the Ethnographic Data Using Research on Cultural and Psychological Trauma***  
Denny Taylor, *Hofstra University*
2. ***Problems and Pseudo-problems in Patrick's Early Literacy Development: A Socio-Psycho Linguistic Re-Analysis of the Ethnographic Data***  
Alan Flurkey, *Hofstra University*
3. ***Crossing Paradigms: Cross Comparative Analysis of Patrick and Emma***  
Bobbie Kabuto, *Queens College, City University of New York*

**1:15PM - 2:45PM  
SYMPOSIUM**

**OLEANDER B**

***Visceral Literacies: Emotion and Imaginative Engagement in the Classroom***

**Chair & Discussant:** Shuaib Meacham, *University of Delaware*

Collectively, the papers that comprise this symposium regard emotion or feeling as a fundamental fact of one's engagement in literacy, literature, or art. Arguing that literacy research and practice can and must envelop a broad array of practices and meanings, this symposium will re-visit the "confessional" or the "personal" in literacy teaching and learning, considering conceptual frameworks for exploring the place of compassion, empathy, and what we call "creative outreach" in New Times.

1. ***Stories, Imagination, and the Possibility of Personal Response***  
William McGinley, *University of Colorado at Boulder*  
Mark A. Lewis, *University of Colorado at Boulder*
2. ***Literacies of Loss: Heeding the Unbearable in the Literacy Classroom***  
Elizabeth Dutro, *University of Colorado at Boulder*
3. ***"Compassionate Imagination" in Teaching Lives***  
Anne DiPardo, *University of Colorado at Boulder*

**1:15PM - 2:45PM  
ALTERNATIVE FORMAT**

**ORANGE**

***Invited Session: Looking Back, Looking Forward: The Conversation Continued***

**Chair:** Courtney C. Zmach, *American Institutes for Research*

**Discussants:** Leslie D. Burns, *University of Kentucky*  
Pamela Dunston, *Clemson University*  
Josephine Peyton Marsh, *Arizona State University*  
Courtney C. Zmach, *American Institutes for Research*

In this session, the speakers continue their "conversation" from their 2000 RRQ piece *Looking Back and Looking Forward: A Conversation about Teaching Reading in the 21st Century*. Conversation will focus on current-day issues related to policy, assessment and evaluation. Opportunities for interaction and discussion with the speakers and moderators are planned.

**Presenters:**

Dick Allington, *University of Tennessee*

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

**1:15PM - 2:45PM  
SYMPOSIUM**

**SALON A**

***A Tale of Two Cities: Investing in Research-Based Practice, Professional Development, and Teachers' Knowledge of Developmental Spelling***

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

**Discussant:** Kristen M. Gehsmann, *Saint Michael's College*

Elementary classrooms are dominated by commercial phonics/spelling programs and ineffective practices despite over three decades of research support for developmental spelling instruction (Schlagal 2001, 2002; Johnston, 2001). This symposium will provide a theoretical framework; discuss how developmental spelling research informs instruction, and present two districts' efforts to implement effective models of professional development building on evidence-based practice and teacher knowledge to increase student achievement and word knowledge.

1. ***What is Developmental Spelling? What is Word Study?***  
Marcia Invernizzi, *University of Virginia*
2. ***A Formative Experiment Investigating an Urban District's Transition to a Developmental Spelling Approach***  
Michelle Cournoyer Picard, *University of Virginia*
3. ***Job-Embedded Professional Development: An Exploration of Integrating Word Study into Teacher Practice***  
Anna Baynum, *Hollins University*

**1:15PM - 2:45PM  
ALTERNATIVE FORMAT**

**SALON B**

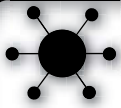
***Assessing Knowledge Base in Content Area Reading: What Do Pre-service Teachers Need to Know about Teaching Content Area Reading to Adolescents?***

**Chair:** Patricia A. Watson, *Texas Tech University*

**Discussant:** Holly Johnson, *University of Cincinnati*







This alternative format presentation will invite audience members to examine the question, "What should constitute an appropriate knowledge base for teaching content area reading to adolescents?" As part of this discussion, we will present an objective instrument designed to measure knowledge of content area reading methods for pre-service teachers. Participants will have the opportunity to explore the content of the instrument in small group and whole group discussions. We will also distribute copies of the complete instrument containing subscales of beliefs, self-efficacy, and knowledge for immediate use.

**1. What Should Constitute a Knowledge Base in Content Area Reading Instruction for Adolescents?**

Mellinee K. Lesley, *Texas Tech University*  
Tasha Vice, *Texas Tech University*

**2. Creating an Objective Measure of Content Area Reading Methods, Beliefs, and Self-Efficacy**

Arturo Olivarez, *Texas Tech University*  
Patricia A. Watson, *Texas Tech University*

**1:15PM - 2:45PM  
SYMPOSIUM**

**SALON C**

***Acquiring a Sense of a Word's Meaning from Verbal Context: Processes, Outcomes, and Curricular Directions***

**Chair & Discussant:** Susan Watts Taffe, *University of Cincinnati*

Addresses theory/research of learning word meanings from verbal context. Reports three integrated contextual vocabulary acquisition (CVA) studies: high schoolers' thinking aloud when encountering unknown words in text; case study of a professor's CVA while reading a novel; kindergartners' CVA from classroom talk. Cognitive-based CVA instructional guidelines provided. Discussion of theoretical/curricular issues.

**1. Theoretical and Research Overview of Acquiring Word Meanings from Verbal Context**

William J. Rapaport, *University at Buffalo, State University of New York*

**2. A Study of Excellent Readers' Thinking Aloud During Contextual Vocabulary Acquisition**

Karen M. Wieland, *University of Pittsburgh*

**3. A Case Study of Myself Using Contextual Vocabulary Acquisition When Reading a Novel**

Michael W. Kibby, *University at Buffalo, State University of New York*

**4. Kindergartners' Incidental Vocabulary Acquisition from Oral Language**

Tanya M. Christ, *Oakland University*

**1:15PM - 2:45PM  
PAPER SESSION**

**SALON D**

***Literacy & Comprehension - Concepts, Dispositions, Analysis in Making Meaning***

**Chair:** Xiaoning Chen, *SUNY Fredonia*

**1. The Effects of Concept Mapping Software on Fifth-Grade Students' Writing**

Rachel Karchmer-Klein, *University of Delaware*  
Charles MacArthur, *University of Delaware*  
Kristina Najera, *University of Delaware*

**2. Exploring the Relationship Between Online Reading Comprehension Ability, Frequency of Internet Use, and Adolescents' Dispositions Toward Reading Online**

Julie Coiro, *University of Rhode Island*

**3. Becoming, Being(s), and Breaking: A Rhizomatic Analysis of the Multiple Roles Students Enact as They Play and Perform with Multimedia Texts**

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

**1:15PM - 2:45PM  
SYMPOSIUM**

**SALON F**

***Responding Critically to Popular Culture: Taking a Projective Stance***

**Chair:** Jerome C. Harste, *Indiana University*

**Discussant:** Peggy Albers, *Georgia State University*

Popular culture and literacy have obvious connections, but the idea of literacy instruction preparing students to critique popular culture is missing in many classrooms. This symposium describes studies that invited students to analyze and "talk back" to various artifacts of popular culture like advertisements, political cartoons, and video games.

**1. Video Games, Affinity Spaces and New Ethos Stuff**

Christine H. Leland, *Indiana University-Purdue University Indianapolis*  
Anne Ociepa, *Indiana University-Purdue University Indianapolis*

**2. Politicizing Reader Response Through Editorial Cartooning**

Mitzi Lewison, *Indiana University*  
Lee Heffernan, *Fairview Elementary School*

**3. Working With Ads: Repackaging Consumerism**

Jerome C. Harste, *Indiana University*  
Sarah Vander Zanden, *Indiana University*  
Carol Felderman, *Bailey's Elementary School*







**1:15PM - 2:45PM**  
**PAPER SESSION**

**SALON G**

*Content Literacy Coaching: What Does It Look Like?*

**Chair:** Carla K. Meyer, *University of Delaware*

- 1. What Are Secondary Literacy Coaches Doing?: Results of a National Survey**  
Carla K. Meyer, *University of Delaware*  
Katrin L. Blamey, *University of Delaware*  
Sharon Walpole, *University of Delaware*
- 2. Improving Student Achievement Through Teacher Practice**  
Douglas Fisher, *San Diego State University*  
Nancy Frey, *San Diego State University*  
Diane Lapp, *San Diego State University*
- 3. Achieving the Gold Standard in Preparation of Secondary Literacy Coaches**  
Brenda J. Overturf, *University of Louisville*  
Laticia Bronger, *University of Louisville*

- 3. Learning Leadership Through Opportunities and Challenges**  
Marilyn McKinney, *University of Nevada, Las Vegas*

**1:15PM - 2:45PM**  
**PAPER SESSION**

**TANGERINE A**

*Digital Text and Identity*

**Chair:** Cynthia Lewis, *University of Minnesota*

- 1. Unnatural Pairings: Conventional Classroom Practice, Digital Literacies, and the Possibilities of a Bourdieu-Inspired Paradox**  
Elizabeth E. Friese, *The University of Georgia*  
Donna E. Alvermann, *The University of Georgia*
- 2. Together We Can Make a Difference: A Closer Look at Parental Involvement in an After-School Community-Based Reading Tutorial Program**  
Denise L. McLurkin, *City College of New York, City University of New York*
- 3. Identity, Media, and Institution: The Shaping of Critical Engagement in an Urban Classroom**  
Cynthia Lewis, *University of Minnesota*  
Jessica Dockter, *University of Minnesota*

**1:15PM - 2:45PM**  
**SYMPOSIUM**

**SALON H**

*Invited Session: Learning, Cultural Models, and Latino Literature in Multilingual and Multicultural Contexts*

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

**Discussant:** Julia M. Lopez-Robertson, *University of South Carolina*

Researchers presenting findings from two studies will discuss the complex relationship between people's cultural models and learning in a classroom and in socialization practices in homes. Latino literature in a classroom was a tool for learning cultural models, while responses to literature in a family were affected by cultural models.

- 1. Latino Literature, Cultural Models, and Teacher Learning**  
Carmen Martinez-Roldan, *Arizona State University*
- 2. Learning Cultural Models: Reading Events Mediating Socialization Practices in Hispanic Families**  
Guillermo Malave, *Arizona State University*

**3:00PM - 4:30PM**  
**PAPER SESSION**

**AZALEA A**

*Motivation, Social Skills, and Preferences in Elementary Readers*

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

- 1. Longitudinal Relationships Between Elementary Students' Classroom Behaviors and Their Growth in Reading Skills**  
Hyo Jin Lim, *University of Southern California*  
Junyeop Kim, *Charles R. Drew University of Medicine and Science*
- 2. The Role of Autonomy in Reading Motivation for Students in Urban Schools**  
Alejandra Velasco, *University of Southern California*
- 3. Guys Read What? The Reading Preferences of 2nd-5th Grade Boys**  
Heidi Anne Mesmer, *Virginia Polytechnic Institute and State University*  
Katie Dredger, *Virginia Polytechnic Institute and State University*  
Mary Alice Barksdale, *Virginia Polytechnic Institute and State University*

**1:15PM - 2:45PM**  
**SYMPOSIUM**

**SALON I**

*Leveraging Teacher Leadership in Literacy Professional Development: A Generational Perspective*

**Chair:** Linda Friedrich, *National Writing Project*

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

Presenters highlight three case studies designed to identify the influence and effect of literacy leaders long affiliated with the National Writing Project (NWP). They reveal how these leaders engaged differently with teachers to distribute authority and responsibility and create the social architectures needed for negotiating meaningful literacy education professional development.

- 1. Opening Up Pathways for Teacher Collaboration and Creativity**  
Kyle Shanton, *Albion College*
- 2. Leading Collaboratively for Equity and Excellence**  
Tom Meyer, *SUNY New Paltz*

**3:00PM - 4:30PM**  
**PAPER SESSION**

**AZALEA B**

*Striving Readers, Professional Writers, and Young Black Men: Profiles in Literacy*

**Chair:** Heather K. Casey, *Rider University*

- 1. Strong and Striving Adolescent Readers' Affective Profiles: Implications for Secondary Instruction**  
Lynn Yribarren, *Florida International University*  
Joyce C. Fine, *Florida International University*





2. **Professional Writers: Traits & Practices**  
Michael Sampson, *University of South Florida St. Petersburg*  
Cynthia B. Leung, *University of South Florida St. Petersburg*
3. **Young Black Men Explore the Literacies in Their Lives**  
Kimberly N. Parker, *University of Illinois at Urbana-Champaign*

**3:00PM - 4:30PM**  
**PAPER SESSION**

**CEDAR**

**Middle Grades: New Literacies, Comprehension, Teachers, Students, and Literacy Development**

**Chair:** Marga Madhuri, *University of La Verne*

1. **Middle Grade Teachers' Engagement with and Implementation of New Literacies Teaching Strategies in Underperforming Middle Schools**  
Emily N. Skinner, *College of Charleston*  
Paula Egelson, *College of Charleston*  
Mary Provost, *College of Charleston*  
Margaret C. Hagood, *College of Charleston*
2. **Middle School Students' Internet Search String Construction: Characteristics Associated with Effective Strategy Use**  
Kathleen Guinee, *Northeastern University*
3. **Observations on the Exploration of Comprehension as Transmedial: Acceleration Rather than Remediation for the Development of the Literate Practices of Middle School Readers in an After-School Reading Remediation Program**  
Brock Dubbels, *University of Minnesota*  
Andrew Rummell, *University of Minnesota*

**3:00PM - 4:30PM**  
**PAPER SESSION**

**LARGO**

**Critical Response: Reading to Inform and Transform**

**Chair:** Linda Wedwick, *Illinois State University*

1. **"What They Actually Mean by White Trash": The Significance of Social Class in Literary Response and Instruction**  
Amanda Haertling Thein, *University of Pittsburgh*  
Megan Guise, *University of Pittsburgh*  
DeAnn Long Sloan, *University of Pittsburgh*
2. **Negotiating Strategies for Critical Response: Middle Level Readers' Responses to Texts with Fat Characters**  
Linda Wedwick, *Illinois State University*
3. **"Just Because It's Different, Doesn't Mean It's Bad" Young Readers Respond to International Children's Literature**  
Catherine C. Buck, *University of Tennessee at Knoxville*

**3:00PM - 4:30PM**  
**SYMPOSIUM**

**LEMON**

**Preparing and Submitting a Paper for the Student Outstanding Research Award**

**Chair & 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 NRC Student Outstanding Research Award.

1. **Preparing and Submitting a Student Research Paper**  
Roni Jo Draper, *Brigham Young University*
2. **What Reviewers Are Looking for in an Outstanding Student Research Paper**  
Marla H. Mallette, *Southern Illinois University*
3. **Advice for Preparing an Outstanding Student Research Paper from Past Recipients**  
Antony T. Smith, *University of Washington Bothell*  
Elizabeth J. Petroelje Stolle, *Grand Valley State University*

**3:00PM - 4:30PM**  
**SYMPOSIUM**

**LIME**

**The Effect of Teacher-Student Ratio on Early Intervention Outcomes**

**Chair:** Robert M. Schwartz, *Oakland University*

**Discussant:** Robert J. Tierney, *University of British Columbia*

Scientific research has demonstrated that intensive, individual, early intervention instruction by highly qualified tutors can greatly reduce the number of children who fail to learn to read and write in first grade. Many principals, district administrators, and educational researchers doubt the cost-effectiveness of one-to-one interventions and have chosen to implement small group interventions. This study evaluates how variations in teacher-student ratio influence intervention outcomes for the most at-risk first-grade children.

1. **RTI, Group Size & Early Intervening Services**  
Maribeth C. Schmitt, *Purdue University*
2. **Individual vs. Small Group Instruction in a Web-Based Experimental Study**  
Mary K. Lose, *Oakland University*
3. **Relationship of Teacher-Student Ratio to Early Intervention Outcomes**  
Robert M. Schwartz, *Oakland University*

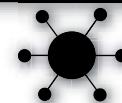
**3:00PM - 4:30PM**  
**PAPER SESSION**

**LONGBOAT**

**Sustaining Professional Development in Content Areas**

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

1. **Are Children's Books Fluffy?: Cultural Models of Literacy Uncovered from Teacher Book Responses on Children's Literatures**  
Mi-Hyun Chung, *Mercy College*
2. **Reading Science: Guiding Teachers' Use of Literacy Strategies in Content Area Instruction**  
Francine C. Falk-Ross, *Northern Illinois University*
3. **Fitting It In: Teachers' Talk About Integrating Literacy and Social Studies Instruction**  
Janet R. Young, *Brigham Young University*  
Lynnette B. Erickson, *Brigham Young University*



**3:00PM - 4:30PM**  
**PAPER SESSION**

**MARATHON**

*Learning from ELL Children and Their Families*

**Chair:** Keonghee T. Han, *University of Idaho*

**1. Mexican Immigrant Parents Reading Texts That Matter: An After-School Literacy Project**

Jesse S. Gainer, *Texas State University - San Marcos*  
Clarena Larrotta, *Texas State University - San Marcos*

**2. Mother-Child Interactions While Playing a Word Game in a Minority Cultural Group (Korean)**

Ji Eun Kim, *University of British Columbia*  
Jim Anderson, *University of British Columbia*

**3. Listening to Hyun-woo: What Can We Learn from an English Learner**

Keonghee T. Han, *University of Idaho*

**3:00PM - 4:30PM**  
**SYMPOSIUM**

**OLEANDER A**

*When Literacy and Crisis Meet: Literacy Practices after Katrina, After Divorce, and During a School District Take-Over*

**Chair:** Devon Brenner, *Mississippi State University*

**Discussant:** Heather M. Pleasants, *The University of Alabama*

A crisis is a turning point around which things change. Literacy can support individuals as they cope with a crisis, but literacy can also exacerbate crisis. Papers in this symposium examine the complex relationship between literacy and crisis from a socio-cultural perspective by analyzing the ways in which individuals and communities use literacy in times of crisis. This focus allows us to examine the larger social, political, and cultural contexts of literacy practice and literacy learning.

**1. Overview of Crisis and Literacy**

Laurie MacGillivray, *The University of Memphis*  
Devon Brenner, *Mississippi State University*

**2. Blogs, Books, and Spray Paint Signs: Literacy Practices in the Aftermath of Hurricane Katrina**

April Whatley Bedford, *University of New Orleans*  
Devon Brenner, *Mississippi State University*

**3. Journaling in Times of Divorce**

Gisele Ragusa, *University of Southern California*

**4. A State Takeover**

Kathryn Pole, *Saint Louis University*  
Rebecca Rogers, *University of Missouri - St. Louis*

**3:00PM - 4:30PM**  
**SYMPOSIUM**

**OLEANDER B**

*"If They'll Listen to Us about Life, We'll Listen to Them about School": The Literacies of Urban Students and Families in Life, Schools, and Popular Media*

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

**Discussants:** Elizabeth Dutro, *University of Colorado at Boulder*  
Julia Kantor, *University of Colorado at Boulder*  
Stephanie Jones, *The University of Georgia*

Karen Spector, *The University of Alabama*  
Lisa Scherff, *The University of Alabama*  
Kristien Marquez-Zenkov, *Cleveland State University*

This four-paper symposium considers the intersections of school literacies with students' and families' experiences and perspectives grounded in understandings of social class, popular culture, and community and political issues. Through qualitative studies of urban K-12 classrooms, communities, and mothers, the goal is to provide four different lenses on a pressing issue: hearing and engaging points of view often ignored by teachers, teacher educators, and policymakers.

**1. Witnessing Students' Lives and Literacies On Screen: An Analysis of Two Media Portrayals of Urban Classrooms**

Elizabeth Dutro, *University of Colorado at Boulder*  
Julia Kantor, *University of Colorado at Boulder*

**2. What a Poor Mother Knows: Barriers to Listening Under Institutional Classism**

Stephanie Jones, *The University of Georgia*

**3. From Symphony to Jam Session: A Critical Sociocultural Analysis of an Urban Literacy Project**

Karen Spector, *The University of Alabama*  
Lisa Scherff, *The University of Alabama*

**4. Picturing a Writing Process: Using "Photovoice" to Learn How to Teach Writing to Urban Youth**

Kristien Marquez-Zenkov, *Cleveland State University*

**3:00PM - 4:30PM**  
**ALTERNATIVE FORMAT**

**ORANGE**

*Invited Session: Cultural Approaches to Understanding Adolescent Literacy*

**Chair:** Amy S. Johnson, *University of South Carolina*

**Discussant:** Elizabeth Birr Moje, *University of Michigan*

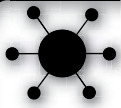
The purpose of this invited session is to explore cultural approaches to adolescent literacy teaching, learning, and research. In particular, this session aims to address these questions:

- What is the interplay between culture and literacy learning?
- What can a cultural lens contribute to understandings of youth's literacy learning?
- How can a cultural lens inform literacy pedagogies in middle school and secondary classrooms?

To ensure diverse and multiple perspectives on the relationship between culture and literacy learning, we have invited scholars who approach these issues working with youth of various cultural and language backgrounds.

**Presenters:**

Ernest Morrell, *University of California, Los Angeles*  
Loukia K. Sarroub, *University of Nebraska*  
Guofang Li, *Michigan State University*



**3:00PM - 4:30PM**  
**ALTERNATIVE FORMAT**

**SALON A**

***Learning to Be Culturally Responsive Literacy Teachers: Acquiring New Dispositions and Practices***

**Chair:** Althier M. Lazar, *Saint Joseph's University*  
**Discussant:** Patricia A. Edwards, *Michigan State University*

This alternative session explores the impact of innovative teacher preparation programs that are intended to help preservice teachers serve the literacy needs of children in culturally and linguistically diverse communities. This session invites small group discussions about teacher preparation program components, the nature of preservice teacher change, and future directions for research.

**Participants:**

- Althier M. Lazar, *Saint Joseph's University*
- Patricia Ruggiano Schmidt, *Le Moyne College*
- Doris Walker-Dalhouse, *Minnesota State University Moorhead*
- Julie K. Kidd, *George Mason University*
- Kathryn Pegler, *Saint Joseph's University*

**3:00PM - 4:30PM**  
**SYMPOSIUM**

**SALON B**

***The Longitudinal Impact of Literacy Collaborative on Teacher Development and Student Achievement: Final Results from a Four-Year Quasi-Experimental Study***

**Chair:** Patricia Scharer, *The Ohio State University*  
**Discussant:** Irene Fountas, *Lesley University*

States and districts invest heavily in literacy coaching, yet scanty empirical evidence exists about coaching's efficacy. This symposium reports on the final results from a four-year longitudinal study of the effectiveness of coaching by following change in both teacher practice and student achievement in Literacy Collaborative schools.

1. ***Coaching in the Literacy Collaborative: A Quantitative Exploration***  
Allison Atteberry, *Stanford University*  
Lisa J. Walker, *The University of Chicago*  
Irene Fountas, *Lesley University*  
Patricia Scharer, *The Ohio State University*
2. ***The Effects of Literacy Collaborative Coaching on Teacher Practice Over Time***  
Heather Hough, *Stanford University*  
Anthony S. Bryk, *Stanford University*  
Allison Atteberry, *Stanford University*  
Gay Su Pinnell, *The Ohio State University*
3. ***Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning***  
Gina Biancarosa, *Stanford University*  
Emily Dexter, *Lesley University*  
Anthony S. Bryk, *Stanford University*
4. ***Exploring the Linkage of Changes in Teacher Practice to Improved Student Learning***  
Anthony S. Bryk, *Stanford University*  
Gina Biancarosa, *Stanford University*  
Allison Atteberry, *Stanford University*  
Heather Hough, *Stanford University*  
Emily Dexter, *Lesley University*

**3:00PM - 4:30PM**  
**ALTERNATIVE FORMAT**

**SALON C**

***Colloquium: Research Reviews, Discussions, and Implications for the Field of College Reading***

**Chair:** Rona F. Flippo, *University of Massachusetts Boston*

This colloquium reviews and discusses research in the field of college reading, bringing together scholars who have reviewed the latest literature and scholarship. Presenters will discuss research in their areas of expertise, including college reading issues, instruction, and programs; history; strategic reading; motivation and study strategies; test taking and reading tests.

1. ***A Research Overview of College Reading Issues, Instruction, and Programs***  
Rona F. Flippo, *University of Massachusetts Boston*
2. ***History of College Reading Research***  
Norman A. Stahl, *Northern Illinois University*  
James R. King, *University of South Florida*
3. ***Strategic Reading Research***  
Patricia Mulcahy-Ernt, *University of Bridgeport*
4. ***Motivation and Study Strategies' Research***  
Marino Alvarez, *Tennessee State University*  
Victoria J. Risko, *Vanderbilt University*
5. ***Test Preparation and Test Taking Research***  
Rona F. Flippo, *University of Massachusetts Boston*
6. ***Research on Reading Tests for the College Population***  
Jeanne Shay Schumm, *University of Miami*

**3:00PM - 4:30PM**  
**PAPER SESSION**

**SALON D**

***Reading Comprehension***

**Chair:** Robyn Ziolkowski, *The Ohio State University*

1. ***Conceptual Press Discourse in Reading Comprehension Instruction: Making Every Interaction Count***  
Dot McElhone, *Stanford University*
2. ***Learning to Teach Comprehension Strategies Explicitly: A Comparative Professional Development Study***  
Rachel Brown, *Syracuse University*
3. ***Who's Teaching Reading Comprehension?: A Status of Reading Comprehension in Grades 2-8 in the South***  
Misty Sailors, *The University of Texas at San Antonio*  
Shannon Henderson, *Purdue University*

**3:00PM - 4:30PM**  
**SYMPOSIUM**

**TANGERINE A**

***Characterizing and Supporting the Development of Knowledge for Teaching Reading Comprehension***

**Chair:** Annemarie S. Palincsar, *University of Michigan*  
**Discussant:** Karen Hammerness, *Stanford University*





We address characterizing and developing the knowledge base for teaching reading comprehension. The two conceptual papers describe theory regarding this knowledge base and principles guiding the design of support materials for teacher educators teaching comprehension instruction. Two papers are empirical and report on instructional efforts. The symposium concludes with discussant remarks.

1. **What is Knowledge for Teaching Reading Comprehension?**  
Sarah E. Scott, *University of Michigan*
2. **Designing Teacher Education Curricula to Support the Development of High-Leverage Practices in Comprehension Instruction**  
Linda Kucan, *University of Pittsburgh*  
Annemarie S. Palincsar, *University of Michigan*
3. **Text Analysis: A First Step Past Passive Processing**  
Susanna E. Hapgood, *The University of Toledo*  
Vicki Egan, *The University of Toledo*  
Heather A. Kenny, *The University of Toledo*
4. **Assessing Preservice Teachers' Cognitions Related to Supporting Text-Based Discussions: A Cross-Case Analysis**  
Kristine M. Schutz, *University of Michigan*

**3:00PM - 4:30PM**

**TANGERINE B**

**ALTERNATIVE FORMAT**

*Invited Session: Of Theories, Taperecorders, and Texts: Untangling Methods in the Interdisciplinary Study of Children's Literature*

**Chair:** Janelle B. Mathis, *University of North Texas*

As co-editors of *The Handbook of Research on Children's and Young Adult Literature*, working in the fields of Education, English and LIS, we will point to the distinctive ways scholars pose questions and establish criteria for research about literature. More importantly, we will look beyond our differences to consider new ways of framing research that can expand the questions we ask of literature and reading.

**Presenters:**

Christine Jenkins, *University of Illinois at Urbana-Champaign*  
Patricia Enciso, *The Ohio State University*  
Karen Coats, *Illinois State University*  
Shelby Wolf, *University of Colorado at Boulder*

**4:45PM - 6:00PM**

**SALONS E-I**

**PRESIDENTIAL ADDRESS**

**Chair:** Kathleen A. Hinchman, *Syracuse University*

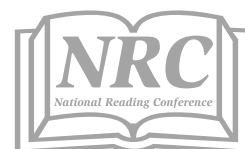
- I. **Student Outstanding Research Award Presentation**  
Bridget Dalton, *Vanderbilt University*
- II. **J. Michael Parker Award Presentation**  
Erik Jacobson, *Montclair State University*
- III. **Introduction of the Speaker**  
James R. King, *University of South Florida*
- IV. **Presidential Address**  
*The Doctorate as the Foundation and the Future of Literacy Research, Theory, and Pedagogy*  
Norman A. Stahl, *Northern Illinois University*

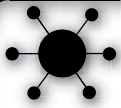
*Thursday • December 4, 2008*

*Thursday*

# **Literacy Research: Merging and Emerging Perspectives**

*58th National Reading Conference • December 3 - December 6, 2008*





**8:30AM - 10:00AM  
PAPER SESSION**

**AZALEA A**

*Second Language Learning and Early Literacy Development*

**Chair:** Debbie Golos, *Utah State University*

1. ***Early Reading Development of English-Language Learners: Achievement, Subprocesses, and Attitude***  
Yongmei Li, *Ball State University*
2. ***Interlingual Influence on Phonological Awareness for Bilingual Children***  
Young-Suk Kim, *Florida Center for Reading Research*
3. ***Literacy-Related Behaviors of Preschoolers Viewing an Educational Video in ASL***  
Debbie Golos, *Utah State University*

**8:30AM - 10:00AM  
PAPER SESSION**

**AZALEA B**

*Writing and Revising: Effects on Identity and Learning*

**Chair:** Wendy J. Glenn, *University of Connecticut*

1. ***Sixth Graders' Perspectives: Appropriation of Knowledge as Additional Cognitive Benefit of Student Talk During Writing***  
Karen Kreider Yoder, *Touro University*
2. ***Revision as Exploration: Essay Writing in High School Civics***  
Alison Heron-Hruby, *George Mason University*
3. ***"I'm Not Completely Dark": Identity Revision in a Struggling Student Writer***  
Wendy J. Glenn, *University of Connecticut*

**8:30AM - 10:00AM  
PAPER SESSION**

**CEDAR**

*Promoting Preservice Teachers' Learning Through Non-Traditional Experiences*

**Chair:** Robin R. Griffith, *East Carolina University*

1. ***Reaching Out to RTI Students: Service Learning Projects in Undergraduate Methods Courses***  
Robin R. Griffith, *East Carolina University*  
Guili Zhang, *East Carolina University*  
Debbie Metcalf, *East Carolina University*  
John Heilman, *East Carolina University*
2. ***Mentorship Manifested in an Online Teacher Education Course in Adolescent Literacy***  
Christine A. Mallozzi, *The University of Georgia*  
Achariya T. Rezak, *The University of Georgia*
3. ***"Exhibits Can Be Used Very Easily": Preservice Teachers' Literacy Tutoring Experiences in an Informal Learning Space***  
Carolyn A. Walker, *Ball State University*

**8:30AM - 10:00AM  
PAPER SESSION**

**LARGO**

*Examining Teachers and Their Relationships with Their ELL Students*

**Chair:** Helen Berg, *Sam Houston State University*

1. ***"We Teach Who We Are": A Study of Two Latino Teachers, Their Reflective Practices, and Their Literacy Work with Struggling Latino Students***  
Peggy Albers, *Georgia State University*  
Tammy Frederick, *Georgia State University*  
Cindy Thompson, *Georgia State University*
2. ***Examining Secondary Language Arts Teachers' Literacy Practices with English Language Learners***  
Charlotte L. Pass, *The University of Alabama*
3. ***Relationships Between English-Speaking Teachers and English-as-a-New-Language (ENL) Students: A Comparative Case Study***  
Xiaoning Chen, *SUNY Fredonia*

**8:30AM - 10:00AM  
ALTERNATIVE FORMAT**

**LEMON**

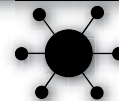
*Literacy Research and Practices in International Contexts*

**Chair:** Carole Janisch, *Texas Tech University*

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

In this alternative format session sponsored by the NRC International Committee, researchers examine literacy practices, development, and issues in various countries including Burma, China, Guyana, Ghana, India, and the United States. The poster session will provide an interactive forum for attendees to broaden their international view of reading.

1. ***On the Border: Finding Ourselves in Burmese Refugee Teachers' Stories***  
Janet C. Richards, *University of South Florida*
2. ***Making Sense of Chinese Reading***  
Shaomei Wang, *Tufts University*
3. ***Exploring Chinese Second Graders' Reading Behaviors Through Miscue Analysis***  
Lijun Jin, *Towson University*  
Jiening Ruan, *The University of Oklahoma*
4. ***Literacy Practices of a Youth Reading Club in Guyana***  
Charline J. Barnes, *West Virginia University*
5. ***Effective Discourse Strategies in Early Childhood Book-Related Activities in China***  
Yu Zhenyou, *China Women's University*  
Nancy Pine, *Saint Mary's College of California*
6. ***Teaching Students How to Read English in Elementary Schools in China***  
Ran Hu, *The University of Georgia*



- Picture Book Oral Compositions from Elementary School Children in Ghana, China, India, and the United States**  
 Amma K. Akrofi, *Texas Tech University*  
 Xiaoming Liu, *Towson University*  
 Carole Janisch, *Texas Tech University*  
 Shobha Sinha, *University of Delhi*  
 Heejin Son, *Texas Tech University*  
 Mary Napoli, *Pennsylvania State University*

**8:30AM - 10:00AM  
SYMPOSIUM**

**LIME**

***Young Bilingual Learners Reading the Word and the World:  
Discussing Critical Texts in Critical Times***

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

This symposium addresses a comparative analysis of the discussion of critical texts in two different urban classroom contexts; an SEI classroom and a bilingual classroom. It is our stance that children need authentic literacy experiences that facilitate learning and that create an opportunity to critically and collaboratively examine texts.

- Textual Analysis and Reader Response in Latino Literature**  
 Jeanne G. Fain, *Arizona State University*
- Bilingual Readers' Responses: Telling Stories**  
 Julia M. Lopez-Robertson, *University of South Carolina*

**8:30AM - 10:00AM  
PAPER SESSION**

**LONGBOAT**

***Professional Development in High Schools***

**Chair:** Leslie S. Rush, *University of Wyoming*

- Sustained Professional Development: Content Area Literacy and Peer Coaching with Secondary School Educators**  
 Leslie S. Rush, *University of Wyoming*  
 Suzanne Young, *University of Wyoming*
- Supporting Teachers/Supporting Literacy: High School Teachers' Professional Development Experiences and What They Believe Will Help Them to Support Their Students**  
 Jeanine Beatty, *Rutgers University*
- A Critical Review of Research on Literacy-Related Professional Development at the Secondary Level**  
 Jeanine Beatty, *Rutgers University*

**8:30AM - 10:00AM  
PAPER SESSION**

**MARATHON**

***Exploring Writing Practice***

**Chair:** Amy S. Flint, *Georgia State University*

- Listening to the Coaches' Voices: Reading Coaches Respond to Questions about Their Role and Effectiveness in Impacting Student Literacy**  
 Susan J. Wegmann, *University of Central Florida*  
 Larry Bedenbaugh, *University of Central Florida*  
 Enrique A. Puig, *University of Central Florida*  
 Elizabeth McClure, *University of Central Florida*  
 Gina Zugelder, *University of Central Florida*

- The Read-Write Cycle Project: Toward Metacognitive Instruction in Upper Elementary Grades**  
 Robert C. Calfee, *University of California, Riverside*  
 Roxanne Greitz Miller, *Chapman University*  
 Kimberly A. White-Smith, *Chapman University*  
 Margaret Saucedo Curwen, *Chapman University*  
 Brett E. Schmitt, *Chapman University*
- Changing "Yes, but. . ." to "How can. . .?": Reframing Identities Among Teachers of Writing**  
 Mary Ariail, *Georgia State University*  
 Amy S. Flint, *Georgia State University*  
 Teresa Fisher, *Georgia State University*  
 Jennifer Ureno, *Georgia State University*  
 Katharine Kuramada, *Georgia State University*

**8:30AM - 10:00AM  
SYMPOSIUM**

**OLEANDER A**

***The Early Years: The Keystone of Literacy Development***

**Chair:** Caitlin McMunn Dooley, *Georgia State University*  
**Discussant:** Mona W. Matthews, *Georgia State University*

This symposium brings together three research teams who share an interest in early literacy learning. Each team expands beyond traditional literacy theories to accommodate the unique characteristics of these very young learners. Although each team has a different investigative focus (comprehension, writing, home literacy practices), their work provides further evidence of the dynamic nature of young children's early experiences and suggests their potential to influence later conventional literacy learning.

- Emergent Comprehension: Understanding Comprehension Development**  
 Caitlin McMunn Dooley, *Georgia State University*  
 Mona W. Matthews, *Georgia State University*  
 Lisa Matthews, *Georgia State University*  
 Ruby Nesbitt Champion, *Georgia State University*
- Interest and Involvement: A Study of Preschool Children's Strategies for Learning about Writing Across Tasks**  
 Deborah W. Rowe, *Vanderbilt University*  
 Carin L. Neitzel, *Vanderbilt University*
- The Power of Home Literacy Practices in Early Intervention Settings**  
 Mariana Souto-Manning, *The University of Georgia*

**8:30AM - 10:00AM  
SYMPOSIUM**

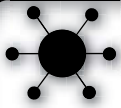
**OLEANDER B**

***Responding to the Call of Their Communities: Educators' Aims for Social Change***

**Chair:** Heidi L. Hallman, *The University of Kansas*  
**Discussant:** Patricia Enciso, *The Ohio State University*

In this symposium, we view educators' formation of a "mandate" as crucial to their work for social change, for a mandate emphasizes the way that all people must draw on their literate traditions in order to read and write for purposeful reasons. People develop literacy practices that ensure their self-preservation and ability to act within and on their com-





munities. Building a mandate for literacy is a dialogic and generative process involving negotiation between ourselves and our communities.

1. **A Mandate for Literacy in the Rural South**  
Amy S. Johnson, *University of South Carolina*
2. **Portraits of Diversity: The Literacy Mandates of Three Bilingual/ Bicultural Latino/a Teacher Candidates**  
Terri L. Rodriguez, *Concordia University Wisconsin*
3. **Online and Offline Conceptions of Community as Resource for Literacy Teaching and Learning**  
Melissa B. Schieble, *University of Wisconsin - Madison*
4. **Becoming Dialogic: An Educator's Teaching for Social Change at a School for Pregnant and Parenting Teens**  
Heidi L. Hallman, *The University of Kansas*

**8:30AM - 10:00AM** **SALON A**  
**RESEARCH METHODOLOGIES SERIES**

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*Recent Advancements in Quantitative Design and Analysis*  
**Chair & Discussant:** Alysia Roehrig, *Florida State University*  
**Presenter:** Richard Lomax, *The Ohio State University*

**8:30AM - 10:00AM** **SALON B**  
**ALTERNATIVE FORMAT**

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**Improving the Preparation of Teachers of Reading in Urban Settings**  
**Chairs:** Lesley M. Morrow, *Rutgers University*  
 Louise Wilkinson, *Syracuse University*

This symposium presents work of the International Reading Association's Commission, Literacy Leaders for Urban Teacher Educators. The papers deal with preparing teachers of reading in urban settings addressing: (1) socio-cultural concerns, (2) exemplary preparation programs, (3) appropriate field experiences, and (4) Culturally Responsive Instruction in Urban Settings. The audience will discuss the issues in groups and report back to everyone at the end.

1. **Introduction**  
Lesley M. Morrow, *Rutgers University*
2. **Socio-Cultural Influences on Literacy Instruction and Academic Language Learning in Urban Schools**  
Louise Wilkinson, *Syracuse University*
3. **Preparing Expert Teachers of Reading and Reading Specialists for Urban Schools**  
Dick Allington, *University of Tennessee*
4. **Essential Field-Work for the Preparation of Teachers of Reading in Urban Schools**  
Cynthia Hynd-Shanahan, *University of Illinois at Chicago*
5. **Culturally Responsive Instruction in Urban Settings**  
Kathy Au, *SchoolRise, LLC*
6. **Improving the Preparation of Teachers of Reading in Urban Settings**  
Jill Lewis, *New Jersey City University*

7. **Small Group Interactive Discussions Introduction**  
Lesley M. Morrow, *Rutgers University*
8. **Table One: Socio-Cultural Influences on Literacy Instruction and Academic Language Learning in Urban Schools**  
Heather K. Casey, *Rider University*
9. **Table Two: Preparing Expert Teachers of Reading and Reading Specialists for Urban Schools**  
Amy D. Broemmel, *University of Tennessee at Knoxville*  
Wendy B. Meller, *Rowan University*
10. **Table Three: Essential Field-Work for the Preparation of Teachers of Reading in Urban Schools**  
Diane Barone, *University of Nevada, Reno*
11. **Table Four: Culturally Responsive Instruction in Urban Settings**  
Linda Gambrell, *Clemson University*
12. **Table Five: Improving the Preparation of Teachers of Reading in Urban Settings**  
Erica C. Boling, *Rutgers University*  
Patricia A. Edwards, *Michigan State University*

**8:30AM - 10:00AM** **SALON C**  
**SYMPOSIUM**

*New Literacies in the One-to-One Laptop Classroom: Negotiating Texts, Practices, and Identities*

**Chair:** Lisa Zawilinski, *University of Connecticut*  
**Discussant:** Bridget Dalton, *Vanderbilt University*

This symposium presents the results of three studies investigating new literacies instruction in classrooms with one-to-one laptops. Three studies will explore how students negotiated the online texts they read, the social practices involved in new literacies instruction, and their identities as adolescent learners.

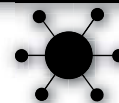
1. **Constructing Texts Together: Synthesis and Internet Inquiry**  
J. Gregory McVerry, *University of Connecticut*  
W. Ian O'Byrne, *University of Connecticut*
2. **Increasing Strategy Exchange with Instant Messenger**  
Lisa Zawilinski, *University of Connecticut*
3. **Developing a Dispositions Instrument**  
W. Ian O'Byrne, *University of Connecticut*  
J. Gregory McVerry, *University of Connecticut*

**8:30AM - 10:00AM** **SALON D**  
**SYMPOSIUM**

*Synthesizing the Research Related to Struggling Readers: Reflection, Collaboration, and Strategic Intervention as Agents of Change*

**Chair and Discussant:** Nina L. Nilsson, *Saint Joseph's University*

In this symposium, three presenters will share the results of their research syntheses related to struggling readers from the perspectives of preservice teacher, literacy coach, and disabled reader. Follow-up interactive dialogue will highlight ways in which common factors across studies linked to changes in preservice teachers' theoretical understandings of struggling readers, increased reading performance related



to specific coaching practices, and improved reading comprehension associated with various intervention strategies for students with auditory disabilities.

1. **Changing Preservice Teachers' Perceptions of Struggling Readers**  
Lindsay P. Grow, *University of Kentucky*
2. **Literacy Coach Practices and School-Wide Literacy Achievement of Struggling Readers**  
Susan Hart, *University of Kentucky*
3. **Reading Comprehension of Students with Auditory Disabilities: Consequences and Successful Intervention Strategies**  
Cynthia Lee, *University of Kentucky*

**8:30AM - 10:00AM  
SYMPOSIUM**

**TANGERINE A**

***Literacy Coaching in K-12 Settings: What Do We Know and What Do We Still Need to Learn?***

**Chair:** Susan K. L'Allier, *Northern Illinois University*  
**Discussant:** Nancy L. Shanklin, *University of Colorado at Denver*

Literacy coaching is a promising method of improving classroom reading instruction, supporting the belief that improved instruction will increase student achievement. This symposium presents research about the roles, responsibilities, and experiences of K-12 literacy coaches and their contribution to student achievement in reading. Questions for future research will be proposed.

1. **Defining Literacy Coaching: Lessons Learned from "The Blind Man and the Elephant"**  
Rita M. Bean, *University of Pittsburgh*  
Beth Belcastro, *University of Pittsburgh*  
Kellee Jenkins, *University of Pittsburgh*  
Lori Kenavey, *Steel Valley School District*  
Naomi Zigmond, *University of Pittsburgh*
2. **What Beginning Secondary School Literacy Coaches Say About the Role, Rewards, and Challenges of Literacy Coaching**  
Elizabeth G. Sturtevant, *George Mason University*  
Kristine M. Calo, *George Mason University*  
Vanessa Rutherford, *George Mason University*  
Tamie Pratt-Fartro, *George Mason University*
3. **Examining the Relationship of Literacy Coaching and Student Achievement at the Primary Level**  
Susan K. L'Allier, *Northern Illinois University*  
Laurie Elish-Piper, *Northern Illinois University*

**10:15AM – 11:45AM  
OSCAR S. CAUSEY AWARD PRESENTATION AND ADDRESS**

**SALONS E-I**

**Chair:** David Reinking, *Clemson University*

- I. **Oscar S. Causey Award Introduction**  
Deborah R. Dillon, *University of Minnesota*  
Chair of the Oscar S. Causey Award Committee
- II. **Oscar S. Causey Award Presentation for the 2008 Awardee**  
Scott G. Paris, *University of Michigan*  
2007 Oscar S. Causey Awardee
- III. **Introduction of the Speaker**  
Marjorie Y. Lipson, *University of Vermont*
- IV. **2008 Oscar S. Causey Address**  
***Constrained Skills – So What?***  
Scott G. Paris, *University of Michigan*

**1:15PM - 2:45PM  
PAPER SESSION**

**AZALEA A**

***Improving Fluency, Vocabulary, and Book Matching for 2nd-5th Graders***

**Chair:** Juliet L. Halladay, *The University of Vermont*

1. **The Effects of Two Repeated Reading Treatments on Fluency and Comprehension of Second Grade Students**  
Katrin L. Blamey, *University of Delaware*
2. **Reconsidering Frustration-Level Texts: Second Graders' Experiences with Difficult Texts**  
Juliet L. Halladay, *The University of Vermont*
3. **Engaging Students in Dictionary Definitions: Exploring the Effects of a Parsing Technique**  
Constance Nelson Nichols, *Grove City College*

**1:15PM - 2:45PM  
PAPER SESSION**

**AZALEA B**

***Diversity, Motivation, and the Attitudes of Adolescent Readers***

**Chair:** Jessica V. Palladino, *University of Maryland*

1. **Chinese Middle School Students' Reading Motivation**  
SuHua Huang, *Midwestern State University*
2. **Understanding Diversity in Reading Development of English Learners in Urban Schools**  
Hyo Jin Lim, *University of Southern California*
3. **Adolescents' Gender, Ethnicity, and Perspectives about Reading**  
Jessica V. Palladino, *University of Maryland*

**1:15PM - 2:45PM  
PAPER SESSION**

**CEDAR**

***Literature and Poetry***

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





1. **Adult ESL Learners' Reading Experiences of The Great Gatsby: Enjoyment and Challenges Associated with Reading a Novel in English**  
Hyung-Hwa Chu, *The University of Texas at Austin*
2. **Reading and Responding to the Holocaust: Finding Our Way with Teachers and Families**  
Renita R. Schmidt, *Furman University*
3. **Marx/Gramsci, Parsons, and Foucault: Policy and Curricular Implications in the History of Poetry Education, 1912-2005**  
Mark Dressman, *University of Illinois at Urbana-Champaign*  
Mark Faust, *The University of Georgia*

**1:15PM - 2:45PM  
PAPER SESSION**

**LARGO**

**Teacher Learning About Literacy and Culture**

**Chair:** Susan Lenski, *Portland State University*

1. **Incorporating Literacy Instruction Using the Lesson Study Approach**  
Susan Lenski, *Portland State University*
2. **The Ways Teachers Do the Things They Do: Differentiation in Middle Level Literacy Classes**  
Mary F. Roe, *Washington State University*
3. **Professional Development in Content-Area Literacy: A Call to Consider Teachers' Discipline-Specific Instructional Tools and Texts**  
Amy Alexandra Wilson, *The University of Georgia*  
Michael Boatright, *The University of Georgia*

**1:15PM - 2:45PM  
ALTERNATIVE FORMAT**

**LEMON**

**Popular Appeal: Convergence and the Classroom**

**Chair:** Kinga D. Varga, *The University of Georgia*

Researchers have pointed to the connection between students' literacies at home (Heath, 1983), in spaces outside of school (Stone, 2006) and their literacies in school. Theoretically grounded in the works of Fiske (1989), de Certeau (1984), Jenkins (2006), and Gee (2004), these papers will delineate concepts pertaining to contemporary literacy research and popular culture practices such as "poaching," "fanfiction," or "gaming identities," and will explore their connection to adolescents' in- and out-of-school literacies.

1. **Exploration of Popular Culture Concepts and Their Relevance to Critical Pedagogy**  
Kinga D. Varga, *The University of Georgia*
2. **Fanfiction and Affiliation: Adolescent Identity-Building Through Fandom Participation**  
Achariya T. Rezak, *The University of Georgia*
3. **Theory at Work: Using Theories of Popular Culture in the Classroom**  
Megan G. Adams, *The University of Georgia*

**1:15PM - 2:45PM  
SYMPOSIUM**

**LIME**

**Blurring Boundaries: The "Both-And" of Literacy Research**

**Chair:** Deborah Kozdras, *University of South Florida*

**Discussant:** James R. King, *University of South Florida*

Before the post critique became so ubiquitous, reading was perceived as a totally different process from composing. We now see how this boundary is blurred, how both reading and writing work together—and work with oral language—in hybrid acts of literacy. In this symposium, we will present expansive notions of the nexus between reading, writing, and oral language, as well as new research in the field that examines the blurring of the divisions of the hybrid literacy forms.

1. **The "Both-And" of Reading and Writing: Addressing the Research Issues**  
Nancy Nelson, *Texas A&M University - Corpus Christi*
2. **Argument Construction: The Interplay of Oral and Written Discourse**  
Kim Skinner, *Texas A&M University - Corpus Christi*
3. **Juntos: Socially Connecting Reading and Writing**  
Estanislado S. Barrera IV, *Texas A&M University - Corpus Christi*

**1:15PM - 2:45PM  
PAPER SESSION**

**LONGBOAT**

**Early Literacy and Language Development**

**Chair:** Sakeena T. Khan, *University of Illinois at Chicago*

1. **Inquiry Voices in First Grade Literature Discussions**  
Elizabeth Yanoff, *University at Albany, State University of New York*
2. **The Intergration of Social and Cognitive Perspectives: Early Language and Literacy Achievement**  
Sakeena T. Khan, *University of Illinois at Chicago*
3. **First-Grade Writing Developed Through Shared Perspectives in a Four-Part Writing Sequence**  
Judith K. Wilson, *The University of Texas of the Permian Basin*

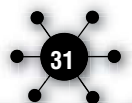
**1:15PM - 2:45PM  
PAPER SESSION**

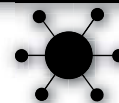
**MARATHON**

**Critically Engaging Secondary & Middle School: Media, Evaluation, Literacy**

**Chair:** Jeanine Beatty, *Rutgers University*

1. **Generating and Sustaining a Media-Literate Learning Community in an "At-Risk" Secondary School Setting**  
Amy P. Jensen, *Brigham Young University*
2. **"I Changed the Font and Got a Better Score": Middle School Students and Teachers Reflect on Automated Writing Evaluation Software**  
Marga Madhuri, *University of La Verne*





3. **Critical Media Literacy In Middle School: Students Reading and Writing Schooling**  
 Jesse S. Gainer, *Texas State University - San Marcos*

**1:15PM - 2:45PM  
 SYMPOSIUM**

**OLEANDER A**

***Examining the Affordances of Mediated Discourse Analysis for Literacy Research***

**Chair:** Sarah Vander Zanden, *Indiana University*  
**Discussant:** Jerome C. Harste, *Indiana University*

Mediated discourse analysis (MDA) is an analytical tool, new to literacy research, that shows promise for examining visual, embodied, and digital literacies as social practice. Excerpts from popular media illustrate the theoretical underpinnings, research procedures, and analytical affordances of MDA, followed by applications in two research contexts: 1) preservice teachers' culturally relevant literacy teaching practices during tutoring sessions and 2) one family's digital literacy practices at home.

1. **Mediated Discourse Analysis: Literacy as Mediated Activity in Nexus of Practice**  
 Karen Wohlwend, *Indiana University*
2. **The Design of Preservice Teachers' Literacy Teaching Practices**  
 Melissa Mosley, *The University of Texas at Austin*
3. **Activity Theory and Mediated Discourse Analysis: Embodying Family's Digital Literacy Practices in the Home**  
 Tisha Y. Lewis, *University at Albany, State University of New York*

**1:15PM - 2:45PM  
 PAPER SESSION**

**OLEANDER B**

***Writing In and Out of School***

**Chair:** Mary Frances Buckley, *University of Pennsylvania*

1. **"Is It School Reading or Fun?": Towards a More Expansive View of Contexts of Literacy Learning**  
 Mary Frances Buckley, *University of Pennsylvania*  
 Jie Y. Park, *University of Pennsylvania*
2. **What's Rhetorically-Effective Digital Communication?: Issues in Assessing Digital Communication**  
 Richard Beach, *University of Minnesota*
3. **Teacher as Editor: Exploring a New Metaphoric Identity for the Writing Teacher**  
 Lee Heffernan, *Fairview Elementary School*

**🗨️ 1:15PM - 1:55PM  
 ROUNDTABLE SESSIONS**

**ORANGE**

- I. **Preparing Special Education Teachers for Literacy Instruction through Collaborative Discussions of Students' Work**  
 Marie Tejero Hughes, *University of Illinois at Chicago*  
 Michelle Parker-Katz, *University of Illinois at Chicago*

- II. **A Fresh Look on Writers: Assessing the Self-Perceptions of Writers Across Educational Levels**  
 Sonya L. Armstrong, *Northern Illinois University*  
 Donna Werderich, *Northern Illinois University*

- III. **The Role of Inquiry in Teachers' Learning about Literacy: A Case in Practice**  
 Nancy A. Place, *University of Washington Bothell*  
 Tracy Coskie, *Western Washington University*

- IV. **Academic English Proficiency and Diverse Middle School Students: Relationships Between Academic Spelling, Vocabulary, Reading Comprehension, and Writing**  
 Dianna R. Townsend, *University of Nevada, Reno*  
 Alexis Filippini, *San Francisco State University*

- V. **Exploring Elementary Students' Reading Attitudes**  
 Lunetta M. Williams, *University of North Florida*  
 Katrina W. Hall, *University of North Florida*

- VI. **Who's the Author?: Considerations of Reader Response and Ideology of Postmodern Picture Books**  
 Greg Glasheen, *University of Pennsylvania*

- VII. **Development of Children's Strategic Activity: A Case Study Analysis of Emergent Literacy Learners**  
 Maribeth C. Schmitt, *Purdue University*  
 Polly A. Lee, *Vigo County School Corporation*

- VIII. **Preservice Teachers and First Graders Writing Informational Digital Books**  
 Jennifer Moon Ro, *SUNY Fredonia*  
 Beier Clara, *SUNY Fredonia*  
 Xiaoning Chen, *SUNY Fredonia*

- IX. **Critical Personal Narratives: Reading Teachers Reflect Upon How Current One-on-One Clinical Experiences Connect to Future Classroom Literacy Instruction**  
 Amy Evers, *The University of Georgia*

- X. **The Impact of Implementation Factors on Student Outcomes in a Statewide Reading Program**  
 Naomi Hupert, *Education Development Center/Center for Children and Technology*  
 Wendy Martin, *Education Development Center/Center for Children and Technology*  
 Lauren Bates, *Education Development Center/Center for Children and Technology*  
 Scott Strother, *Education Development Center Center for Children and Technology*

- XI. **"Floop," Naming as Agency within Multicultural Book Clubs**  
 Marcella Kehus, *The University of Toledo*

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.





**1:15PM - 2:45PM**  
**ALTERNATIVE FORMAT**

**SALON A**

***New Literacies from Multiple Perspectives: Explorations of Research and Pedagogy***

**Chair:** Elizabeth (Betsy) A. Baker, *University of Missouri - Columbia*  
Multiple perspectives have afforded insights into the complexities of reading and writing. Panel members take different theoretical perspectives towards new literacies as they consider text messages, indie media, MySpace, YouTube, SecondLife, and the like. During breakout sessions, the audience will be invited to discuss diverse perspectives in more depth.

1. ***Explorations of New Literacies from Multiple Theoretical Perspectives***  
Elizabeth (Betsy) A. Baker, *University of Missouri - Columbia*
2. ***Examining Technoliteracies from Feminist Perspectives***  
Barbara J. Guzzetti, *Arizona State University*
3. ***Traversing the "Literacies" Landscape: A Semiotic Perspective on Early Literacy Acquisition and Instruction***  
Linda Labbo, *The University of Georgia*  
Tammy Ryan, *The University of Georgia*
4. ***Examining Workplace Literacy from Socio-Cultural Perspectives***  
Larry Mikulecky, *Indiana University*
5. ***New Modes of Reading Comprehension on the Web: Deep Learning and Virtual Conceptual Simultaneity***  
Rand Spiro, *Michigan State University*  
Michael DeSchryver, *Michigan State University*  
Fei Gao, *Michigan State University*

**1:15PM - 2:45PM**  
**ALTERNATIVE FORMAT**

**SALON B**

***The Teaching Diverse Students Initiative: Helping Literacy Teachers Interrupt Their Habitual Responses to Racial, Linguistic and Cultural Differences Through a Dilemma-Based Web Course***

**Chair:** Jennifer Turner, *University of Maryland*  
**Discussant:** Victoria Purcell-Gates, *University of British Columbia*

Closing the literacy achievement gap between mainstream students and students from culturally and linguistically diverse backgrounds remains a critical goal for literacy educators. A promising strategy for narrowing this achievement gap is to enhance teachers' knowledge, beliefs, and dispositions towards educating students from racially, culturally, and linguistically diverse backgrounds. In this alternative session, we describe our work with the Teaching for Diversity Initiative, a project initiated by the Southern Poverty Law Center to enhance the quality of teaching experienced by students of color. The goals of the session are to: (a) inform literacy researchers and teacher educators about the Teaching Diverse Students Initiative, (b) provide them with a sample of the pedagogies employed in the Initiative, and (c) share pilot data from a beta version of the Web-based experience.

1. ***Overview of the Teaching Diverse Students Initiative***  
Melissa Landa, *University of Maryland*

2. ***Overview and Sampling of the Web-Based Course***  
Jennifer Turner, *University of Maryland*
3. ***Summary of Pilot Data***  
John F. O'Flahavan, *University of Maryland*

**1:15PM - 2:45PM**  
**SYMPOSIUM**

**SALON C**

***The World of Words (WOW): Increasing Vocabulary Knowledge and Growth Trajectory Using a Vocabulary Intervention for At-Risk Early Literacy Learners***

**Chair:** Susan B. Neuman, *University of Michigan*  
**Discussant:** William Nagy, *Seattle Pacific University*

This symposium examines the impact of a vocabulary intervention, The World of Words, designed to teach vocabulary and conceptual knowledge through taxonomic organization of words and concepts. The goal of this intervention is to improve oral language comprehension and vocabulary for children who are at high risk for reading difficulties. The papers in this symposium will highlight the pedagogical approach of the WOW curriculum, quantitative and qualitative evidence of its impact, and present evidence that this approach has the potential to accelerate future word learning.

1. ***Teaching Conceptual Knowledge in Taxonomies: Theoretical Support for the World of Words***  
Christine Meyer, *University of Michigan*  
Susan B. Neuman, *University of Michigan*
2. ***Examining the Impact of the World of Words Intervention on Word Knowledge and Near Transfer of Conceptual Knowledge***  
Serene Koh, *University of Michigan*  
Ellen Hamilton Newman, *University of Michigan*
3. ***A Training Experiment Investigating if Conceptual Knowledge Accelerates Word Learning***  
Julie Dwyer, *University of Michigan*

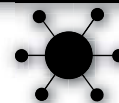
**1:15PM - 2:45PM**  
**PAPER SESSION**

**SALON D**

***Teaching Reading Strategies and Skills to Adolescent Readers***

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

1. ***Modeling Thinking for Older Readers***  
Diane Lapp, *San Diego State University*  
Douglas Fisher, *San Diego State University*  
Nancy Frey, *San Diego State University*
2. ***A Study of Wordmapping in 9th Grade Remedial English Classes***  
Nancy S. Steinen, *Carrollton City Schools*  
Bruce A. Murray, *Auburn University*
3. ***Does Spelling Matter? Examining the Relationship Between Adolescents' Orthographic Knowledge and Overall Reading Ability***  
Danielle V. Dennis, *University of South Florida*  
Diane C. Kroeger, *University of South Florida*



**1:15PM - 2:45PM  
PAPER SESSION**

**SALON F**

*Literacy in a Multilingual World*

**Chair:** Kimberly A. Wolbers, *University of Tennessee at Knoxville*

1. ***Literacy in Ingles y Spanish: Professional Development in Early Childhood on the Texas-Mexico Border***  
Renee Rubin, *The University of Texas at Brownsville*  
John Sutterby, *The University of Texas at Brownsville*  
James Hoffman, *The University of Texas at Austin*
2. ***Contextualizing Grammar Instruction for L2 Writers***  
Kimberly A. Wolbers, *University of Tennessee at Knoxville*
3. ***Jumping into School in America: The Early Literacy Journey of an Enthusiastic Somali Boy***  
Lori A. Helman, *University of Minnesota*  
Carrie Rogers, *University of Minnesota*

**1:15PM - 2:45PM  
SYMPOSIUM**

**SALON G**

*The Second Language and Literacy Development of Adult English Language Learners*

**Chair:** Brad L. Teague, *Vanderbilt University*  
**Discussant:** Brian C. Rose, *Vanderbilt University*

This symposium includes five research studies dealing with the teaching and learning of adult English language learners in both formal and informal settings. Drawing on cognitive, sociocultural, and critical frameworks, this work illustrates simultaneously the challenges and the possibilities involved in the second language and literacy development of this population.

1. ***Adult Refugees' Acquisition of Second Language Literacy: Cognitive and Socio-Cultural Perspectives***  
Heather Bobrow Finn, *New York University*
2. ***Word Study Intervention for Adult English Language Learners***  
Donita Massengill Shaw, *The University of Kansas*  
Elizabeth Stein, *Nashville State Community College*  
Kimberly Becker, *Nashville State Community College*
3. ***"More of the People Want to Know English": Sudanese Refugee Adults' Participation in ESL Programs***  
Kristen H. Perry, *University of Kentucky*
4. ***Nonnative/Native English Speakers' Interactions in Naturalistic Settings***  
Brian C. Rose, *Vanderbilt University*  
Brad L. Teague, *Vanderbilt University*
5. ***Promoting the Retention of Latina Students in Community-Based ESL Programs Through the Implementation of Critical, Feminist and Ethno-Feminist Pedagogies***  
Charmaine Lowe, *Austin Peay State University*

**1:15PM - 2:45PM  
SYMPOSIUM**

**SALON H**

*What Counts in Literacy Instruction: Expanding Views of Literacy Learning in Classrooms*

**Chair:** Bobbie Kabuto, *Queens College, City University of New York*  
**Discussant:** Denny Taylor, *Hofstra University*

This interactive session will address what counts as learning in different types of classroom reading instruction. To do so, each presentation will discuss how the definition of learning can be narrowly defined through classroom practices that do not always address the social, cultural, emotional, and diverse needs of children. In turn, program reading materials can inaccurately portray the complex ways in which learning occurs and ignore the competent abilities that our students bring with them to the classroom.

1. ***Examining Vocabulary Instruction Through a Learning-Style Lens***  
Jeffrey Chetirko, *Queens College, City University of New York*
2. ***Multiple Paradigms in Learning to Read***  
Denise Yee-Vignola, *Hofstra University*
3. ***Literacy Instruction as Socialization: Learning About Reading with Families***  
Bobbie Kabuto, *Queens College, City University of New York*

**1:15PM - 2:45PM  
ALTERNATIVE FORMAT**

**SALON I**

*Invited Session: Writing for the Reading Research Quarterly (RRQ)*

**Presenters:** David Bloome, *The Ohio State University*  
Ian A. G. Wilkinson, *The Ohio State University*

**1:15PM - 2:45PM  
SYMPOSIUM**

**TANGERINE A**

*Professional Learning Within the Standards-Based Change Process: Building Capacity for Change*

**Chair:** Taffy E. Raphael, *University of Illinois at Chicago*  
**Discussant:** James H. Mosenthal, *The University of Vermont*

This symposium addresses professional learning within the Standards-Based Change Process (Au, 2005; Au, Raphael, & Mooney, in press), a model of school-wide literacy reform. The SBC Process, grounded in sociocultural principles, supports schools in creating communities-of-practice (Wenger, 1998) by empowering teachers and administrators as the enactors of reform. This symposium extends Au's (2005) work by addressing the need for multiple contexts of professional learning within dynamic school-university partnerships.

1. ***Learning to Teach in the Context of Reform: Adapting the Standards-Based Change Process to an Urban Internship Setting***  
Susan Florio-Ruane, *Michigan State University*  
Cheryl L. Rosaen, *Michigan State University*  
Judy M. Thompson, *Michigan State University*  
Renee Wohl, *Michigan State University*
2. ***Literacy Through My Lens (School Context)***  
Catherine M. Weber, *University of Illinois at Chicago*  
MariAnne George, *University of Illinois at Chicago*



3. **Content Area Literacy: Bridging University and Classroom, Theory and Practice**

Susan I. McMahon, *National-Louis University*  
Ryan P. McCarty, *University of Illinois at Chicago*

4. **“Scaling Up”: Building Leadership Capacity Within the SBC Process**

Shelby Cosner, *University of Illinois at Chicago*

**1:15PM - 2:45PM  
SYMPOSIUM**

**TANGERINE B**

**Using Observation, Feedback and Digital Technologies to Mediate Reading Specialist/Literacy Coaches Learning**

**Chair & Discussant:** Fenice B. Boyd, *University at Buffalo, State University of New York*

Within the framework of our graduate reading program, the use of digital technologies and observation and feedback as socio-cognitive tools afforded opportunities to mediate inservice reading teachers’ learning. We view digital technologies and the dialogue during instances of observation and feedback as tools to assist in mediating inservice reading teachers thinking and provided spaces for identity work leading to what Lankshear and Knobel have called “efficacious learning” (p. 48). In this symposium we examine uses of digital technologies and observation and feedback in the various contexts in our graduate program.

1. **Creating a “New Pedagogy” for Reflection in Reading Education**

Debra A. Dechert, *University at Buffalo, State University of New York*

2. **Coaching Today’s Teachers: Mentoring Using New Literacies**

Vicki Collet, *University at Buffalo, State University of New York*

3. **A Graduate Literacy Program’s Conceptual Framework: Incorporating Different Levels of Literacy Coaching**

Lynn E. Shanahan, *University at Buffalo, State University of New York*  
Jennifer Schiller, *University at Buffalo, State University of New York*

**2:05PM - 2:45PM  
ROUNDTABLE SESSIONS**

**ORANGE**

I. **An Investigation of Instruction Across Literary Genres**

Miriam Martinez, *The University of Texas at San Antonio*  
Nancy L. Roser, *The University of Texas at Austin*  
Beth Maloch, *The University of Texas at Austin*  
Audra Roach, *The University of Texas at Austin*  
Amy Burke, *The University of Texas at Austin*  
Angie Zapata, *The University of Texas at Austin*  
Katie Russell, *The University of Texas at Austin*

II. **Preservice Teachers as Writers: Exploring Their Experiences Before and After a Semester-Long Writing Course**

Denise N. Morgan, *Kent State University*

III. **Fielding Fandom: Participatory Media Culture and “New Literary” Experiences**

Tammy Iftody, *University of British Columbia*

IV. **Responses of African-American Emergent Readers to Culturally Relevant Literature and Arts in an After School Program**

Tamara Wallace, *Radford University*  
Mary Alice Barksdale, *Virginia Polytechnic Institute and State University*  
Brenda Brand, *Virginia Polytechnic Institute and State University*  
Vanessa Pitts-Bannister, *Virginia Polytechnic Institute and State University*  
Yolanda Avent, *Virginia Polytechnic Institute and State University*

V. **Coaching Katie: A Case Study Analysis of the Evolving Reading Understandings of One Pre-Service Teacher**

Susan D. Constable, *Otterbein College*  
Jenifer Jasinski Schneider, *University of South Florida*

VI. **An Investigation of Current Reading Programs for Middle and High School Students**

Wanda B. Hedrick, *University of North Florida*  
Janis M. Harmon, *The University of Texas at San Antonio*  
Karen Wood, *University of North Carolina at Charlotte*

VII. **Exploring Third Graders’ Audience Awareness in Creating Multimodal Information Books in Urban Classrooms**

Christine C. Pappas, *University of Illinois at Chicago*  
Maria Varelas, *University of Illinois at Chicago*  
Tamara Ciesla, *University of Illinois at Chicago*  
Hongmei Dong, *University of Illinois at Chicago*

VIII. **The Classroom Assessment of Reading**

Byeong-Young Cho, *University of Maryland*  
Peter Afflerbach, *University of Maryland*

IX. **Mobilizing English Language Learners from Periphery to Center: Principles Drawn from East Asian Cases**

Xiaoning Chen, *SUNY Fredonia*  
Jennifer Moon Ro, *SUNY Fredonia*

X. **Knowledge Development for Comprehension in Core Reading Programs**

Peter Dewitz, *Capital School District*  
Jennifer Jones, *Radford University*  
Susan Leahy, *University of Richmond*  
Pamela Sullivan, *James Madison University*

XI. **The Shaping of Practice: How One Reading Teacher’s Beliefs and Educational Context Influenced Her Practice**

Megan Guise, *University of Pittsburgh*

**3:00PM - 4:30PM  
PAPER SESSION**

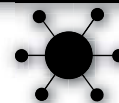
**AZALEA A**

**Enhancing Comprehension in Elementary Readers**

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

1. **The Contribution of Cognitive Flexibility to Reading Comprehension Beyond Phonological and Semantic Processing in Elementary School Students: Implications for a Less Simple View of Reading**

Kelly B. Cartwright, *Christopher Newport University*



2. **Improving Reading Comprehension and Metacognition Through Active Engagement with Text**

Tabatha Scharlach, *University of Central Florida*

3. **Exploring Comprehension Strategy Instruction in Kindergarten: Making Meaning with Early Readers**

Mary Ann Cahill, *Boise State University*  
Anne Gregory, *Boise State University*

**3:00PM - 4:30PM  
PAPER SESSION**

**AZALEA B**

*Multiple Texts and Multiliteracies in the Content Areas*

**Chair:** Zhihui Fang, *University of Florida*

1. **Exploring Two Content Area Teachers' Creativity and Use of Multiple Resources to Enhance Students' Comprehension in English and History**

Nancy T. Walker, *University of La Verne*  
Thomas Bean, *University of Nevada, Las Vegas*  
Benita Dillard, *University of Nevada, Las Vegas*  
Jennifer Wimmer, *University of Nevada, Las Vegas*

2. **Why Did They Do That?!: Making Sense of Human History Through the Essential Understandings**

Robert W. Gaskins, *Benchmark School*  
Emily Galloway, *Benchmark School*

3. **Multiliteracies Across Content Areas: Toward a Functional Language Analysis Approach to Secondary Reading**

Zhihui Fang, *University of Florida*  
Mary J. Schleppegrell, *University of Michigan*

**3:00PM - 4:30PM  
PAPER SESSION**

**CEDAR**

*Preservice Teachers Put Theory Into Practice*

**Chair:** Nadezda Pimenova, *Purdue University*

1. **Investigating Preservice Teachers' Instructional Conversations During Book Reading**

Nadezda Pimenova, *Purdue University*  
Beverly Cox, *Purdue University*  
Shannon Henderson, *Purdue University*

2. **Effects of Teachers' Nonfiction Genre Knowledge on Literacy Teaching and Learning**

Jennifer Y. Sanders, *Oklahoma State University*  
Sue Christian Parsons, *Oklahoma State University*

3. **Using Cognitive Flexibility Theory to Advance a Novice ESOL Teacher's Scaffolding Expertise**

Donna L. Taylor, *Georgia State University*

**3:00PM - 4:30PM  
PAPER SESSION**

**LARGO**

*Multiple Languages and Literacies in the Middle School*

**Chair:** Fatima Pirbhai-Ilich, *University of Regina*

1. **Reading as Performance in a Philippines Sixth-Grade Literacy Classroom**

Maria Selena Protacio, *Michigan State University*  
Loukia K. Sarroub, *University of Nebraska*

2. **Investigating the Dark Side: Forays into Critical Multiliteracies with Urban Adolescent Aboriginal Students**

Fatima Pirbhai-Ilich, *University of Regina*

3. **Narratives, Podcasts, and the Literacy Development of Grade 5 English Language Learners**

Paul Neufeld, *Simon Fraser University*  
Kelleen Toohey, *Simon Fraser University*

**3:00PM - 4:30PM  
SYMPOSIUM**

**LEMON**

*Multimodal Literacies: Fanfiction as a Context for Remix, Hybridity and Design*

**Chair:** Mary Thompson, *University at Buffalo, State University of New York*

**Discussant:** Mary McVee, *University at Buffalo, State University of New York*

This symposium addresses the relationships among adolescent literacy, new technologies, popular culture, and schooling. We argue for a critical examination of the role of schooling as it relates to digital technologies in youths' lives to investigate how adolescents engage in their online and offline lives. This research works to address how the millennial generation uses multiple forms of literacy to transform and network across multiple spaces including the context of school.

1. **Fandom and Fanfiction: Remixing and Crafting New Identities Online**

Mary Thompson, *University at Buffalo, State University of New York*

2. **Hybridizing Digital Text: Fanfiction as a Study of Authentic Writing**

Eunim Bok, *University at Buffalo, State University of New York*

**3:00PM - 4:30PM  
ALTERNATIVE FORMAT**

**LIME**

*Classroom Chronotopes and Public Memories in Classroom Reading Instruction*

**Chair & Discussant:** Judith Green, *University of California, Santa Barbara*

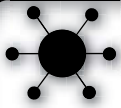
This session examines the teaching and learning of reading comprehension in a ninth grade language arts classroom in an urban district. We are interested in how "time" is implicated in reading comprehension instruction. Using microethnographic discourse analysis, we examine the social construction of classroom chronotopes and public memories in reading comprehension lessons over time. Based on the analyses, we offer a reconceptualization of reading comprehension and we offer a set of "tools" for the analysis of reading comprehension instruction.

**Participants:**

David Bloome, *The Ohio State University*  
Marlene Beierle, *The Ohio State University*  
Margaret Grigorenko, *The Ohio State University*  
Judith Green, *University of California, Santa Barbara*







**3:00PM - 4:30PM  
PAPER SESSION**

**LONGBOAT**

***Methods, Tools, and Strategies: Online & Computer Resources for Teaching***

**Chair:** Xiaoning Chen, *SUNY Fredonia*

1. ***Online Book Clubs for the Net Generation***  
Cassandra Scharber, *University of Minnesota*
2. ***eBooks and eTalks: Transforming Traditional Literacy Programs into New Literacies Environments***  
Lotta C. Larson, *Kansas State University*
3. ***Computer-Assisted Instruction in the Primary Grades***  
Meridith A. Lovell, *University of Alberta*  
Linda M. Phillips, *University of Alberta*

**3:00PM - 4:30PM  
PAPER SESSION**

**MARATHON**

***Literacy Instruction for ELLs and Disenfranchised Groups***

**Chair:** Erica Bowers, *California State University*

1. ***Identifying Patterns of Early Reading Development and Predictors of Reading Proficiency for English Language Learners***  
Anne Hafner, *California State University, Los Angeles*  
Sharon H. Ulanoff, *California State University, Los Angeles*  
Jonah Schlackman, *California State University, Northridge*
2. ***Why Aren't We There Yet? The Missing Link in School-Based Literacy Instruction for Disenfranchised Groups***  
Zaline M. Roy-Campbell, *Syracuse University*
3. ***Academic Language and Literacy: A Conceptual Review***  
Erica Bowers, *California State University*  
Shanan H. Fitts, *Appalachian State University*

**3:00PM - 4:30PM  
SYMPOSIUM**

**OLEANDER A**

***Teachers' Changing Beliefs and Practices about Social and Cultural Aspects of Teaching and Learning of Diverse Populations***

**Chair:** Ellen McIntyre, *North Carolina State University*

**Discussant:** Jennifer Turner, *University of Maryland*

In this symposium, researchers will share three related studies of pre- and in-service teachers' developing understandings and subsequent instructional practices about teaching diverse populations of elementary students. Each study will present results of teachers' new understandings as well as attempts at equity pedagogy and the resulting issues that arise.

1. ***Teachers' Developing Understandings and Practices of Equity Pedagogy in Reading Instruction***  
Ellen McIntyre, *North Carolina State University*  
Nancy Hulan, *University of Louisville*
2. ***More Than Skills: Helping Pre-Service Teachers Deepen Their Knowledge of Literacy Development and Instruction***  
Leigh Hall, *University of North Carolina at Chapel Hill*

3. ***Documenting Literacy in the Community: Pre-Service Teacher's Engagement and Learning with Students Outside of School***  
Angela Wiseman, *North Carolina State University*

**3:00PM - 4:30PM  
PAPER SESSION**

**OLEANDER B**

***Literacy in a Changing World: Teachers, Perspectives, Globalization***

**Chair:** Brock Dubbels, *University of Minnesota*

1. ***Literacy (Re)Marks: A Study of Seven Teachers' Visual Texts Across Time***  
Peggy Albers, *Georgia State University*  
Tammy Frederick, *Georgia State University*  
Jerome C. Harste, *Indiana University*
2. ***From Screen to Page: Secondary English Teachers' Perspectives on Redesigning Their Teaching of Literature in a New Literacies Era***  
Elizabeth C. Lewis, *Dickinson College*  
Kelly Chandler-Olcott, *Syracuse University*
3. ***Immigrant Youth, Globalization, and Twenty-First Century Skills***  
Rebecca W. Black, *University of California, Irvine*  
Yen-Lin Chou, *University of California, Irvine*

**3:00PM - 4:30PM  
SYMPOSIUM**

**SALON A**

***K-12 Literacy Coaching: Considering Coaches' Perspectives***

**Chair & Discussant:** Nancy L. Shanklin, *University of Colorado at Denver*

This symposium focuses on three studies, one each at the elementary, middle, and secondary level, which examine the coaching processes from the perspective of literacy coaches working in a variety of school contexts. Symposium presentations are framed by questions of the coaches' perspectives regarding the multiple roles they assume, issues of teacher change, and considerations of student learning.

1. ***The "Intricate Dance" of the Literacy Coach: Voices from the Field***  
Kristin N. Rainville, *Manhattanville College*
2. ***Exploring Coach Perspectives on Teacher Change and the Literacy Coaching Process***  
Antony T. Smith, *University of Washington Bothell*
3. ***How Do Literacy Coaches Engage Secondary Content Area Teachers?***  
Patricia A. Gross, *The University of Scranton*

**3:00PM - 4:30PM  
SYMPOSIUM**

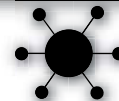
**SALON B**

***Writing Intensive Reading Comprehension: How and Why It Works***

**Chair:** James L. Collins, *University at Buffalo, State University of New York*

**Discussant:** Mary McVee, *University at Buffalo, State University of New York*





This symposium interprets findings from the Writing Intensive Reading Comprehension (WIRC) study which showed that assisted writing can significantly improve reading comprehension. The first paper builds an interpretive context from related studies of reading-writing relations. The second paper reports how the intervention worked by describing WIRC's large controlled experiment. The third paper reports case studies and other qualitative analyses which give insight into why the WIRC intervention worked. Discussion will examine implications for research and teaching.

1. **Reading-Writing Relations Revisited**  
Timothy Shanahan, *University of Illinois at Chicago*
2. **Findings from Analyses of Quantitative Data in the WIRC Study**  
James L. Collins, *University at Buffalo, State University of New York*  
Jaekyung Lee, *University at Buffalo, State University of New York*
3. **Findings from Analyses of Qualitative Data in the WIRC Study**  
Diane Phelps, *University at Buffalo, State University of New York*  
James L. Collins, *University at Buffalo, State University of New York*  
Jaekyung Lee, *University at Buffalo, State University of New York*  
Mary McVee, *University at Buffalo, State University of New York*

**3:00PM - 4:30PM  
ALTERNATIVE FORMAT**

**SALON C**

***Response to Intervention (RtI): State, District, School, and University Implementation***

**Chair:** Valerie Robnolt, *Virginia Commonwealth University*

This alternative format session serves to explore the ways that Response to Intervention (RtI) is being addressed at the state, district, and school levels in one state. In addition, the session will share how universities around one state are working to address the needs of schools to meet the requirements of RtI.

1. **Building/School-Level Implementation**  
Kevin Flanigan, *West Chester University of Pennsylvania*  
Ryan Monaghan, *Owen J. Roberts School District*
2. **District-Level Implementation**  
Tom Gill, *West Chester University of Pennsylvania*
3. **State-Level Implementation**  
Marcia Invernizzi, *University of Virginia*
4. **College/University-Level Implementation**  
Jennifer Jones, *Radford University*  
Latisha Hayes, *University of Virginia*  
Valerie Robnolt, *Virginia Commonwealth University*

**3:00PM - 4:30PM  
ALTERNATIVE FORMAT**

**SALON D**

***Expanding the Research Base of Adult Reading Instruction***

**Chair:** Erik Jacobson, *Montclair State University*

This symposium will address the ways that government bodies work to create "official" research or knowledge bases by producing research summaries and by selecting the content of national literacy-related Internet portals. The papers will look at the work of the National Institute for Literacy in the United States and similar bodies from other countries. After reviewing the current status and content of these collections the presenters will invite discussion about alternative ways to expand the research base for adult reading instruction.

1. **Adult Literacy Research Summaries: A Cross-National Comparison**  
Erik Jacobson, *Montclair State University*
2. **Revisiting the Four Components in Adult Reading Research**  
Dianna Baycich, *Kent State University*  
Laurel Disney, *Michigan State University*  
Donita Massengill Shaw, *The University of Kansas*
3. **Creating a "Jury Model" to Judge Professional Wisdom**  
David Rosen, *Consultant*

**3:00PM - 4:30PM  
ALTERNATIVE FORMAT**

**TANGERINE A**

***Practicing What We Preach: Using Writer's Workshop as a Model for Academic Writing***

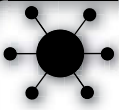
**Chairs:** Terry S. Atkinson, *East Carolina University*  
Johna Faulconer, *East Carolina University*  
Robin R. Griffith, *East Carolina University*  
Melissa Matusevich, *East Carolina University*  
Elizabeth A. Swaggerty, *East Carolina University*

**Discussant:** Colleen Fairbanks, *University of North Carolina at Greensboro*

Writing for publication is an important process for novice researchers to learn, but the endeavor also presents significant challenges for experienced scholars as they simultaneously deal with the demands of university teaching and service. Five university scholars share their collective auto-ethnographic study describing how they assembled a writing support group based on a writer's workshop approach.

1. **Providing a Context for the Collaborative Writing Endeavor: A Recap**  
Erika S. Gray, *University of North Carolina at Greensboro*  
Seth A. Parsons, *George Mason University*
2. **Collective Endeavors within a Semester-Long Writer's Workshop Setting**  
Terry S. Atkinson, *East Carolina University*  
Johna Faulconer, *East Carolina University*  
Beth Maloch, *The University of Texas at Austin*
3. **Focus Group Breakout Sessions: Examining Writing Practices**  
Robin R. Griffith, *East Carolina University*  
Melissa Matusevich, *East Carolina University*  
Elizabeth A. Swaggerty, *East Carolina University*





**3:00PM - 4:30PM**  
**PAPER SESSION**

**TANGERINE B**

*Interventions and Approaches for Supporting Struggling Readers*

**Chair:** Theodore (Ted) B. Kesler, *Queens College, City University of New York*

1. ***A Research Synthesis of Interventions to Enhance Struggling Readers' Comprehension of Narrative Text***  
Janice F. Almasi, *University of Kentucky*  
Barbara M. Palmer, *Mount St. Mary's University*  
Angela M. Madden, *University of Kentucky*  
Susan Hart, *University of Kentucky*
2. ***An Effective Differentiated Reading Intervention for Adolescent Students with Reading Disabilities***  
Robyn Ziolkowski, *The Ohio State University*  
Kimberly D. McDowell, *Wichita State University*
3. ***Students' Literate Subjectivities as Teachers Negotiate Balanced Literacy Instruction and the Demands of High-Stakes Tests***  
Theodore (Ted) B. Kesler, *Queens College, City University of New York*

**4:45PM - 6:00PM**  
**PLENARY ADDRESS ONE**

**SALONS E-I**

**Chair:** Josephine Peyton Marsh, *Arizona State University*

- I. ***Announcements***  
Kathleen A. Hinchman, *Syracuse University*
- II. ***Early Career Achievement Award Presentation***  
Mark Dressman, *University of Illinois at Urbana-Champaign*
- III. ***Distinguished Scholar Lifetime Achievement Award Presentation***  
Margaret J. Finders, *University of Wisconsin La Crosse*
- IV. ***Introduction of the Speaker***  
Elizabeth Birr Moje, *University of Michigan*
- V. ***Plenary Address***  
***American Education is in Crisis. Can Colleges of Education Help?***  
Ronald W. Marx, *University of Arizona*

*Friday • December 5, 2008*

*Friday*

# **Literacy Research: Merging and Emerging Perspectives**

*58th National Reading Conference • December 3 - December 6, 2008*





**8:30AM - 10:00AM  
PAPER SESSION**

AZALEA A

*Instructional Strategies in the Secondary Science Classroom***Chair:** Kathleen D. Stoch, *University of Illinois at Chicago*

- 1. Teacher Read-Aloud with Adolescents in a Science Classroom**  
Sylvia K. Hurst, *The University of Oklahoma*  
Priscilla Griffith, *The University of Oklahoma*
- 2. Adolescents' Use of Multiple Literacies to Construct Meaning of Scientific Language and Concepts**  
Geraldine Mongillo, *William Paterson University*
- 3. The Relationship of Reading-Specific Flexibility and Skilled Reading in High School Physics Class**  
Kathleen D. Stoch, *University of Illinois at Chicago*

**8:30AM - 10:00AM  
PAPER SESSION**

AZALEA B

*Bakhtinian Contact Zone and Transactional Theory and Model***Chair:** Jodene Kersten, *California State Polytechnic University, Pomona*

- 1. Critical Transactions: Reframing Rosenblatt Toward a Multidimensional Critical Literacy**  
Sue Ringler Pet, *University of Connecticut*
- 2. Creating a Bakhtinian Contact Zone: Struggling Elementary Readers/Writers Challenge Their Own Discourses on Being and Becoming Literate**  
Jodene Kersten, *California State Polytechnic University, Pomona*

**8:30AM - 10:00AM  
PAPER SESSION**

CEDAR

*Comprehension Instruction with ELLs***Chair:** Sunday Cummins, *National-Louis University*

- 1. An Examination of the Compatibility of Comprehension Strategy Instruction and Culturally Relevant Teaching**  
Laura May, *Georgia State University*
- 2. Understanding the Comprehension of English Language Learners: Challenges and Instructional Implications**  
Sheila Valencia, *University of Washington*  
Alethea Westover, *University of Washington*  
Leonard Alvarez, *University of Washington*  
Audrey Lucero, *University of Washington*
- 3. Examining the Complexities of an Assessment-Driven Approach to Comprehension Instruction with ELL Children of Mexican Heritage**  
Sunday Cummins, *National-Louis University*  
Ruth Quiroa, *National-Louis University*  
Susan I. McMahon, *National-Louis University*

**8:30AM - 10:00AM  
PAPER SESSION**

LARGO

*Examinations of Classroom and School Contexts to Support Literacy Learning***Chair:** Marjorie Y. Lipson, *The University of Vermont*

- 1. Skills Based Instruction Versus Knowledge Development at an Empowerment School**  
Char A. Moffit, *University of Nevada, Las Vegas*  
Marla H. Mallette, *Southern Illinois University*
- 2. A Meta-Synthesis of School-Wide Audits: What It Reveals about Literacy Instruction in Grades 3-6**  
Marjorie Y. Lipson, *The University of Vermont*  
James H. Mosenthal, *The University of Vermont*  
Maureen F. Riker, *Vermont Reads Institutes*
- 3. Developing Reading Comprehension and Academic Vocabulary for English Language Learners Through Science Content: A Mixed Methods Study**  
Ana Taboada, *George Mason University*  
Vanessa Rutherford, *George Mason University*

**8:30AM - 10:00AM  
ALTERNATIVE FORMAT**

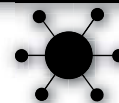
LEMON

*Reading Clinics and Reading Labs: The State of the Art 2008***Chair:** Lee Dubert, *Boise State University***Discussant:** Penny A. Freppon, *University of Cincinnati*

Building upon prior research—a systematic three-year research project examining transfer of knowledge and practice from clinic/lab practices to literacy professionals' roles in schools from across the nation—this study further explores curriculum and instructional practices of reading clinics/literacy labs. Findings of an electronic survey (n=50+) of professors are reported and discussed by category including instructional practices, assessments, response to national and state mandates, technology, artifacts, and leadership/coaching.

*Participants*

Lee Dubert, *Boise State University*  
Charline J. Barnes, *West Virginia University*  
Jeanne B. Cobb, *Coastal Carolina University*  
Theresa Deeney, *University of Rhode Island*  
Cheryl L. Dozier, *University at Albany, State University of New York*  
Amy Evers, *The University of Georgia*  
Dolores Gaunty-Porter, *Vanguard University of Southern California*  
Debra J. Gurvitz, *National-Louis University*  
Barbara Laster, *Towson University*  
Stephanie L. McAndrews, *Southern Illinois University Edwardsville*  
Tammy M. Milby, *Virginia Commonwealth University*  
Aimee L. Morewood, *West Virginia University*  
Chitlada Patchen, *University of North Texas*  
Stephan Sargent, *Northeastern State University*


**8:30AM - 10:00AM**  
**ALTERNATIVE FORMAT**

LIME

***A Workshop on Video Data Analysis for Reading Research***
**Chair:** John E. McEneaney, *Oakland University*

This workshop presents a hands-on opportunity to explore a video research methodology that is theoretically grounded and relies on inexpensive tools for data collection and analysis. Participants will engage in collaborative analysis of short video segments. Technologies that support both qualitative and quantitative video analysis will be described and demonstrated. Participants who bring a laptop computer to the workshop will be provided a CD with video analysis software, documentation, and example files. Session materials will also be available on the Web.

1. ***Interaction Analysis as a Theoretical Framework for Video Analysis***  
Lizabeth Gusniczak, *Oakland University*
2. ***Tools for Video Data Collection in Studies of Reading***  
John E. McEneaney, *Oakland University*  
Carmela Gillette, *Oakland University*
3. ***The EUDICO Linguistic Annotator (ELAN) as a Video Analysis Tool***  
Tanya M. Christ, *Oakland University*  
X. Christine Wang, *University at Buffalo, State University of New York*

**8:30AM - 10:00AM**  
**PAPER SESSION**

LONGBOAT

***Literacy and Teacher Knowledge***
**Chair:** Donita Massengill Shaw, *The University of Kansas*

1. ***Teaching Literacy is a Staircase Revisited: Can Professor Effects Influence Metaphors Written by Pre-Service Teachers?***  
Donita Massengill Shaw, *The University of Kansas*  
Richard M. Oldrieve, *Bowling Green State University*  
William L. Edwards, *Missouri Southern State University*
2. ***Qualities of Expert Literacy Teacher Educators***  
Linda S. Wold, *Loyola University Chicago*  
Janet R. Young, *Brigham Young University*  
Victoria J. Risko, *Vanderbilt University*
3. ***Dispelling the Myths: Teacher Knowledge of and Beliefs About Dyslexia***  
Molly Ness, *Fordham University*  
Gena D. Southall, *Longwood University*

**8:30AM - 10:00AM**  
**PAPER SESSION**

MARATHON

***Literacy Leadership***
**Chair:** Lori Elliott, *Georgia State University*

1. ***The Challenges of Building a Shared Vision of Effective Literacy Practices: A Case Study of One High-Needs Urban Elementary School***  
Maureen V. Spelman, *Saint Xavier University*  
Ruth L. Rohlwing, *Saint Xavier University*

2. ***What Do Reading Specialists Know and Why Do They Think They Know It?***  
Sharon H. Ulanoff, *California State University, Los Angeles*  
Joan Fingon, *California State University, Los Angeles*  
Dolores Beltrán, *California State University, Los Angeles*
3. ***Literacy Leaders in Urban Schools***  
Lori Elliott, *Georgia State University*  
Nancy Lee Daily, *Georgia State University*

**8:30AM - 10:00AM**  
**ALTERNATIVE FORMAT**

OLEANDER B

***Invited Session: The Foxfire Connection: Community Links to Literacy***
**Chair:** Nancy Flanagan Knapp, *The University of Georgia*

In this highly interactive session, presenters and participants together will review evidence from both research and practice on the use of local knowledge and community resources to enhance literacy learning, and will collaboratively develop strategies to help teachers at all levels offer more, and more effective, community-based literacy learning experiences.

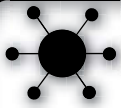
**Presenters:**

 Hilton Smith, *Piedmont College*  
 Sara Alice Tucker, *Habersham County Schools*
**8:30AM - 9:10AM**  
**ROUNDTABLE SESSIONS**

ORANGE

- I. ***STELLAR Literacy Teacher Preparation: The Use of Video Cases to Support Preservice Teacher Learning in Tutorial Settings***  
James Hoffman, *The University of Texas at Austin*  
Melissa Mosley, *The University of Texas at Austin*  
Deborah Horan, *The University of Texas at Austin*  
Audra Roach, *The University of Texas at Austin*  
Katie Russell, *The University of Texas at Austin*  
Heather Warren, *The University of Texas at Austin*
- II. ***Effective Vocabulary Instruction in the Community College Developmental Education Reading Class***  
Donna Willingham, *Lone Star College-Tomball*  
Debra Price, *Sam Houston State University*
- III. ***Literacy, Science, Pedagogy: Developing High-Quality Literacy Teachers***  
Ruby Sanny, *Purdue University*
- IV. ***Understanding the Challenge of GRE Reading Comprehension for ELLs Through Systemic Functional Linguistics***  
Wei-chun Liu, *Purdue University*  
Luciana C. de Oliveira, *Purdue University*
- V. ***Exploring Critical Literacy and Multicultural Texts in a Rural Setting***  
Susan V. Piazza, *Western Michigan University*
- VI. ***Reading Specialists' Perspectives Towards Their Work***  
Wendy W. Bunker, *Syracuse University*



**VII. Motivational Changes in Reading Recovery Children: A Pre and Post Analysis**

Susan King Fullerton, *Clemson University*  
Salli Forbes, *University of Northern Iowa*

**VIII. Diagrammatic Literacy Skills Required for State Science Tests**

Erin McTigue, *Texas A&M University*  
Yifen Yeh, *Texas A&M University*

**IX. Greater Conversations: Addressed, Invoked, and Engaged Dialogues in Elementary Persuasive Writing**

Diane Downer Anderson, *Swarthmore College*

**X. Using Podcast Interviews to Influence Secondary Teachers' Perceptions of Content Literacy**

Cheryl Wozniak, *California State University, East Bay*

**8:30AM - 10:00AM****SALON A****RESEARCH METHODOLOGIES SERIES**

*Recent Advancements in Mixed Method Design and Analysis*

**Chair & Discussant:** Ian A. G. Wilkinson, *The Ohio State University*

**Presenter:** Anthony Onwuegbuzie, *Sam Houston State University*

**8:30AM - 10:00AM****SALON B****SYMPOSIUM**

*Expanding the Scope of Fluency Research: Large-Scale Studies of Silent Reading and Readers' Theatre*

**Chair:** Devon Brenner, *Mississippi State University*

**Discussant:** Melanie Kuhn, *Boston University*

The studies in this symposium are large-scale projects that consider critical aspects of fluency that have been under-researched. Two studies consider the relationship of silent reading to fluency and comprehension. Another study considers the effects on instructional practices of a large-scale initiative aimed at increasing the amount of reading that students are doing. Finally, the effects of an often-cited practice to increase the authenticity of repeated oral reading—Readers' Theatre—is examined.

**1. The Efficacy of Scaffolded Silent Reading Compared to Guided Repeated Oral Reading With Feedback**

D. Ray Reutzell, *Utah State University*

**2. Toward a Framework for Considering Silent Reading Fluency**

Kathleen M. Wilson, *University of Nebraska at Lincoln*  
Guy Trainin, *University of Nebraska*  
Joan Rankin-Erickson, *Aurora University*  
Elfrieda Hiebert, *University of California, Berkeley*  
Virginia Laughridge, *University of Nebraska at Lincoln*

**3. The Impact of Professional Development Focusing on Time Spent Reading on Teaching Practices in 3rd Grade Classrooms**

Devon Brenner, *Mississippi State University*  
Elfrieda Hiebert, *University of California, Berkeley*

**4. Curriculum-Based Readers' Theatre as an Instructional Strategy**

Guy Trainin, *University of Nebraska*  
Nancy Andrzejczak, *University of California, Riverside*

**8:30AM - 10:00AM****SALON C****PAPER SESSION**

*Developing Preservice Teachers' Knowledge and Skills Through Field-Based Learning*

**Chair:** Carolyn A. Walker, *Ball State University*

**1. Examination of an Urban Field-Based Literacy Course: Pre-Service Teachers' Knowledge Development and Growing Commitment to Working in an Urban Setting, and Impact on Children**

Julie Rosenthal, *William Paterson University*  
Ana Maria Pazos-Rego, *University of Miami*

**2. Research on Preservice Teachers' Development of Reading Expertise**

Helen J. Robbins, *Florida International University*  
Joyce C. Fine, *Florida International University*

**3. Developing Highly Effective Reading Teachers: Exploring the Reading Center Experience**

Jennifer Lorenzen, *Nebraska Wesleyan University*  
Joan Rankin-Erickson, *Aurora University*

**8:30AM - 10:00AM****SALON D****SYMPOSIUM**

*The Nature of Morphology in a Developmental Model of Word Knowledge*

**Chair:** Shane Templeton, *University of Nevada, Reno*

**Discussant:** Donna Ogle, *National-Louis University*

This symposium presents the results of an investigation of upper elementary students' explicit knowledge of derivational morphological relationships as a function of different instructional conditions. Data on students' vocabulary and orthographic knowledge were also collected and analyzed. The foundation for a developmental model of word knowledge and instructional implications are presented.

**1. An Overview of the Relationships Among Reading, Vocabulary Knowledge, Orthographic Knowledge, and Morphological Knowledge in Fourth, Fifth-, and Sixth-Grade Students**

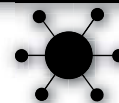
Shane Templeton, *University of Nevada, Reno*  
David L. Smith, *University of Nevada, Reno*  
Bob Ives, *University of Nevada, Reno*  
Kara Moloney, *New Mexico Highlands University*

**2. The Construction and Analysis of the Degrees of Relatedness Interview: A Measure of Students' Explicit Morphological Knowledge**

David L. Smith, *University of Nevada, Reno*  
Bob Ives, *University of Nevada, Reno*  
Shane Templeton, *University of Nevada, Reno*

**3. Teachers' Attitudes Towards and Knowledge about Teaching Derivational Morphological Relationships**

Jennifer VanPelt, *University of Nevada, Reno*  
David L. Smith, *University of Nevada, Reno*  
Shane Templeton, *University of Nevada, Reno*  
Kara Moloney, *New Mexico Highlands University*  
Regina E. Smith, *University of Nevada, Reno*



#### 4. *Examining Students' Discourse about Morphological Relationships*

Kara Moloney, *New Mexico Highlands University*  
David L. Smith, *University of Nevada, Reno*

#### 8:30AM - 10:00AM SYMPOSIUM

SALON F

#### *"New Basics" in Early Literacy Apprenticeships: Young Children Writing with Intention, Conventions, and New Literacies*

**Chair:** Karen Wohlwend, *Indiana University*  
**Discussant:** Mitzi Lewison, *Indiana University*

Reconceptualizing early writing as social practice and participation within literacy apprenticeships shifts questions of individual writing development to issues of resources, opportunity, and power. We situate young children's intention to write in tension with school literacy conventions in reductive accountability trends and emerging conventions in mushrooming new literacies and technologies.

1. *When Fluidity Meets Convention: Two-Year-Olds and Teachers Negotiate What it Means to Write in Preschool*  
Deborah W. Rowe, *Vanderbilt University*
2. *Marks and Meaning: Young Children Learning to Write*  
Kathleen Conezio, *University of Rochester*  
Joanne Larson, *University of Rochester*
3. *Children Intent upon Multimodal Conventions in Monomodal Classrooms: Paper Cell Phones and Penciled Video Games*  
Karen Wohlwend, *Indiana University*

#### 8:30AM - 10:00AM SYMPOSIUM

SALON G

#### *Issues of Accessing and Dissemination of Online Literacy Research Reports*

**Chair:** Richard Beach, *University of Minnesota*  
**Discussant:** David Reinking, *Clemson University*

Members of the Ad Hoc Committee on Accessing Literacy Research Online, the Chair of the NRC Technology Committee, and the two NRC e-editors, will discuss issues of corporate control of book and journal publishing, copyright limitations, open-access literacy research journals, tenure and promotion reviews related to online publishing, expanding online accessibility to NRC publications and resources related to these issues, developing an NRC online Research Repository, and providing online access to NRC conference papers.

#### **Participants:**

Richard Beach, *University of Minnesota*  
Amy Carter, *Clemson University*  
Mariam Jean Dreher, *University of Maryland*  
Debbie East, *Indiana University*  
Peter Johnston, *University at Albany, State University of New York*  
David Reinking, *Clemson University*  
Trika Smith-Burke, *New York University*  
Norman A. Stahl, *Northern Illinois University*  
Mark Condon, *University of Louisville*  
Richard Speaker, *University of New Orleans*  
Naomi Silverman, *Taylor & Francis*

#### 8:30AM - 10:00AM SYMPOSIUM

SALON H

#### *The Role of Reading Coaches in Policy and in Practice: Multiple Perspectives from One State in the Era of Reading First*

**Chair:** Mary Abouzeid, *University of Virginia*  
**Discussant:** Catherine A. Rosemary, *John Carroll University*

Speakers will present three perspectives on the role of reading coach: (1) the evolving coach role as influenced by RF policy implementation; (2) a definition of coaching according to role profiles and their correlations with student outcomes; and (3) the experience—opportunities and dilemmas—of a current RF reading coach.

1. *The Evolving Role of a Reading Coach*  
Rebecca Perini, *University of Virginia*
2. *Reading Coach Profiles and the Relationship to Student Outcomes*  
Susan L. Massey, *University of Virginia*  
Charles Dana Hall, *University of Virginia*
3. *Case Study of a Reading Coach*  
Laura Jo Darcy, *Colonial Beach Elementary School*


#### 8:30AM - 10:00AM PAPER SESSION

SALON I

#### *Preschool Literacy: Policies and Interventions that Affect Emergent Learners*

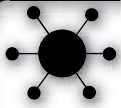
**Chair:** Stella O. Gales, *The University of Alabama*

1. *At-Risk Preschool Children: A Comparison of Two Early Reading First Projects*  
Lea M. McGee, *The Ohio State University*  
Alanna Rochelle Dail, *The University of Alabama*
2. *Effectiveness of an Intervention Emphasizing Linguistically Complex Conversation on the Development of Oral Language Skills in Prekindergarten Children*  
Paula J. Schwanenflugel, *The University of Georgia*  
Hilary P. Ruston, *Clarke County School District*
3. *Effects of Full-day, Half-day, and No Preschool on Urban Children's First Grade Reading Achievement*  
Joy E. Valenti, *Hillside Public Schools*  
Diane H. Tracey, *Kean 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.





**8:30AM - 10:00AM  
ALTERNATIVE FORMAT****TANGERINE A****Invited Session: The Carnegie Adolescent Literacy Predoctoral Fellowship Program**

This session will present an overview of the fellowship program. Panelists will discuss the goals of the program and several recent awardees will describe their doctoral research.

**Presenters:**

Mark W. Conley, *University of Memphis*  
Susan Goldman, *University of Illinois at Chicago*  
Elizabeth Birr Moje, *University of Michigan*  
Catherine Snow, *Harvard University*

**9:20AM - 10:00AM  
ROUNDTABLE SESSIONS****ORANGE**

- I. **Performing Persuasion: Culturally and Linguistically Diverse Learners Write Their Script**  
Margarita Zisselsberger, *Boston College*
- II. **Reading Teacher Effectiveness Research: A New Look at an Old Topic**  
James F. Baumann, *University of Wyoming*  
T. Lee Williams, *Auburn University*
- III. **"I Feel Like a Scholar!": Using Guided Reading to Support Critical Analysis of Research in Pre-Service Teachers**  
Susan D. Constable, *Otterbein College*  
Jenifer Jasinski Schneider, *University of South Florida*
- IV. **Teaching a Pre-Service Literacy Methods Course: A Situated Approach**  
Antony T. Smith, *University of Washington Bothell*  
Nancy A. Place, *University of Washington Bothell*
- V. **It's Not the "What" but the "How": The Missing Piece in the Study of Teachers' Literacy Beliefs**  
Jennifer I. Hathaway, *Vanderbilt University*
- VI. **Am I Seeing Double? Co-Teaching in Higher Education**  
Jennifer C. Wilson, *Texas A&M University - San Antonio*  
Jackie Ferguson, *Texas A&M University - San Antonio*
- VII. **Media Literacy Teacher Talk: Implementation, Interpretation, and Frustration?**  
Stephanie Flores-Koulisch, *Loyola College in Maryland*  
Debbie Deal, *Loyola College in Maryland*  
James Sears, *University of Maryland*
- VIII. **Teachers as Agents of Their Own Learning in Online Discussions of Multicultural Literature**  
Kathleen C. Tice, *The University of Texas at Arlington*
- IX. **An Investigation of Young Learners' Diagrammatic Literacy**  
Erin McTigue, *Texas A&M University*  
Amanda Croix, *Texas A&M University*
- X. **Content Area Reading Strategies Instruction: A Comparison of Two Types of Professional Development to Foster Use**  
Kelly F. Glassett, *Southern Illinois University*

- XI. **Case Study of a Teacher-Led Literacy Professional Development Group in the Elementary Grades**  
Heidi A. Beverine-Curry, *Syracuse University*

**10:15AM - 11:45AM  
PAPER SESSION****AZALEA A****The Reading Strategies and Practices of Postsecondary Students****Chair:** Gerlinde G. Beckers, *Ph.D., Louisiana State University*

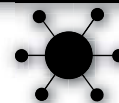
1. **The Evolution of Comprehension Strategy Use by College Readers During a Reading Education Course**  
Julie Schultz, *Reinhardt College*
2. **Negotiating Texts, Selves, and Worlds: Perspectives of Postsecondary Learners on Their Literacy Learning and Literate Identities**  
Kathryn E. Bailey, *Syracuse University*
3. **The Effects of a Multistrategy Reading Intervention on the Comprehension Skills of Underprepared Postsecondary Students**  
Gerlinde G. Beckers, *Ph.D., Louisiana State University*  
Earl Cheek, Jr., *Ph.D., Louisiana State University*

**10:15AM - 11:45AM  
PAPER SESSION****AZALEA B****Critical Literacy, Teacher Research, and Educational Inequality****Chair:** Lori C. Assaf, *Texas State University - San Marcos*

1. **A Critical Literacy Case Study: From Pre-service Exploration to In-Service Implementation**  
Wendy B. Meller, *Rowan University*
2. **Teacher Research Enhanced Through Family Member Interaction**  
Mollie Welsh Kruger, *Teachers College, Columbia University*
3. **Manifestations of Educational Inequity: Two Teachers' Knowledge about Reading Instruction in This High-Stakes Era**  
Lori C. Assaf, *Texas State University - San Marcos*  
Caitlin McMunn Dooley, *Georgia State University*  
Gwynne Ash, *Texas State University - San Marcos*

**10:15AM - 11:45AM  
PAPER SESSION****CEDAR****Investigating Vocabulary Instruction of English Learners****Chair:** Ana Taboada, *George Mason University*

1. **Relationships of General and Academic Vocabulary with Reading Comprehension in Children Who Learn English as a Second Language in the United States and Abroad**  
Ana Taboada, *George Mason University*  
Vanessa Rutherford, *George Mason University*
2. **Effects of Vocabulary Instruction on English Language Learners: A Meta-Analysis**  
Mijin Won, *Texas Tech University*  
Carole Janisch, *Texas Tech University*  
Amma K. Akrofi, *Texas Tech University*



3. *CLD Students' Construction of Knowledge in Literacy Events in the Multilingual Classroom*  
Anne M. Reece, *University of Washington*

**10:15AM - 11:45AM**  
**PAPER SESSION**

**LARGO**

*Comprehension and Texts*

**Chair:** Patricia C. Paugh, *University of Massachusetts Boston*

1. *Snakes!?: Exploring Functional Grammar for Teaching Non-Fiction Texts*  
Patricia C. Paugh, *University of Massachusetts Boston*  
Kim S. Gilbert, *Frederick Harris School*
2. *Parsing Reading Comprehension: Text Comprehension Categories in the Reading and Neuroscience Literatures*  
George G. Hruby, *Utah State University*
3. *Examining Multiple Dimensions of Word Knowledge for Content Vocabulary Understanding*  
Gina N. Cervetti, *University of Colorado at Boulder*  
Jennifer Tilson, *University of California, Berkeley*  
Jill Castek, *University of California, Berkeley*  
Megan Goss, *University of California, Berkeley*  
Carolyn Jaynes, *LeapFrog, Inc.*  
Marco A. Bravo, *Santa Clara University*

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**

**LEMON**

*Learning Encounters of the "Third" Kind: Hybrid Literacy Practices and Third Space in Multicultural and Multilingual Classrooms*

**Chair:** Jennifer Turner, *University of Maryland*

The purpose of this alternative session is to: a) explore the nature of hybrid literacy practices in multicultural and multilingual classrooms, and b) examine the consequences of these hybrid practices for the literacy, language, and cultural identity development of students from culturally and linguistically diverse backgrounds. Hybrid literacy practices are important because they represent the opening of a "third space" where discursive elements from the first and second spaces "encounter and transform each other" (Bhabha, 1996, p. 258), and create dynamic possibilities for literacy and language learning by redefining and expanding the linguistic, academic, and cultural resources which students can draw upon as learners. In keeping with the dialogic nature of such practices, we conceptualize the session as a "third space" in which presenters and audience participants join together to theorize about hybrid literacy practices in diverse classrooms via research presentations and small group discussion.

1. *Syncretic Literacies as Tools for Expansive Learning in the Third Space*  
Kris Gutierrez, *University of California, Los Angeles*
2. *Hybridity, Literacy, and Subject-Matter Learning: The Power and Pitfalls of Hybridity Theory in Practice*  
Elizabeth Birr Moje, *University of Michigan*

3. *Hybridity and Carnival in the Classroom: Critical Reflections on the Theoretical Constructs*  
Patrick Manyak, *University of Wyoming*
4. *Letting African American Students Be Themselves: Culturally-Hybridized Literacy Pedagogy in a Sixth-Grade Classroom*  
Jennifer Turner, *University of Maryland*

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**

**LIME**

*Exploring the "Critical" in Critical Content Analysis of Children's Literature*

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

The "critical" in content analysis and techniques for data analysis will be explored through multiple lenses, including the experiences of several researchers and the analysis of a picture book by 3 researchers with different theoretical perspectives. Several respondents will comment on these analyses and the techniques and issues that have been shared and open the session to audience discussion.

1. *The Struggle to Define Critical Content Analysis*  
Kathy G. Short, *University of Arizona*  
Yoo Kyung Sung, *University of Arizona*  
Seemi Raina, *University of Arizona*  
Melissa Wilson, *University of Arizona*
2. *A Critical Content Analysis of a Shared Piece of Children's Literature*  
Vivian Yenika-Agbaw, *Pennsylvania State University*  
Christine Jenkins, *University of Illinois at Urbana-Champaign*  
Rebecca Rogers, *University of Missouri - St. Louis*
3. *Responding to the Issues Involved in Critical Content Analysis*  
Richard Beach, *University of Minnesota*  
Patricia Enciso, *The Ohio State University*  
Jerome C. Harste, *Indiana University*

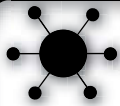
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**PAPER SESSION**

**LONGBOAT**

*Teacher Beliefs and Understandings about Students, Instruction, and Classroom Contexts*

**Chair:** Meadow Sherrill Graham, *West Virginia University*

1. *"We're Tired of It!": A Teacher Negotiates Literacy Engagements in a Testing-Driven Context*  
Meadow Sherrill Graham, *West Virginia University*
2. *Teachers' Beliefs about Students' Motivation for Reading: Teachers Respond to a Focus Group*  
Gisele Ragusa, *University of Southern California*  
Norman Unrau, *California State University, Los Angeles*  
Erica Bowers, *California State University*  
Robert Rueda, *University of Southern California*
3. *Examining Teachers' Implementation of a Balanced Literacy Framework*  
Gary Bingham, *Georgia State University*  
Kendra Hall, *Brigham Young University*

**10:15AM - 11:45AM  
PAPER SESSION****OLEANDER B*****Trends in Publishing About Literacy and Literacy Research*****Chair:** Peter Johnston, *University at Albany, State University of New York*

1. ***Trends and Issues in 54 Years of NRC Publications: 1952-2006***  
Brad Wilcox, *Brigham Young University*  
Tim Morrison, *Brigham Young University*  
Russell T. Wilcox, *Brigham Young University*
2. ***New Directions in the Journal of Adolescent & Adult Literacy: A Preliminary Analysis of Trends in Submissions and Writing for JAAL***  
Thomas Bean, *University of Nevada, Las Vegas*  
Helen J. Harper, *University of Nevada, Las Vegas*  
Jennifer Wimmer, *University of Nevada, Las Vegas*
3. ***Theoretical Shifts: Tracing the Transactional Turn in Reading Research***  
Allison D. Martinez-Schaum, *Texas A&M University - Corpus Christi*

**🗨️ 10:15AM - 10:55AM  
ROUNDTABLE SESSIONS****ORANGE**

- I. ***Engaging Preservice Teacher's Cultural Beliefs and Assumptions, Literacy Models, Ideologies, and Identities***  
Debbie East, *Indiana University*
- II. ***Patterns of English Importations in High School Students' Chinese Writing***  
Ting Shen, *University of Florida*  
Zhihui Fang, *University of Florida*
- III. ***Undergraduate Students in a Post-Typographic World: Understanding Pre-Service Literacy Teachers' Use of Information Communication Technology***  
Ruby Sanny, *Purdue University*
- IV. ***Examining Reading Comprehension Instruction During Internet Projects: Nine Middle School Teachers' Experiences***  
Rebecca Anderson, *The University of Memphis*  
Elizabeth S. Heeren, *The University of Memphis*
- V. ***Critical Decision Making: Literacy Assessment for, as, and of Learning***  
Stephanie L. McAndrews, *Southern Illinois University Edwardsville*
- VI. ***Progress Monitoring with Whole Text***  
Sandra K. Goetze, *Oklahoma State University*  
Jacquelyn Burkett, *Oklahoma State University*

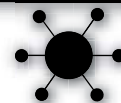
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- VII. ***Professional Development in Adolescent Literacy Across the Curriculum: A Long-Term Formative Experiment***  
Victoria R. Gillis, *Clemson University*  
Kathy N. Headley, *Clemson University*
- VIII. ***An Analysis of Suggested Instructional Approaches for Science Selections in Fifth Grade Basal Reading Programs***  
Melissa M. Brydon, *University of Pittsburgh*  
Linda Kucan, *University of Pittsburgh*
- IX. ***The Production of Literacy Discourses and Preservice Teacher Identities in a Literacy Methods Course***  
Thomas P. Crumpler, *Illinois State University*  
Lara J. Handsfield, *Illinois State University*
- X. ***Where is the Scientifically-Based Research in the Scripted Program?***  
Merry L. Boggs, *Texas A&M University - Commerce*  
Larkin Page, *Texas A&M University - Commerce*  
Susan Szabo, *Texas A&M University - Commerce*
- XI. ***Multicultural Picture Books: The Features of Assimilation vs. Cultural Pluralism***  
Bogum Yoon, *Texas Woman's University*  
Anne Simpson, *Texas Woman's University*  
Claudia Haag, *Texas Woman's University*

**10:15AM - 11:45AM  
SYMPOSIUM****SALON A*****The TICA Project: Teaching The New Literacies of Online Reading Comprehension to Adolescents*****Chairs & Discussants:** Donald Leu, *University of Connecticut*  
David Reinking, *Clemson University*

This symposium presents the results from years one, two, and three of an IES-funded, reading comprehension research grant. The research: (1) identifies online reading comprehension skills, strategies, and dispositions, and (2) evaluates the effects of online reading comprehension instruction among diverse adolescent youth.

1. ***Year One Work on the TICA Project: Survey Results and the Taxonomy of Online Reading Comprehension***  
Amy Hutchison, *Clemson University*  
J. Gregory McVerry, *University of Connecticut*  
Donald Leu, *University of Connecticut*
2. ***Year Two Work on the TICA Project: Findings of a Formative Investigation of Internet Reciprocal Teaching***  
Katherine R. Robbins, *Clemson University*  
Angela M. Rogers, *Clemson University*  
Jacquelynn A. Malloy, *George Mason University*
3. ***Year Three Work on the TICA Project: The Results of Online Reading Comprehension Instruction Using Internet Reciprocal Teaching***  
Lisa Zawilinski, *University of Connecticut*  
W. Ian O'Byrne, *University of Connecticut*  
Pamela Flaherty, *University of Connecticut*


**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**
**SALON B**
**Reconceptualizing Literacy in Science for Adolescents**
**Chair:** Cheryl L. Rosaen, *Michigan State University*

Three presenters used stimulated video recall as an interview technique to explore how exemplary teachers use language and literacy to teach science to adolescents in their classrooms, and how prospective teachers learn to integrate their understandings of who adolescents are with their understandings of disciplinary content and literacy instruction.

1. ***A Study of Dialogic Discourse and Science Practice in Classrooms***  
Lindsey Mohan, *Michigan State University*  
Mary A. Lundeborg, *Michigan State University*
2. ***Examining How Middle School Teachers Use Literacy Practices in Science***  
Jamie Mikeska, *Michigan State University*  
Mary A. Lundeborg, *Michigan State University*
3. ***Prospective Science Teachers and the Invisibility of Adolescents and Their Literacies***  
Mark W. Conley, *The University of Memphis*  
Hosun Kang, *Michigan State University*

**10:15AM - 11:45AM**  
**PAPER SESSION**
**SALON C**
**Choice and Adolescent Reading**
**Chair:** Robyn Ziolkowski, *The Ohio State University*

1. ***Challenge & Choice During Independent Reading in High School: Using Lexiles to Match Readers with Texts***  
Kevin Perks, *University of New Hampshire*
2. ***An Investigation of Good High School Readers' Experiences with Choice and Contemporary Texts in a World Literature Class***  
Gay Ivey, *James Madison University*
3. ***Arts for Learning: Impact on Adolescent Readers***  
Kimberly D. McDowell, *Wichita State University*  
Robyn Ziolkowski, *The Ohio State University*  
Elaine Bernstorff, *Wichita State University*

**10:15AM - 11:45AM**  
**PAPER SESSION**
**SALON D**
**Developing Preservice Teachers' Literacy Teaching Practices**
**Chair:** Julie W. Ankrum, *University of Pittsburgh at Johnstown*

1. ***Framework of "Better Practices" for Comprehensive Literacy Teaching***  
Julie W. Ankrum, *University of Pittsburgh at Johnstown*  
Mary A. Avalos, *University of Miami*  
Aimee L. Morewood, *West Virginia University*  
W. David Scales, *University of North Carolina at Greensboro*  
Roya Qualls Scales, *University of North Carolina at Greensboro*  
Bette S. Bergeron, *Southern Illinois University Edwardsville*  
Natalie Conrad Barnyak, *University of Pittsburgh at Johnstown*  
Kathryn Pole, *Saint Louis University*

Julie Rosenthal, *William Paterson University*  
Peggy Cuevas, *Austin Independent School District*

2. ***Improving Preservice Teachers' Attitudes Toward Writing: An Avenue to Enhanced Instructional Practice***  
Margaret (Peggy) A. Moore-Hart, *Eastern Michigan University*  
Robert Carpenter, *Eastern Michigan University*
3. ***A Microanalysis of Design: Preservice Teachers' Literacy Teaching Practices***  
Melissa Mosley, *The University of Texas at Austin*

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**
**SALON F**
**Invited Session: Writing Across the Curriculum: What We Have Learned in Eight Years of Research at Various Grade Levels**
**Chair:** Valerie Robnolt, *Virginia Commonwealth University*
**Discussant:** JoBeth Allen, *The University of Georgia*

In this symposium, we will share what we have learned, over time, in our ongoing research project. We will present information to show what we have learned about: (1) the value, to students, of writing across the curriculum; (2) the value, to teachers, of teaching writing across the curriculum; and (3) the value, to us as teacher-researchers and university-researchers, of engaging in the research process of our team.

**Presenters:**

Jane Hansen, *University of Virginia*  
Kateri Thunder, *University of Virginia*  
Linde Rickert, *Walker Upper Elementary School*

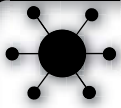
**10:15AM - 11:45AM**  
**SYMPOSIUM**
**SALON G**
**Studies in Teacher Talk: Learning about Writing in Professional Development Settings**
**Chair:** Colleen Fairbanks, *University of North Carolina at Greensboro*
**Discussant:** Beth Maloch, *The University of Texas at Austin*

This symposium presents two studies of professional development in writing that explore how teachers construct knowledge in professional development contexts. Drawing on sociolinguistic methods of analysis, both studies illustrate how talk extends, augments, or changes how teachers understand writing and writing instruction in K-12 classrooms. To conclude the symposium, the discussant will explore the significance of studying teacher talk related to professional development.

1. ***Framing Teacher Research and Teacher Knowledge in a Teacher Research Group***  
Colleen Fairbanks, *University of North Carolina at Greensboro*
2. ***Stories of Teacher Development and Change in a Summer Writing Institute***  
Lynn Masterson, *The University of Texas at Austin*

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**
**SALON H**
**Informational Text Instruction: Findings from the Literacy Achievement Research Center**
**Chairs:** Nell K. Duke, *Michigan State University*  
Douglas Hartman, *Michigan State University*



This session presents six studies aimed at improving informational literacy, including studies of instructional factors associated with higher informational literacy achievement, the impact of informational literacy interventions, and teacher knowledge and skill related to informational literacy instruction. The session will begin with five-minute overviews of each study. Then attendees will then be invited to view multimedia posters about each study. Finally, attendees will be brought back together to share observations and suggest important directions for research in this area.

1. **Patterns in and Predictors of Informational Reading Performance**  
Yonghan Park, *Michigan State University*
2. **Using Informational Reading Comprehension Assessment to Inform Instruction and Improve Achievement: The COCA in Action**  
Sara Bolt, *Michigan State University*  
Nell K. Duke, *Michigan State University*  
Alison K. Billman, *University of California, Berkeley*
3. **Transfer from Reading to Writing: How Instruction in Reading Informational Text Changes Report Writing for Students with Reading Difficulties**  
Natalie G. Olinghouse, *University of Connecticut*
4. **Improving Expository Comprehension and Composition Performance by Embedding Literacy Instruction in the Science and Social Studies Curriculum**  
Carol Sue Englert, *Michigan State University*  
Troy Mariage, *Michigan State University*  
Cynthia Okolo, *Michigan State University*
5. **Exploring Primary Teachers' Expository Genre Knowledge**  
Nicole M. Martin, *Michigan State University*
6. **Equipping Preservice Teachers in Science, Mathematics, and English/Language Arts**  
Douglas Hartman, *Michigan State University*  
Mark Olson, *Oakland University*  
Mary Truxaw, *University of Connecticut*  
Lisa Zawilinski, *University of Connecticut*  
Donald Leu, *University of Connecticut*

10:15AM - 11:45AM

SALON I

### DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT 2008 AWARD WINNER SESSION

#### *Literacies in Theory and Practice*

**Chair:** Margaret J. Finders, *University of Wisconsin La Crosse*

This session describes some programmes that attempt to take account of the new theoretical perspectives concerning multiple literacies, multimodality, etc. and then apply them to educational practice, focusing on approaches to 'academic literacies' in Higher Education and the use of ethnographic approaches to inform adult literacy programmes.

**Presenter:**

Professor Brian V. Street, *King's College London*

10:15AM - 11:45AM  
SYMPOSIUM

TANGERINE A

#### *Three Levels of Embedded Professional Development*

**Chair & Discussant:** Mary Abouzeid, *University of Virginia*

This symposium will present three perspectives on professional development: (1) a central office initiative for long-term embedded graduate training; (2) external evaluation and targeted training to produce improved student achievement in reading; and (3) a principal's leadership in best practice for her teachers in a Reading First school.

1. **Professional Development from the Helm**  
Otilie Austin, *University of Virginia*
2. **External Evaluation and Targeted Training To Produce Improved Student Achievement In Reading**  
Julie Gray, *University of Virginia*
3. **Professional Development in a Reading First School**  
Alison Dwier-Selden, *University of Virginia*

10:15AM - 11:45AM  
ALTERNATIVE FORMAT

TANGERINE B

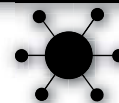
#### *Preschool Literacy Research: Beyond Basic Messages Towards Nuanced Understandings*

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

**Discussant:** Theresa Roberts, *California State University, Sacramento*

The purpose of this alternative session is to report research findings related to preschool literacy. Studies include those closely analyzing the development of letter knowledge in 3-, 4-, and 5-year olds and those examining the relationship between letter knowledge and concept of word development. In addition, findings on the development of Korean literacy skills and the efficacy of a research-based professional development model will be presented.

1. **Concept of Word and Letter Knowledge: What Kind and How Much Letter Knowledge Benefits Concept of Word Learning?**  
Heidi Anne Mesmer, *Virginia Polytechnic Institute and State University*  
Jennifer Jones, *Radford University*  
Nancy Bradley, *Virginia Polytechnic Institute and State University*
2. **Predicting Literacy Skills in Korean: The Role of Vocabulary Knowledge and Phonological and Orthographic Awareness**  
Young-Suk Kim, *Florida Center for Reading Research*
3. **The Complexity of Letter Naming in 3-, 4-, and 5-Year Olds**  
Sherri Horner, *Bowling Green State University*
4. **Teacher Professional Development for At-Risk Preschoolers: Closing the Achievement Gap by Closing the Instruction Gap**  
Priscilla Griffith, *The University of Oklahoma*


**👁 11:05AM - 11:45AM**  
**ROUNDTABLE SESSIONS**

ORANGE

- I. **Recognizing and Addressing the Barriers to Adolescents' "Reading Like Historians"**  
Jeffery D. Nokes, Brigham Young University
- II. **Developing Understandings of Literacy in Pre-Service Teachers: Change Over Time**  
Deborah Jinkins, Tarleton State University
- III. **Examining the Awareness, Perceptions, Knowledge, and Use of Comprehension Strategies by Primary Preservice Teachers in a Field-Based Program**  
LaVerne Raine, Texas A&M University - Commerce  
Susan Szabo, Texas A&M University - Commerce  
Mary Beth Sampson, Texas A&M University - Commerce  
Wayne M. Linek, Texas A&M University - Commerce
- IV. **"Picture This: Second Graders' Use of Illustrations as the Read Informational Texts"**  
Rebecca R. Norman, Michigan State University
- V. **Using Retrospective Miscue Analysis with Community College Students**  
Joan L. Theurer, California State University, Long Beach
- VI. **Inside the Circle: A Situated Examination of Preservice Teachers Learning with Narratives**  
F. Blake Tenore, Vanderbilt University  
Dennis S. Davis, Vanderbilt University
- VII. **Reader Response in a Single Pre-Kindergarten Classroom: Reading and Writing in Rural America**  
Sharon F. O'Neal, Texas State University - San Marcos
- VIII. **Teacher-Efficacy and Burnout: Is Cultural Receptivity a Mediating Variable?**  
M. Keli Swearingen, Florida State University  
Alysia D. Roehrig, Florida State University  
Ying Guo, Florida State University
- IX. **"Books Are Not Just Paper and Ink, They Are Precious": Kids and Parents Co-Construct Meaning Through Book Talks**  
Janine K. Bixler, Mount St. Mary College  
Sally A. Smith, Hofstra University
- X. **Examining Outstanding Science Trade Books: What Can We Learn from Coh-Metrix?**  
Laura B. Smolkin, University of Virginia  
Erin McTigue, Texas A&M University  
Carol A. Donovan, The University of Alabama  
Yifen Yeh, Texas A&M University
- XI. **Writing in Academic Registers: The Development of Syntactic Complexity in Four Genres from Grades 5 to 7**  
Scott F. Beers, Seattle Pacific University  
William Nagy, Seattle Pacific University

**1:15PM - 2:45PM**  
**PAPER SESSION**

AZALEA A

**Reading Difficult Text, Forming Learning Identity**
**Chair:** Shirin Vossoughi, University of California, Los Angeles

1. **A Little Bit About You For Our Files: Portfolio Programs and Student Subjectivities**  
Ross E. Collin, University of Wisconsin - Madison
2. **"I Can't Read There!": Urban Youth, Identity, and the In-School/Out-of-School Divide**  
Grace Enriquez, Teachers College, Columbia University
3. **Making the Case for Difficult Texts: A Study of Reading in the Migrant Program**  
Shirin Vossoughi, University of California, Los Angeles

**1:15PM - 2:45PM**  
**PAPER SESSION**

AZALEA B

**The Teaching of Writing**
**Chair:** Brad L. Teague, Vanderbilt University

1. **The Landscape of the Other Mind**  
Susan J. Catlin, Queen's University
2. **Learning to Write in a Mexican School**  
Brad L. Teague, Vanderbilt University  
Patrick Smith, The University of Texas at Brownsville  
Robert Jiménez, Vanderbilt University
3. **"Why is It Important to You?": First Graders Engaging in Writing that Matters**  
Maria Paula Ghiso, University of Pennsylvania

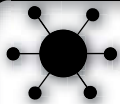
**1:15PM - 2:45PM**  
**PAPER SESSION**

CEDAR

**Teacher Inquiry, Identity, and Reflection-Based Decision Making**
**Chair:** Janice F. Almasi, University of Kentucky

1. **The Impact of Structured Reflection on Teachers' Adaptations**  
Emily Hayden, University of Nebraska  
Trisha D. Pasman, University of Nebraska
2. **Conceptual Orientations and Decision-Making for Literacy Teaching**  
Peter Johnston, University at Albany, State University of New York  
Virginia Goatley, University at Albany, State University of New York  
Cheryl L. Dozier, University at Albany, State University of New York
3. **Impacts of Whole-School Intervention on Teachers' Efficacy and Classroom Practices**  
Janice F. Almasi, University of Kentucky  
Susan C. Cantrell, University of Kentucky  
Janice C. Carter, University of Kentucky  
Margaret Rintamaa, University of Kentucky



**1:15PM - 2:45PM  
PAPER SESSION**

LARGO

*Adolescent Reading and Literacy***Chair:** Thomas P. Crumpler, *Illinois State University*

- 1. *Armchair Researchers: Stories of Novice Literacy Researchers Exploring the Literacies of Adolescent Boys***  
Jayne C. Lammers, *Arizona State University*  
Josephine Peyton Marsh, *Arizona State University*  
Silvia Nogueron, *Arizona State University*  
Corrine Gordon, *Arizona State University*  
Kathleen Deakin, *Arizona State University*  
Alexandria Estrella, *Arizona State University*  
C. Centae Richards, *Arizona State University*
- 2. *Readers, Texts, and Contexts: Redefining Literature Instruction for Young Adolescents***  
Thomas P. Crumpler, *Illinois State University*  
Linda Wedwick, *Illinois State University*
- 3. *Development of an Adolescent Reading Attitude Survey***  
Michael C. McKenna, *University of Virginia*  
Carrie Nagel, *University of Virginia*  
Kristin Conradi, *University of Virginia*  
Camille Lawrence, *University of Virginia*

**1:15PM - 2:45PM  
SYMPOSIUM**

LEMON

*Examining the Identities and Literacy Practices of High School and Community College Students Who "Get By"***Chair:** Carolyn A. Colvin, *The University of Iowa***Discussant:** Aimee C. Mapes, *The University of Iowa*

The purpose of this symposium is to explore literacy identities and practices of students characterized as students in the shadows, those students who tend to "get by" with uneven or uncertain literacy skills as they transition as high school seniors in language arts classrooms to composition courses at community colleges. Following a brief introduction to the session, each presenter will share action research results. A discussant will discuss implications for effective literacy instruction.

- 1. *What Happens with Reading? The Literacy Practices of High School Boys***  
Stacy R. Peterson, *The University of Iowa*
- 2. *Redefining Readers' Interests: Reading for Style and Techniques***  
Rossina Z. Liu, *The University of Iowa*
- 3. *Rethinking "Text" in the Critical Classroom: Working Toward a Non-Repressive Critical Pedagogy***  
Lenore R. Maybaum, *The University of Iowa*

**1:15PM - 2:45PM  
SYMPOSIUM**

LIME

*Invited Session: Cognitive Development and Early Literacy***Chair & Discussant:** Kelly B. Cartwright, *Christopher Newport University*

During the preschool years, several significant advancements occur in children's cognitive development. These include increases in social-cognition (e.g., theory of mind), executive processing (e.g., inhibitory control), and socially constructed narratives. The current symposium explores the relationship between these cognitive advancements and emergent literacy skills such as phonological awareness and story comprehension.

- 1. *Cognitive Predictors of Phonological Awareness***  
M. Jeffrey Farrar, *University of Florida*
- 2. *Theory of Mind and Phonological Awareness***  
Bonnie Johnson, *University of Florida*
- 3. *Narratives and Emergent Literacy***  
Virginia Holloway, *University of Florida*

**1:15PM - 2:45PM  
PAPER SESSION**

LONGBOAT

*Coaching Effects on Schools and in Classrooms***Chair:** Christine A. Mallozzi, *The University of Georgia*

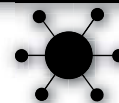
- 1. *Literacy Coaching and the Reading First "Redelivery" Model: Discourses in Context***  
Christine A. Mallozzi, *The University of Georgia*  
Cheryl A. McLean, *Rutgers University*  
Ran Hu, *The University of Georgia*
- 2. *A Case Study of Literacy Coach Implementation in One School District***  
Debra Price, *Sam Houston State University*  
Mary E. Robbins, *Sam Houston State University*
- 3. *Effects of Coaching on Preschool Classroom Quality and Children's Literacy Outcomes***  
Barbara D. DeBaryshe, *University of Hawaii*  
Dana M. Gorecki, *University of Hawaii*

**1:15PM - 2:45PM  
PAPER SESSION**

MARATHON

*Becoming a Teacher: Developing Preservice Teachers' Identities***Chair:** Laura Pardo, *Hope College*

- 1. *Learning to Teach in a Time of Reform: How One Teacher Candidate Found His Way***  
Laura Pardo, *Hope College*
- 2. *Becoming a Teacher: How Two Preservice Teachers Negotiate the Conflicting Discourses of Teacher Education Course Experiences***  
Anne Swenson Ticknor, *The University of Iowa*



3. ***The New Literacy Studies (NLS) and Autonomous Models of Literacy: Becoming and Being a Teacher of Literacy***

Peter Cowan, *Indiana University*  
Tina Mickleborough, *Indiana University*  
Frank Guthrie, *Indiana University*

**1:15PM - 2:45PM  
ALTERNATIVE FORMAT**

**OLEANDER A**

***Poetic Spaces of Literacy Learning: Creating Opportunities for Engagement, Empowerment, and Response***

**Chair & Discussant:** Valerie Kinloch, *The Ohio State University*

During this alternative format, participants will partake in poetry exercises to explore poetry as a conduit for students to critically engage their identities and injustices. They will discuss artifacts and theoretical and pedagogical implications for how poetry can inform research and practice for the purposes of creating culturally responsive pedagogies.

1. ***Beyond Self-Expression: Creating Spaces for a Poetry of Self-Definition, Social Critique, and Sisterhood***

Kelly Wissman, *University at Albany, State University of New York*

2. ***Metaphorical Spaces: Creating Critical Engagement and Personal Connections in the Classroom Through Poetry***

Angela Wiseman, *North Carolina State University*

3. ***Why Did You Let Them Write That?: Exploring Sexuality and Sexism in Poetry***

Nadjwa Norton, *City College of New York, City University of New York*

**1:15PM - 2:45PM  
SYMPOSIUM**

**OLEANDER B**

***Designs for Multimodality in Literacy Studies: Explorations in Analysis***

**Chair:** Marjorie Siegel, *Teachers College, Columbia University*  
**Discussant:** Deborah W. Rowe, *Vanderbilt University*

Recent interest in multimodality signals a change in the literacy landscape, yet there is no ready-made toolkit of analytic approaches from which researchers can select. Researchers are thus designing analytic approaches that draw on a range of theoretical frameworks related to their research purposes and questions. The purpose of this symposium is to explore ways of analyzing multimodality in literacy studies, using examples from three different research projects.

1. ***Designs for Multimodality in Literacy Studies: Perspectives and Questions***

Marjorie Siegel, *Teachers College, Columbia University*  
Carolyn Panofsky, *Rhode Island College*

2. ***Spaces and Positionings in Youth Video Production: A Move Toward Cross-Disciplinary Analyses of Multimodal Texts***

Theresa Rogers, *University of British Columbia*

3. ***Multimodal Performances in a Kindergarten Literacy Classroom: Considering Issues of Embodiment, Positioning, and Power along with Texts***

Stavroula Kontovourki, *Teachers College, Columbia University*

4. ***Modes as Historically Produced: Examining Multimodality Through a Lens of Critical Black Feminism***

Iris Taylor, *ASPIRA Inc of Illinois*

**🗨️ 1:15PM - 1:55PM  
ROUNDTABLE SESSIONS**

**ORANGE**

I. ***Asking Teachers About Instructional Practices in Reading***

Karen Douglas, *International Reading Association*  
Cathy Roller, *International Reading Association*

II. ***Teacher Candidates' Responses to Online Literature Discussions***

Denise Johnson, *The College of William & Mary*  
Dana L. Grisham, *California State University, East Bay*

III. ***Development and Selection of Core Reading Programs***

Pamela Sullivan, *James Madison University*  
Peter Dewitz, *Capital School District*  
Susan Leahy, *University of Richmond*  
Jennifer Jones, *Radford University*

IV. ***Understanding Responsive and Directive Relationships in Literacy Coaching Work***

Jacy Ippolito, *Harvard University*

V. ***Deconstruction, Discourse, and Doing Literacy: Pedagogical Practices in a Reading Methods Course***

Susan D. Martin, *Boise State University*  
Mary Ann Cahill, *Boise State University*  
Maggie Chase, *Boise State University*  
Anne Gregory, *Boise State University*

VI. ***Systematic and Engaging Early Literacy (SEEL): Evaluating Effects of Two Instructional Models***

Kendra Hall, *Brigham Young University*  
Gary Bingham, *Georgia State University*  
Barbara Culatta, *Brigham Young University*

VII. ***Building Literacy Capacity of Children and Teachers Through Intervention Specialist Professional Development Opportunities***

Janet S. Gaffney, *University of Illinois at Urbana-Champaign*  
Laura R. Hedin, *Northern Illinois University*  
Carol B. Frericks, *Quincy Public School District #172*  
Trish Viniard, *Quincy Public School District #172*

VIII. ***A Comparison of the Impact of Three Read-Aloud Methods on Kindergarteners' Vocabulary Acquisition and Listening Comprehension***

Lee Freeman, *The University of Alabama*

IX. ***Early Literacy Research: Exploring Trends and Political Influences***

Marla H. Mallette, *Southern Illinois University*  
Char A. Moffit, *University of Nevada, Las Vegas*  
Anthony Onwuegbuzie, *Sam Houston State University*  
Keith Wheeler, *Southern Illinois University*

X. ***Media Literacy, Changing Participation and Recognition Work: Stories from a Rural School***

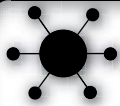
Barbara G. Pace, *University of Florida*

XI. ***Self-Regulated Study Reading Processes***

Patricia I. Mulcahy-Ernt, *University of Bridgeport*





**1:15PM - 2:45PM  
ALTERNATIVE FORMAT****SALON A*****Are We There Yet? Experienced and Novice Researchers Reflect on Research, Theory, and Career Paths*****Chair:** Mary McVee, *University at Buffalo, State University of New York***Discussants:** Douglas Hartman, *Michigan State University*  
Mary McVee, *University at Buffalo, State University of New York*

This alternative format session brings established researchers together with doctoral students who are novice researchers. The session is interactive. Participants will consider specific topics and advice for doctoral students. In relation to current education and research trends, participants will also consider recommendations for faculty who mentor and educate doctoral students and for the literacy field writ large.

**Presenters**Vicki Collet, *University at Buffalo, State University of New York*  
P. David Pearson, *University of California, Berkeley*  
Stephen Goss, *University at Buffalo, State University of New York*  
Jamie Myers, *Pennsylvania State University*  
Su Jin Lee, *University at Buffalo, State University of New York*  
Kathy Au, *SchoolRise, LLC*  
Diane Phelps, *University at Buffalo, State University of New York*  
Timothy Shanahan, *University of Illinois at Chicago*  
Brenna Towle, *University at Buffalo, State University of New York*  
Donna E. Alvermann, *The University of Georgia*  
Kayla Zimmer, *University at Buffalo, State University of New York*  
Donald Leu, *University of Connecticut***1:15PM - 2:45PM  
SYMPOSIUM****SALON B*****Literacy Teachers' Adaptive Instructional Actions as They Relate to Student Task and Motivation, and to Teacher Knowledge*****Chair:** Sam Miller, *University of North Carolina at Greensboro***Discussant:** Gerry Duffy, *University of North Carolina at Greensboro*

This proposal reports on the third phase of a longitudinal study of teachers' adaptive actions during literacy instruction. Earlier studies indicated that teachers' instructional adaptations may be related to the challenge level of students' tasks and to the knowledge teachers access when adapting. Consequently, the five studies reported here examine the relationship between 17 teachers' adaptations, their students' tasks, and the knowledge they access as these impact student engagement. The results, combined with the results of two earlier studies, extend our understanding of the relationship between instructional actions and student learning, and carry potential implications for the education of teachers.

- 1. Case Studies of Four Third Grade Teachers: The Literacy Tasks They Implement and the Adaptations They Make**  
Seth A. Parsons, *George Mason University*
- 2. Six Elementary Teachers' Adaptations During Literacy**  
Roya Qualls Scales, *University of North Carolina at Greensboro*

- 3. A Comparison of Scripted and Unscripted Teachers' Adaptations During Literacy**

Kathryn Kear, *University of North Carolina at Greensboro*

- 4. Adaptive Teaching in Middle School Language Arts and Its Impact on Students**

Baxter Williams, *University of North Carolina at Greensboro*

- 5. Knowledge First Grade Teachers Access When Adapting Reading Instruction**

Stephanie G. Davis, *University of North Carolina at Greensboro***1:15PM - 2:45PM  
SYMPOSIUM****SALON D*****Silence in Adult Literacy Classrooms*****Chair:** Bill Muth, *Virginia Commonwealth University***Discussant:** Elizabeth G. Sturtevant, *George Mason University*

For many adult students in U.S. literacy programs, learning is a silent and sometimes silenced experience. Three studies, employing a range of qualitative methods, reveal teachers' and learners' beliefs and assumptions that underlie these experiences. They also suggest opportunities for expanding social-cultural perspectives in adult literacy classrooms.

- 1. Prison Educators on Silence: Risks and Opportunities**

Bill Muth, *Virginia Commonwealth University*

- 2. Behind the Silence: Adult Intermediate Readers' Cultural Models of Reading**

Amy R. Trawick, *Center for Literacy Studies, University of Tennessee at Knoxville*

- 3. Teacher's Beliefs, Silence and Voice**

Debbie East, *Indiana University***1:15PM - 2:45PM  
SYMPOSIUM****SALON F*****Factors that Enable Pre-Kindergarten Writers' Growth*****Chair:** Jane Hansen, *University of Virginia***Discussant:** Alanna Rochelle Dail, *The University of Alabama*

Two university-researchers and one teacher-researcher present qualitative findings about pre-kindergarten writers in two diverse classrooms where the children make decisions about the genres in which they write exercise control within their literate lives, and engage in conversations about their writing that enable the growth of their oral language.

- 1. Young Writers Make Decisions**

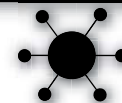
Brian Kissel, *University of North Carolina at Charlotte*

- 2. Young Writers Exercise Control**

Robyn Davis, *Greenbrier Elementary School*

- 3. Young Writers Talk A Lot!**

Jane Hansen, *University of Virginia*


**1:15PM - 2:45PM**  
**PAPER SESSION**
**SALON G**
***Innovative Approaches to Supporting Struggling Readers***

**Chair:** Joan A. Rhodes, *Virginia Commonwealth University*

1. ***CORI-STAR and Guided Reading as Supplementary Reading Approaches for Struggling Readers: What about Comprehension, Metacognitive Awareness, and Motivation Two Years Later?***

Janice D. O'Hara, *Frederick County Public Schools*  
 Mariam Jean Dreher, *University of Maryland*

2. ***The Impact of a Response to Intervention Model on the Prediction and Comprehension Ability of English Language Learners and Native English-Speaking Remedial Readers***

Joan A. Rhodes, *Virginia Commonwealth University*  
 Yaoying Xu, *Virginia Commonwealth University*  
 Seonhee Cho, *Virginia Commonwealth University*

3. ***Cougar Readers: a Pilot Scale-up Study of the Reading Apprenticeship Intervention***

Elizabeth Foster, *Quincy Public School District #172*  
 Nancy Flanagan Knapp, *The University of Georgia*

**1:15PM - 2:45PM**  
**SYMPOSIUM**
**SALON H**
***Making a Difference: Language Learning Interventions for At-Risk Preschoolers***

**Chair:** Carol Vukelich, *University of Delaware*

**Discussant:** Susan B. Neuman, *University of Michigan*

This symposium's three papers provide descriptions of the effects of interventions on at-risk preschoolers' language learning. The first study reports on an intervention that combines language learning activities across the curriculum (e.g., morning meeting, small group exploration, centers) with additional embedded supports (e.g., interactive read-alouds, language support during regular activities) for two groups of children: English speakers and English language learners. The second study describes the impact of a direct instruction vocabulary intervention, referred to as Word Play Time (WPT), on preschoolers' word learning. Finally, the third study describes the comparative effects of the use of two versions of a vocabulary intervention protocol (a say, tell, do versus say, tell, do, play protocol) on preschoolers' word learning.

1. ***Supporting the Language Development of High-Risk Learners in Preschool***

Sheila Smith, *New York University*

2. ***The Influence of Word Play Time (WPT) on At-Risk Preschoolers' Vocabulary Learning of Target Words***

Kathleen Roskos, *John Carroll University*

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

Carol Vukelich, *University of Delaware*  
 Noreen S. Moore, *University of Delaware*  
 Myae Han, *University of Delaware*  
 Martha J. Buell, *University of Delaware*

**1:15PM - 2:45PM**  
**SYMPOSIUM**
**SALON I**
***Examining Preservice Teachers' Understandings of and Commitments to Disciplinary Literacy Instruction: Models of Readers, Texts, and Contexts***

**Chair:** Elizabeth Birr Moje, *University of Michigan*

**Discussant:** Cynthia Greenleaf, *WestED*

This symposium is drawn from research in a secondary preservice teacher education project aimed at deepening current knowledge about disciplinary literacy teaching and learning through an integration of literacy and disciplinary teaching methods in multiple content areas. In the papers, we analyze PSTs' understandings of and commitments to their students, texts, and their disciplinary contexts across different waves of the project, offering implications for teacher education practice and policy.

1. ***Preservice Teachers' Models of the Student as Reader***

Cathy Johnson, *University of Michigan*  
 Melissa Stull, *University of Michigan*  
 Robert B. Bain, *University of Michigan*  
 Elizabeth Birr Moje, *University of Michigan*

2. ***Preservice Teachers' Models of Text***

Deanna Birdyshaw, *University of Michigan*  
 Eric Rackley, *University of Michigan*

3. ***Preservice Teachers' Models of Disciplinary Subject Areas***

Emily Douglas, *University of Michigan*  
 Elizabeth Birr Moje, *University of Michigan*  
 Robert B. Bain, *University of Michigan*

**1:15PM - 2:45PM**  
**SYMPOSIUM**
**TANGERINE A**
***Multiple Perspectives in the Study of Family Literacy Programs: In Schools and in Pediatric Primary Care, (Birth Through Grade 2)***

**Chair:** Lesley M. Morrow, *Rutgers University*

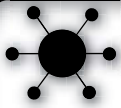
**Discussant:** Patricia A. Edwards, *Michigan State University*

Three family literacy studies with different perspectives, different evidenced-based research designs, involving children from birth to grade two, are presented. The first study is school-based with English Language Learners, the second involves pediatricians demonstrating language and literacy activities for parents during primary care exams for their babies, and the third studied literacy in the community to enhance reading and writing.

1. ***The Intergenerational Literacy Program***

Jeanne Paratore, *Boston University*  
 Barbara Krol-Sinclair, *Chelsea Public Schools*  
 Christine Leighton, *Boston University*  
 Christina Cassano, *Boston University*  
 Cristina Tobar, *Boston University*





2. **BELL Project: Bellevue Project for Early Literacy, Language and Education**  
 Alan Mendelsohn, *New York University*  
 Lesley M. Morrow, *Rutgers University*  
 Harris Huberman, *Downstate Medical Center, State University of New York*  
 Samantha Berkule, *New York University*  
 Catherine Tamis-LeMonda, *New York University*  
 Bernard Dreyer, *New York University*
3. **(Re)sourcing Families: Tracing a Discourse of Early Literacy in Parent Communities**  
 Jennifer Rowsell, *Rutgers University*  
 Patricia A. Edwards, *Michigan State University*

**1:15PM - 2:45PM**  
**ALTERNATIVE FORMAT**

**TANGERINE B**

**Funding Opportunities at the Institute of Education Sciences**

**Chair:** Elizabeth R. Albro, *Institute of Education Sciences*

**Discussants:** David Reinking, *Clemson University*  
 Bridget Dalton, *Vanderbilt University*

This presentation will provide attendees with an opportunity to learn about available funding opportunities to support research in the areas of reading and writing education through both the National Center for Education Research and the National Center for Special Education Research within the Institute of Education Sciences. The Center seeks research applications designed to examine ways to improve student learning through curriculum and instruction, through improving teacher quality, and through changes in the education system. Successful grantees who are also NRC members will participate in the session as discussants in order to share their experiences with the audience members.

1. **An Overview of IES**  
 Elizabeth R. Albro, *Institute of Education Sciences*
2. **Preparing Competitive Applications**  
 Elizabeth R. Albro, *Institute of Education Sciences*
3. **Reflections on the IES Grant Process**  
 David Reinking, *Clemson University*  
 Bridget Dalton, *Vanderbilt University*

**2:05PM - 2:45PM**  
**ROUNDTABLE SESSIONS**

**ORANGE**

- I. **An Examination of an "Endangered Species": Demographic, Training, and Employment Characteristics of Secondary Reading Specialists**  
 Carolyn L. Carlson, *Washburn University*
- II. **Examining Graduate Students Cooperative Learning Experiences in an On-Line Reading Course**  
 Jackie M. Arnold, *University of Dayton*  
 Mary-Kate Sableski, *University of Dayton*
- III. **Intertextuality in 3rd Graders' Nonfiction Science Writing and Drawing: An Examination of 3 Students' Work**  
 Christine Carriere, *University of Illinois at Chicago*

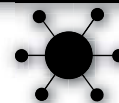
- IV. **Literacy Teachers' Pedagogical Understandings of Metacognition**  
 Nance S. Wilson, *University of Central Florida*  
 Haiyan Bai, *University of Central Florida*
- V. **Exploring Children's Reading of Original and Anthology Versions of Texts**  
 Karen M. Feathers, *Wayne State University*  
 Poonam Arya, *Wayne State University*
- VI. **Inservice Preschool and Early Literacy Teachers' Perspectives on Children's Comprehension Development**  
 Emma M. Schorzman, *University of Houston*  
 Lane Roy Gauthier, *The University of Mississippi*  
 Laveria Hutchison, *University of Houston*
- VII. **Understanding Coaching in the Elementary School: Three Case Studies of Reading Coaches**  
 Charlotte A. Mundy, *University of Florida*
- VIII. **"It's the Best Thing in the World to Create My Own Book": Examining Young Author's Identity through Text Construction**  
 Wen-chiang R. Chen, *University of Wisconsin - La Crosse*
- IX. **An Exploration of Cross-Linguistic Transfer in Spanish-English Bilingual Students' Reading Performance**  
 Georgia E. Garcia, *University of Illinois at Urbana-Champaign*  
 Teresa M. Bray, *University of Illinois at Urbana-Champaign*  
 Shenglan Zhang, *Winona State University*  
 Raul A. Mora, *University of Illinois at Urbana-Champaign*  
 Jason Stegemoller, *University of Illinois at Urbana-Champaign*  
 Shalonda Carr, *University of Illinois at Urbana-Champaign*  
 Natalie Rinehart, *University of Illinois at Urbana-Champaign*
- X. **Searching for Openings: Cultivating Tact in Middle Grade Preservice Literacy Teachers**  
 Mark D. Vagle, *The University of Georgia*  
 Hilary E. Hughes, *The University of Georgia*  
 Diana J. Durbin, *The University of Georgia*
- XI. **Transformation of Preservice Teacher Literacy Identity: Metacognitive Transaction with Multimodal Literacy Engagements**  
 Ellen Spitler, *University of Arizona*

**3:00PM - 4:30PM**  
**PAPER SESSION**

**AZALEA A**

**Teachers' Discourse and Teacher Education**

- Chair:** George Kamberelis, *University at Albany, State University of New York*
1. **Mapping Discourses in Teachers' Talk About Using Digital Texts in Classrooms**  
 Eileen Honan, *The University of Queensland*
2. **Here Comes Suzy Snowflake: Schema for Literacy Development**  
 Rachelle D. Washington, *Clemson University*
3. **History Matters: Problematizing the Utopian Impulse in Literacy Research**  
 George Kamberelis, *University at Albany, State University of New York*  
 Jenna Shim, *University at Albany, State University of New York*


**3:00PM - 4:30PM**  
**PAPER SESSION**

AZALEA B

*Using Technology for Writing, Discussion, & Reading*
**Chair:** Elizabeth E. Friese, *The University of Georgia*

1. **Forums for Feedback: Teacher and Student Interaction in Asynchronous Online Discussions**  
Erica C. Boling, *Rutgers University*  
Jeanine Beatty, *Rutgers University*  
Jessica Partin, *Rutgers University*
2. **Reading the Chronotope: Mapping Fictional Space and Time in Three Media**  
Margaret Mackey, *University of Alberta*
3. **Can Technology Facilitate Prose-Graphic Integration?**  
Nancy L. DeFrance, *Michigan State University*

**3:00PM - 4:30PM**  
**PAPER SESSION**

CEDAR

*Understanding Text*
**Chair:** Elizabeth Dobler, *Emporia State University*

1. **Rethinking Professional Development Concerning Comprehension Strategy Instruction**  
Vickie J. Hinkle, *The University of Oklahoma*  
Sara Ann Beach, *The University of Oklahoma*
2. **Final Report on the School, Teacher, and Student Level Variables Predicting Student Comprehension Outcomes in a Reading First Population**  
Alysia D. Roehrig, *Florida State University*  
Mary T. Brownell, *University of Florida*  
Chris Schatschneider, *Florida State University*  
Yaacov Petscher, *Florida State University*
3. **The Cognitive and the Affective: A Reciprocal Relationship?**  
Elizabeth Dobler, *Emporia State University*  
Sharon E. Green, *Fairleigh Dickinson University*

**3:00PM - 4:30PM**  
**PAPER SESSION**

LARGO

*Writing for Purpose*
**Chair:** Deborah Horan, *The University of Texas at Austin*

1. **"Social Mediation of Contextualized Mentorships: Epistemic Clustering of Elementary Teachers' Pedagogical Beliefs about Writing"**  
Deborah Horan, *The University of Texas at Austin*
2. **Connected Knowledge: How Elementary Teachers Understand the Teaching of Writing**  
Vicki McQuitty, *Syracuse University*
3. **Learning to Enact a Democratic Writing Pedagogy Through Professional Development**  
Thomas B. Smith, *Northwest Missouri State University*  
Marilyn McKinney, *University of Nevada, Las Vegas*

**3:00PM - 4:30PM**  
**SYMPOSIUM**

LEMON

*Figuring Worlds of School: Exploring Identity and Literacy Through Three Case Studies*
**Chair & Discussant:** Colleen Fairbanks, *University of North Carolina at Greensboro*

This symposium offers three important perspectives about how one teacher, one pre-service teacher, and one student figure their worlds of school. Within each case study, we explore the ways in which socio-political issues shape the identity construction of teachers and students while also highlighting moments of agency and improvisation. Although small, these moments play an integral part in the process of authorship within a particular figured world and provide insight into the ways in which transformation occurs (Holland et al., 1998).

1. **Negotiating Spaces for Identity Work within the Figured World of a High School English Classroom**  
Amy Vetter, *University of North Carolina at Greensboro*
2. **Navigating Identity and Digital Literacy in Figured Worlds of Preservice Teacher Education**  
Jeanie Reynolds, *University of North Carolina at Greensboro*
3. **Identities and Academic Literacies: Authoring Selves in the Figured World of the University**  
Holly Hungerford-Kresser, *The University of Texas at Austin*

**3:00PM - 4:30PM**  
**ALTERNATIVE FORMAT**

LIME

*Invited Session: Multiple Research Perspectives on Effective Instructional Strategies to Engage English Language Learners in Literacy and Content Area Learning*
**Chairs & Discussants:** Debbie East, *Indiana University*  
Wen Ma, *Le Moyne College*

As the educational community moves to focus not only on English Language Learners' linguistic difficulties, but also on their psychological and cultural needs in literacy and content area learning in and out of school settings, this session offers multiple research perspectives on current research, and new direction for future research, on instructional strategies for ELLs in our schools.

**Presenters:**

Carmen Martinez-Roldan, *Arizona State University*  
Rebecca Oxford, *University of Maryland*  
Patricia Ruggiano Schmidt, *Le Moyne College*

**3:00PM - 4:30PM**  
**PAPER SESSION**

MARATHON

*Writing and Writer Identity*
**Chair:** Theresa Rogers, *University of British Columbia*

1. **Fictional Practices of Everyday Life: Tactics of Genre, Gender and Generation**  
Dennis J. Sumara, *University of British Columbia*  
Rebecca Luce-Kapler, *Queen's University*  
Claire Robson, *University of British Columbia*  
Susan J. Catlin, *Queen's University*







2. **"Who Do You Think Wrote That?": The Discoursal Construction of Writer Identity by Three Adult Literacy Students**  
Amy Burgess, Lancaster University
3. **Within 14 Blocks: Zining with Street Youth in the YouthCLAIM Project**  
Theresa Rogers, University of British Columbia  
Kari Winters, University of British Columbia

**3:00PM - 4:30PM**  
**ALTERNATIVE FORMAT**

OLEANDER A

**Who Are You (Not) Loving?: Examining Size, Sexuality, Health and Spirituality as Cultural Resources to Construct Culturally Responsive Literacy Pedagogies**

**Chair:** Iris Taylor, ASPIRA Inc. of Illinois

During this alternative format participants will explore aspects of culture that are often overlooked in theorizing about literacy including sexuality, spirituality, health, and size. They will examine curricular resources aligned with these aspects of culture that surfaced from three different research studies for the purposes of creating culturally responsive pedagogies.

**Presenters:**

- Lisa Simon, City College of New York, City University of New York  
Nadjwa Norton, City College of New York, City University of New York  
Iris Taylor, ASPIRA Inc of Illinois

**3:00PM - 4:30PM**  
**ALTERNATIVE FORMAT**

OLEANDER B

**Constructing Harmony: Does Teacher Knowledge Effect Change in Adolescent Reading Motivation?**

**Chair:** Carol J. Delaney, Texas State University - San Marcos

This study is part of continuing research on adolescent motivation to read. In this segment, researchers used the revised Adolescent Motivation to Read Profile (AMRP-R) and Teacher Motivation Profile (TMP) to probe further into the commonalities and differences in perspectives between students' concepts of reading motivation and that of their respective classroom teachers. This study examines whether instruction and student motivation changed as a result of teachers' understanding of what motivates their students to read.

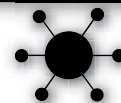
1. **Brief Review of the History of the AMRP-R and the TMP**  
Carol J. Delaney, Texas State University - San Marcos
2. **Sharing the Results Across Sites**  
Carol J. Delaney, Texas State University - San Marcos  
Sharon M. Pitcher, Towson University  
Krishna Seunariningsingh, University of West Indies  
Nancy T. Walker, University of La Verne  
Scot McNary, Towson University
3. **AMRP and TMP Comparisons**  
Sharon M. Pitcher, Towson University

4. **Audience Share**  
Sharon M. Pitcher, Towson University  
Carol J. Delaney, Texas State University - San Marcos  
Krishna Seunariningsingh, University of West Indies  
Nancy T. Walker, University of La Verne  
Scot McNary, Towson University

**3:00PM - 3:40PM**  
**ROUNDTABLE SESSIONS**

ORANGE

- I. **"I'm Just a Regular Kid with a Library Card": Urban Adolescents in Special Education Speak Out About Reading and Reading Instruction**  
Carolyn A. Groff, Monmouth University
- II. **Assigning Incompetence: Unintentional Moves in the Discourse of Writing Instruction**  
Ruth Sylvester, University of South Florida Lakeland
- III. **Teaching Reading with Mobile Learning: A Canadian Exploratory Investigation**  
Jane Pilling-Cormick, Hamilton-Wentworth District School Board  
John Laverty, Hamilton-Wentworth District School Board  
Marilyn Legault, Hamilton-Wentworth District School Board
- IV. **Developing Bilingual Writers: A Research Synthesis**  
Svjetlana Curcic, National-Louis University  
Kimberly A. Wolbers, University of Tennessee at Knoxville
- V. **How Preservice Teachers Develop Their Understanding of Teaching Reading and Writing to Linguistically and Culturally Diverse Students**  
Chitlada Patchen, University of North Texas  
Kelley King, University of North Texas
- VI. **The Relationship of Vocabulary Knowledge to the Reading and Science Achievement of Fifth-Grade Students**  
Jennifer Montgomery, Western Kentucky University
- VII. **How Effective Is Professional Development 2 or 3 Years Later?**  
Colleen P. Gilrane, University of Tennessee at Knoxville  
Melba Roberts, Blount County Schools  
Lisa Anne Russell, Blount County Schools
- VIII. **Engaging with Stories Through Drama: Portraits of Two Young Readers**  
Donna Sayers Adomat, Indiana University
- IX. **High-Stakes Testing: Narratives of the Cost of 'Friendly Fire'**  
Peter Johnston, University at Albany, State University of New York  
Kathryn L. Champeau, University of Wisconsin - Milwaukee
- X. **A Descriptive Study of the Development of Literacy Identities**  
Angela M. Madden, University of Kentucky
- XI. **Teaching Vocabulary in Fourth Grade: Integrating Best-Practices Instruction into an Existing Reading and Language Arts Program**  
James F. Baumann, University of Wyoming  
Eileen Johnson, Indian Paintbrush Elementary School


**3:00PM - 4:30PM**  
**ALTERNATIVE FORMAT**
**SALON B**
***Putting the Fun in Funding: Experienced Literacy Researchers Discuss Grant Writing***

**Chairs:** Seth A. Parsons, *George Mason University*  
 Erika S. Gray, *University of North Carolina at Greensboro*  
 Stephanie G. Davis, *University of North Carolina at Greensboro*  
 Noreen S. Moore, *University of Delaware*  
 Kristina Najera, *University of Delaware*

**Discussant:** Annemarie S. Palincsar, *University of Michigan*

Beginning researchers must learn how to obtain funding for research, so they can conduct large-scale, high-quality studies. In this session, distinguished literacy scholars discuss why researchers need funding, how researchers find funding, and how researchers can write proposals to obtain funding.

1. ***Why Do Researchers Need Funding?***  
 Dick Allington, *University of Tennessee*
2. ***How Researchers Find Funding?***  
 Janice F. Almasi, *University of Kentucky*
3. ***How Do Researchers Write Proposals to Get Funding?***  
 Elizabeth Birr Moje, *University of Michigan*

**3:00PM - 4:30PM**  
**SYMPOSIUM**
**SALON D**
***The Imperative Need to Enhance Language Skills: Effects of Early Classroom Language Support and Two Effective Interventions***

**Chair:** David K. Dickinson, *Vanderbilt University*  
**Discussants:** Susan Reed, *University of Southern Maine*  
 Mary Ashe, *North Carolina Literacy Connection, Project Enlightenment*

It is now widely understood that we gain a greater understanding of how early childhood classrooms foster language skills that lead to later reading comprehension and how to intervene to help teachers adopt effective strategies. This symposium includes descriptive data from a longitudinal study that uses the most detailed examination of preschool classroom life available to predict reading success through grade four and two reports from different types of interventions designed to enhance language learning.

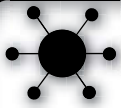
1. ***Preschool Teachers Are Important: Age Four Classroom Experiences Predict Grade Four Reading***  
 David K. Dickinson, *Vanderbilt University*  
 Michelle V. Porche, *Wellesley College*
2. ***The Impact of Training on the Quality of Teachers' Language and Children's Vocabulary Development: Results from a Head Start Intervention***  
 Barbara A. Wasik, *Temple University*  
 Annemarie H. Hindman, *Temple University*
3. ***Fostering Language Development in Preschool Classrooms: Reflections on Work with ERF Teachers***  
 Judith Schickedanz, *Boston University*

**3:00PM - 4:30PM**  
**SYMPOSIUM**
**TANGERINE A**
***Emergent Literacy Instruction and Intervention: Three-Research Synthesis to Identify Effective Practices***

**Chair:** Christie L. Cavanaugh, *University of Florida*  
**Discussants:** Ann-Marie Orlando, *University of Florida*  
 Salih Rakap, *University of Florida*  
 Nancy O. Wilde, *University of Florida*  
 Sunjung Kim, *University of Florida*  
 Sharron Cuthbertson, *University of Florida*  
 Sally Moore, *University of Florida*  
 Heeyoung Park, *University of Florida*  
 Il Rang Lee, *University of Florida*  
 Juliette Carter, *University of Florida*  
 Danyse Harrison, *University of Florida*  
 Debra Donlan, *University of Florida*

Overarching Theme: Focus on Process for Conducting Syntheses and Identification of Emergent Literacy Content. Interdisciplinary doctoral student teams conducted research syntheses on emergent literacy topics with faculty guidance to learn and complete the process. These syntheses are related through the thread of emergent literacy instruction, yet, they each have a specific intervention and population focus. This work focuses on process and content. Topics include: The effects of storybook reading interventions on emergent literacy development for children with disabilities; Parent-implemented early literacy interventions for young children from low-income families; and The Impact of phonological awareness AND writing instruction on emergent writing development.

1. ***Synthesis One: The Effects of Storybook Reading Interventions on the Emergent Literacy Development of Children with Disabilities***  
 Ann-Marie Orlando, *University of Florida*  
 Salih Rakap, *University of Florida*  
 Nancy O. Wilde, *University of Florida*  
 Sunjung Kim, *University of Florida*
2. ***Synthesis Two: Parent-Implemented Early Literacy Interventions for Children 5 Years Old or Younger from Low-Income Families***  
 Sharron Cuthbertson, *University of Florida*  
 Sally Moore, *University of Florida*  
 Heeyoung Park, *University of Florida*  
 Il Rang Lee, *University of Florida*
3. ***Synthesis Three: The Combination of Phonological Awareness and Writing Instruction and Its Impact on Emergent Writing Skill Development***  
 Juliette Carter, *University of Florida*  
 Danyse Harrison, *University of Florida*  
 Debra Donlan, *University of Florida*

**3:00PM - 4:30PM  
ALTERNATIVE FORMAT****TANGERINE B**

*Invited Session: Intersecting Professional Development and Teacher Education Research: Methods, Findings, and Commentary on Longitudinal Studies*

**Chair:** Ellen McIntyre, *North Carolina State University*

Part I of this session will begin with a presentation of the findings and methods of multiple longitudinal studies of professional development on literacy instructional practices for diverse populations (low SES rural whites, urban African-Americans, and rural and urban ELLs) directed or co-directed by Ellen McIntyre. Most studies involved collaborative research using ethnographic techniques, and one was an evaluation study using student learning as a measure. Part II of this session will be a panel discussion by Cheryl Dozier, Ruth Wharton-McDonald, and Linda Wold on the key findings and implications across these studies. Commentary will be grounded in theory and research on professional development and will raise questions and issues for working with practicing teachers for the improvement of literacy instruction. Significant time will be allowed for participant sharing on views about and experiences with teacher learning.

**Presenters:**

Cheryl L. Dozier, *University at Albany, State University of New York*

Ellen McIntyre, *North Carolina State University*

Ruth Wharton-McDonald, *University of New Hampshire*

Linda S. Wold, *Loyola University Chicago*

**3:50PM - 4:30PM  
ROUNDTABLE SESSIONS****ORANGE**

- I. *The Three Pigs: Can They Blow Us into Media Literacy?***  
Stephanie Flores-Koulisch, *Loyola College in Maryland*  
Wendy M. Smith, *Loyola College in Maryland*
- II. *Surviving in the Accountability "Pressure Cooker": How Three Experienced Teachers Describe Their Experiences with Literacy Mandates***  
Jeanne B. Cobb, *Coastal Carolina University*  
Stephan Sargent, *Northeastern State University*  
Chitlada Patchen, *University of North Texas*
- III. *Text Structure, Main Idea, and Comprehension***  
Danhua Wang, *Indiana University of Pennsylvania*
- IV. *The Change of Kindergarteners' Writing Complexity Using Story Elements***  
Lynne Watanabe, *Alpine School District*  
Kendra Hall, *Brigham Young University*
- V. *Effects of High-Stakes Testing on Pedagogy, Practice and Teacher Identity - Teachers Voices Disrupt the A Priori***  
Jan E. Blake, *University of Tennessee*
- VI. *The Smart Board: Centralizing Literacy for Pre-Service Teachers***  
Sarah Bridges-Rhoads, *The University of Georgia*

- VII. *Hip-Hopping Pedagogy: An Examination of Hip-Hop Enacted in the Classroom***  
Jung E. Kim, *University of Illinois at Chicago*
- VIII. *Practices and purposes: What Literacy Practices Do Secondary Science and Social Studies Teachers Use to Accomplish Their Goals and What Genres Do the Student Tasks Represent?***  
Kathleen Moxley, *Central Michigan University*
- IX. *Getting Beyond Reading First: A Formative Professional Development Experiment in Grades 4 and Above***  
Kandy C. Smith, *University of Tennessee at Knoxville*  
Anne McGill-Franzen, *University of Tennessee at Knoxville*  
Susan Benner, *University of Tennessee at Knoxville*  
Sherry Bell, *University of Tennessee at Knoxville*  
Gail Cook, *University of Tennessee at Knoxville*

**4:45PM - 6:00PM  
PLENARY ADDRESS TWO****SALONS E-I**

**Chair:** Kelly Chandler-Olcott, *Syracuse University*

- I. *Announcements***  
Kathleen A. Hinchman, *Syracuse University*
- II. *Edward B. Fry Book Award Presentation***  
Anne McGill-Franzen, *University of Tennessee*
- III. *Introduction of the Speaker***  
Christine C. Pappas, *University of Illinois at Chicago*
- IV. *Plenary Address***  
*Literacy and African-American Boys: Shifting the Paradigm*  
Alfred Tatum, *University of Illinois at Chicago*

*Saturday • December 6, 2008*

**Literacy Research:  
Merging and Emerging Perspectives**

*58th National Reading Conference • December 3 - December 6, 2008*



*Saturday*





**8:30AM - 10:00AM  
PAPER SESSION**

**AZALEA A**

*Literacy and Science*

**Chair:** Zhihui Fang, *University of Florida*

1. ***Teaching Reading in the Science Classroom to Promote Science Literacy***  
Zhihui Fang, *University of Florida*
2. ***Embedding Authentic Literacy and Science Argument Practices in Elementary Classrooms: The Impact of Quality Teacher Implementation on Closing the Achievement Gap***  
Lori A. Norton-Meier, *Iowa State University*  
Brian Hand, *The University of Iowa*  
Recai Akkus, *Abant Izzet Baysal University*
3. ***Emphasizing Content-Area Reading in Science in Grades 3-5: A Model for Enhancing Reading Comprehension and Science Learning***  
Nancy R. Romance, *Florida Atlantic University*  
Michael R. Vitale, *East Carolina University*

**8:30AM - 10:00AM  
PAPER SESSION**

**AZALEA B**

*Developing Preservice Teachers' Instructional Practices Through Tutoring*

**Chair:** Carole S. Rhodes, *Queens College, City University of New York*

1. ***"I Felt Like a Teacher for the First Time!": Preservice Teachers' Learning in a School-Based Tutoring Project***  
Dixie D. Massey, *University of Washington*  
Jan Lewis, *Pacific Lutheran University*
2. ***Preservice Tutors and First Grade Children: Prompts, Interactions, and Faculty Feedback***  
Beverly J. Timmons, *Kent State University*  
Denise N. Morgan, *Kent State University*
3. ***Pre-Service Reading Teachers as Tutors: Efficacy and Strategy***  
Heather R. Haverback, *Towson University*  
Susan J. Parault, *St. Cloud State University*

**8:30AM - 10:00AM  
PAPER SESSION**

**CEDAR**

*Teacher Education Issues and Answers*

**Chair:** Amy D. Broemmel, *University of Tennessee at Knoxville*

1. ***Teacher Education Standards and Relevant Curriculum: Literature as the Center of Language Arts?***  
Leslie D. Burns, *University of Kentucky*  
Lisa Scherff, *The University of Alabama*
2. ***Social Class & Socially Responsive Teacher Education: A Multiple Case Study***  
Cheryl A. Kreutter, *SUNY Geneseo*

3. ***Listening to the Teachers: Experiences in Success For All Classrooms***  
Katherine R. Evans, *University of Tennessee at Knoxville*  
Amy D. Broemmel, *University of Tennessee at Knoxville*

**8:30AM - 10:00AM  
PAPER SESSION**

**LARGO**

*Student Talk and Student Identity*

**Chair:** Stavroula Kontovourki, *Teachers College, Columbia University*

1. ***"Did You Hear What I Said Yo?!": Exploring Conversations as Critical Literacy Work Among Urban Adolescents of Color***  
Jeanine M. Staples, *Pennsylvania State University*
2. ***"I'm a J!": Texts and the Construction of Literate Identities in a Third Grade Classroom***  
Stavroula Kontovourki, *Teachers College, Columbia University*
3. ***(Re)Making Identities in Book Clubs: Adult GED Students Become Agents of Their Literacy Learning***  
Carolyn A. Colvin, *The University of Iowa*  
Yewande Lewis, *The University of Iowa*  
Mariah Steele, *The University of Iowa*  
Lauren A. Keating, *Grant Wood Area Educational Agency*

**8:30AM - 10:00AM  
SYMPOSIUM**

**LEMON**

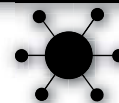
*Chinese Perspectives on Literacy Teaching and Learning*

**Chair:** Ran Hu, *The University of Georgia*

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

In this symposium, we present different Chinese perspectives on both Chinese and English literacy teaching and learning. Paper 1 examines unique characteristics of Chinese ideograms that historically have lent themselves to political, social, and educational contexts in ancient China. Paper 2 examines the influence of Confucianism and Deweyan philosophy on Chinese literacy acquisition. Paper 3 examines how mainstream social ideologies influenced English teaching and learning in China.

1. ***Literacy in Ancient China: A Situated Role in Historical Times***  
Liqing Tao, *City University of New York*  
Gaoyin Qian, *City College of New York, City University of New York*
2. ***Confucian and Deweyan Influences on Literacy Learning in Contemporary China***  
Wei-chun Liu, *Purdue University*  
Beverly Cox, *Purdue University*
3. ***Social Ideologies and the Teaching and Learning of English Literacy in China***  
Ran Hu, *The University of Georgia*


**8:30AM - 10:00AM  
SYMPOSIUM**

LIME

***Eliciting Peer-to-Peer Talk about Text in the Middle Elementary Years***
**Chair & Discussant:** Maren S. Aukerman, *Stanford University*

The purpose of this symposium is to explore what drives children's responsiveness to each other in elementary school small group conversations of fiction and nonfiction texts. The role of teacher and student questions and text features particular to fiction and informational texts will be discussed in relation to the opportunities created for generating substantive peer-to-peer talk in various participation structures.

**1. *The Role of Teacher and Student Questions in Forstering Third Grade Peer-to-Peer Discussions of Literary Texts***

Maren S. Aukerman, *Stanford University*  
 Greg Glasheen, *University of Pennsylvania*  
 Kathleen Riley, *University of Pennsylvania*

**2. *Looking at Ourselves Under a Microscope: Examining Peer-to-Peer Talk in Teacher-Mediated Fourth Grade Discussions of Science Informational Picturebooks***

Monica A. Belfatti, *University of Pennsylvania*  
 Caroline E. McGuire, *University of Pennsylvania*

**3. *Exploring Third Grade Small Group Discussions in Two Participation Structures Aimed at Fostering Reading Comprehension of Literary Texts***

Diane M. Santori, *University of Pennsylvania*

learned along with directions for future study. Participants in this alternative symposium will be invited to discuss our data as well as their own research and experiences.

**1. *Technology and Enduring Problems: How Teacher Candidates' Video Observations Reveal Powerful Dilemmas Based on Their Backgrounds as Students***

Mark W. Conley, *The University of Memphis*

**2. *Cases that Follow Cases for Building Pedagogical Knowledge***

Tara Alvey, *Vanderbilt University*  
 Christopher Keyes, *Vanderbilt University*  
 Victoria J. Risko, *Vanderbilt University*

**3. *Cases for Conceptual Change in Pre-Service Technology and Literacy Instruction***

Charles K. Kinzer, *Teachers College, Columbia University*  
 Sarah Lohnes, *Towson University*  
 Dan Hoffman, *Teachers College, Columbia University*  
 Selen Turkyay, *Teachers College, Columbia University*

**4. *Preservice Teachers and Technology: From Coursework to Schoolwork***

Marino Alvarez, *Tennessee State University*

**5. *Shifting Identities with Technology: From Student/Preservice Teacher to Teacher***

Linda Labbo, *The University of Georgia*  
 Mary S. Love, *The University of Georgia*

**8:30AM - 10:00AM  
PAPER SESSION**

MARATHON

***Images of Family, Library Inquiry, and Peers as Resources***
**Chair:** Lisa Simon, *City College of New York, City University of New York*
**1. *Images of Family in Commercial Reading Programs: A Critical Examination***

Judith Dunkerly, *University of Nevada, Las Vegas*

**2. *What We Talk About When We Talk About Inquiry***

Lisa Simon, *City College of New York, City University of New York*

**3. *Drawing Upon Resources: Capital Conversion in an Elementary Classroom of Literacy Practice***

Amy Ardell, *University of Southern California*

**8:30AM - 10:00AM  
ALTERNATIVE FORMAT**

OLEANDER A

***The Multiple Roles, Dilemmas and Opportunities in Using Technology in Teacher Preparation and Literacy***
**Chair:** Rebecca Anderson, *The University of Memphis*  
**Discussant:** Laura Roehler, *Michigan State University*

Despite the prevalence of technology in teacher preparation, we know very little about the roles, dilemmas and opportunities that emerge from the integration of technology into literacy and teacher preparation. This symposium provides some research-based insights about what can be

**8:30AM - 10:00AM  
SYMPOSIUM**

OLEANDER B

***Adolescent Vocabulary Development: Multiple Perspectives on In-School and Out-of-School Predictors and Identities***
**Chair:** Joshua F. Lawrence, *Harvard Graduate School of Education*  
**Discussant:** Linda Kucan, *University of Pittsburgh*

This session presents several recent studies that describe the rich range of activities that contribute to adolescent word learning, and how students position themselves as word learners and users in schools. Presentations include analysis of data collected from a multi-site vocabulary intervention, student interviews, and surveys of student time-allocation. Together, these studies present a rich and complex picture of adolescent word learning.

**1. *Implementation of a Middle-School Vocabulary Intervention: What Are the Effects on Students' Word Learning in the Pilot Year?***

Claire White, *Strategic Educational Research Partnership*

**2. *Background Knowledge and Roles of Authority in Using New Academic Words***

Christina Dobbs, *Harvard University*

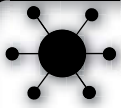
**3. *"I'm Not a Big Word Fan": Exploring Ninth-Graders' Experiences with Word Consciousness-Oriented Vocabulary Instruction***

Kara Moloney, *New Mexico Highlands University*

**4. *Leisure Reading During the Summer and School Year: Contrary Predictions for Vocabulary Learning Across the Calendar Year***

Joshua F. Lawrence, *Harvard Graduate School of Education*





8:30AM - 10:00AM

**RESEARCH METHODOLOGIES SERIES**

SALON A

*Recent Advancements in Qualitative Design and Analysis***Chair & Discussant:** Robert Jiménez, *Vanderbilt University***Presenter:** Sari Knopp Biklen, *Syracuse University*

8:30AM - 10:00AM

**SYMPOSIUM**

SALON B

*Exemplary Evidence-Based Literacy Tutoring Programs: What Works and Why***Chair:** Janet C. Richards, *University of South Florida***Discussant:** Dick Allington, *University of Tennessee*

This symposium will inform those who wish to become familiar with innovative literacy tutoring programs; initiate similar tutoring initiatives; set or revise goals for existing programs; expand/enhance current literacy tutoring programs; or conduct research on literacy programs for purposes of evaluation, accountability, funding, or publication.

- 1. Communities of Practice Summer Literacy Camps**  
Janet C. Richards, *University of South Florida*  
Susan Bennett, *University of South Florida*
- 2. Let's Make Movies: Enhancing Children's and Adolescents' Literacy Skills in Media Literacy Camp**  
James R. King, *University of South Florida*  
Jenifer Schneider, *University of South Florida*  
Deborah Kozdras, *University of South Florida*  
James Welsh, *University of South Florida*
- 3. STELLAR Tutoring in Preservice Teacher Preparation**  
James Hoffman, *The University of Texas at Austin*  
Melissa Mosely, *The University of Texas at Austin*  
Deborah Horan, *The University of Texas at Austin*  
Audra Roach, *The University of Texas at Austin*  
Katie Russell, *The University of Texas at Austin*  
Heather Warren, *The University of Texas at Austin*

8:30AM - 10:00AM

**SYMPOSIUM**

SALON C

*A Multi-Tiered Model of Sustainable Literacy Improvement in Urban Schools***Chair:** JoAnne Vazzano, *Northeastern Illinois University***Discussant:** Peggy Mueller, *The Chicago Community Trust*

University literacy professors in a large Midwestern district, partnered with urban schools to improve literacy instruction. A collaborative professional development approach was proposed to build infrastructures in each network school as a self-sustainable model of professional development to increase the number of key literacy personnel. Research will be presented on three areas of the model: reflective debriefings of teacher-to-teacher demonstrations, ongoing influence of teacher-to-teacher demonstrations, and individual professional development opportunities from systematic inquiry projects.

- 1. A Continuum for Literacy Improvement in Urban Schools: From Capacity Building to Sustainable Growth and Achievement**  
Joyce H. Jennings, *Northeastern Illinois University*
- 2. Reflective Practice as Infrastructure: Focused Debriefing of Demonstration Lessons**  
Janet Pariza, *Northeastern Illinois University*  
JoAnne Vazzano, *Northeastern Illinois University*
- 3. Generating Changes in Urban School Literacy Instruction Through Conversations and Connections about Demonstration Lessons**  
Eileen Kaiser, *Northeastern Illinois University*  
JoAnne Vazzano, *Northeastern Illinois University*
- 4. Increasing the Number of Key Literacy Teachers in Urban Schools: Systematic Inquiry as Individual Professional Development**  
Janalyn Meehan, *Northeastern Illinois University*

8:30AM - 10:00AM

**ALTERNATIVE FORMAT**

SALON D

*Applying the Multiliteracies Pedagogical Framework to Content-area Teaching***Chairs:** Roni Jo Draper, *Brigham Young University*  
Amy P. Jensen, *Brigham Young University*

Preparation for democratic participation, for taking on the problems of humanity, must prepare individuals with both an understanding of the particulars of problems (content) and the linguistic and para-linguistic acuity to participate (literacy). Content-area teacher educators will lead a discussion about the utility of the multiliteracies pedagogical framework for teaching within content-area classrooms.

- 1. Describing and Critiquing the Multiliteracies Pedagogical Framework**  
Roni Jo Draper, *Brigham Young University*
- 2. Using the Multiliteracies Pedagogical Framework in the Arts**  
Amy P. Jensen, *Brigham Young University*  
Paul Broomhead, *Brigham Young University*  
Diane Asay, *Brigham Young University*
- 3. Using the Multiliteracies Pedagogical Framework in Science, Technology, Engineering, and Mathematics**  
Daniel Siebert, *Brigham Young University*  
Steven Shumway, *Brigham Young University*  
Marta Adair, *Brigham Young University*  
Scott Hendrickson, *Brigham Young University*
- 4. Using the Multiliteracies Pedagogical Framework in the Humanities**  
Jeffery D. Nokes, *Brigham Young University*  
Sirpa Grierson, *Brigham Young University*



**8:30AM - 10:00AM  
SYMPOSIUM**

**TANGERINE A**

***Refining and Extending a Research Agenda: Expository Reading and Writing***

**Chair:** Thomas D. Wolsey, *Walden University*  
**Discussant:** Jane Hansen, *University of Virginia*

Instructional precision may be of more value than simple prescription as students learn to navigate transactional texts as readers and writers. These studies provide models and descriptions of successful practice needed to encourage teachers and school systems to improve academic outcomes in reading informational texts and writing for academic purposes.

- I. *Academic Writing: Cognitive Flexibility Theory in Practice***  
Thomas D. Wolsey, *Walden University*
- 2. *Supporting Knowledge and Language Acquisition Differences and Growth: Are Tiered Same-Topic Texts the Answer?***  
Diane Lapp, *San Diego State University*  
Barbara Moss, *San Diego State University*
- 3. *Reading and Writing Persuasive Texts: Constructing a Convincing Argument***  
Dana L. Grisham, *California State University, East Bay*  
Cheryl Pham, *San Diego Unified School District*  
Cheryl Wozniak, *California State University, East Bay*

**8:30AM - 10:00AM  
ALTERNATIVE FORMAT**

**TANGERINE B**

***So, You're Looking for Answers?: Exploring Possibilities of Teacher Inquiry Communities around Literacy Teaching in New Jersey and Guatemala***

**Chair & Discussant:** Marjorie E. Madden, *Rowan University*

This research documents, analyzes and interprets the impact of teacher inquiry communities on literacy teaching and learning. What are dilemmas in literacy instruction that confront teachers across schools, communities, and countries? How might a teacher inquiry community contribute to the understanding of literacy teaching and learning? This research provides a cross-cultural analysis of teacher researcher communities from three contexts: a suburban school in Glassboro, NJ, an urban school in Camden, New Jersey, and a Mayan school, in Antigua, Guatemala.

***Purpose/Perspectives***

Marjorie E. Madden, *Rowan University*  
Stacey Leftwich, *Rowan University*  
Susan Browne, *Rowan University*

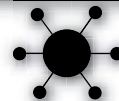
**10:15AM - 11:45AM  
INTEGRATIVE RESEARCH REVIEW**

**SALONS E-I**

**Chair:** Cheryl L. Dozier, *University at Albany, State University of New York*

- I. *Albert J. Kingston Award Presentation***  
Diane Corcoran Nielsen, *The University of Kansas*
- II. *Introduction of the Speaker***  
Nancy L. Shanklin, *University of Colorado Denver*
- III. *2008 Integrative Research Address***  
***Everything You've Always Wanted to Know About Literacy Coaching but Were Afraid to Ask: A Review of Policy and Research***  
Sharon Walpole, *University of Delaware*  
Michael C. McKenna, *University of Virginia*





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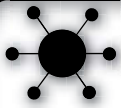
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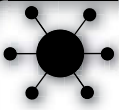
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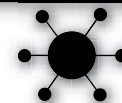
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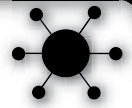
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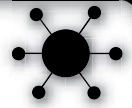
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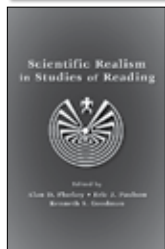
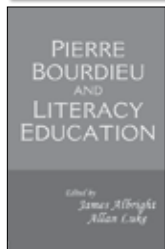
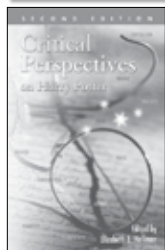
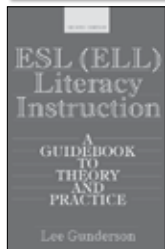
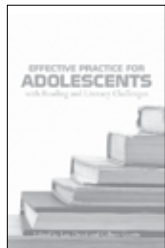
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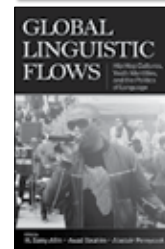
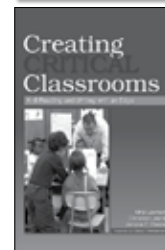
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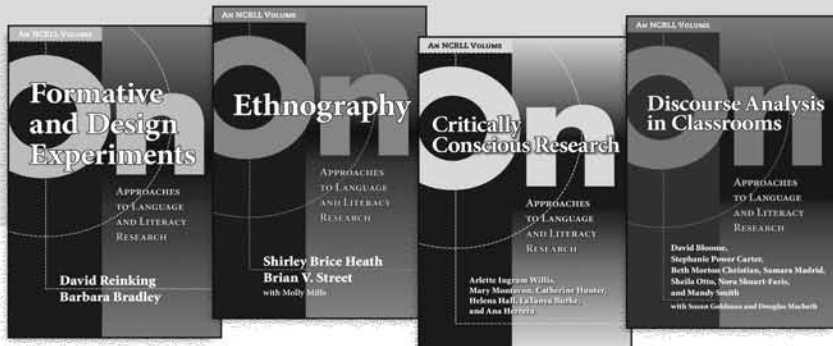
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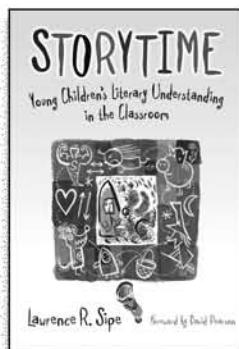
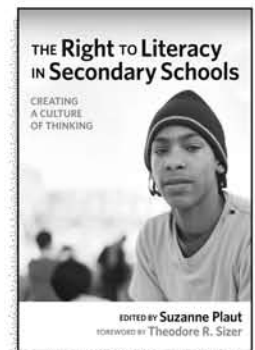
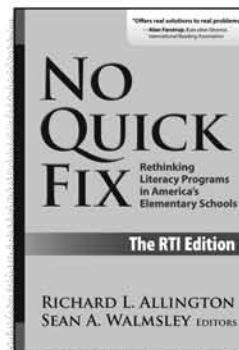
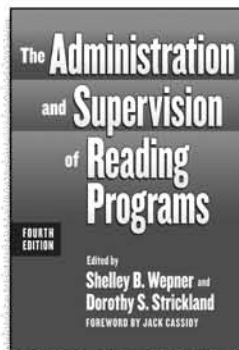
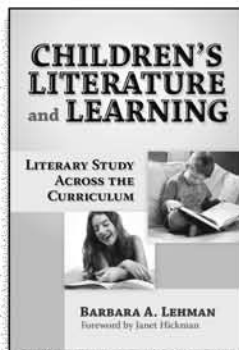
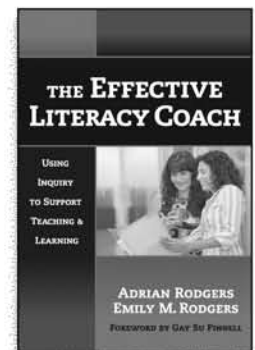
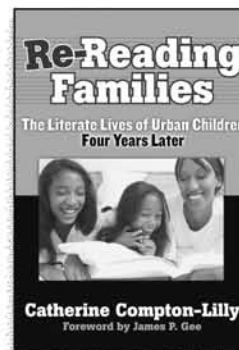
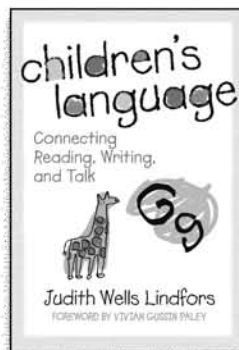
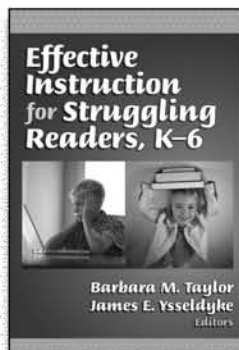


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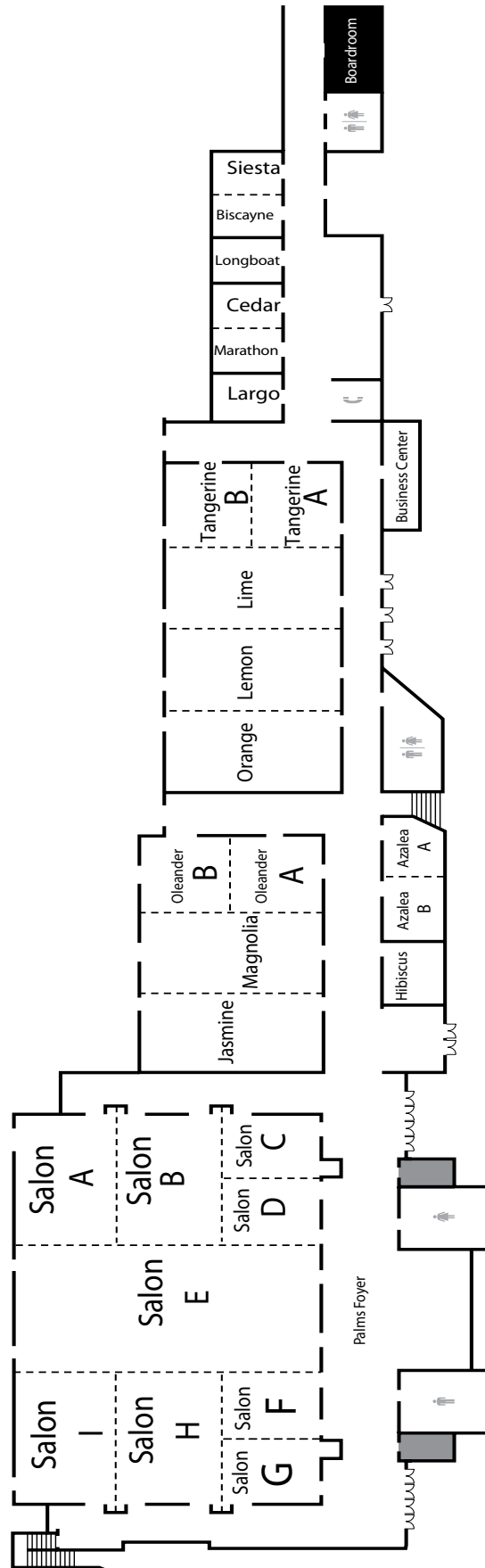
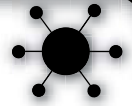
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