



Dear NRC Annual Meeting Attendee:

Welcome to the 2009 Annual Meeting of the National Reading Conference in Albuquerque, New Mexico. Welcome especially to those attending NRC for the first time. NRC has a longstanding tradition of welcoming new members, particularly graduate students and junior faculty who are the foundation for the next generation of literacy scholars. One example is the Newcomers' Luncheon on Wednesday for those who have registered for that event in advance. Likewise, with their registration materials, graduate students will find a list of ten suggestions for enriching their experience at the Annual Meeting.

If you are new to NRC, I encourage uninhibited participation in all conference activities confident that you will be welcomed and nurtured by more established members, who, even if they have high status in the field, are approachable and supportive. Many members are attracted to NRC because the Annual Meeting provides many formal and informal opportunities for open, stimulating discussion and interaction that is respectful of all voices and perspectives. NRC's culture is also grounded in professional collaborations and often career-long friendships that draw energy from the Annual Meeting. As a case in point, few professional organizations can boast that more than 90% of its members typically attend the Annual Meeting. If you are new to NRC, I am confident that active involvement in diverse conference activities will bring you into contact with NRC's special character, which is likely to bring you back year after year.

For longtime NRCers, this year's Annual Meeting reflects a blend of established traditions as well as unique activities and new directions (see Page 7 for a summary of what's new this year). You will find all of the usual events of recent years: morning study groups, symposia, alternative sessions, paper sessions, roundtables, the town meeting, and business meetings. The plenary sessions are a mix of senior NRC scholars (Kathy Hinchman's presidential address, Taffy Raphael's Oscar S. Causey address, and a special collegial debate between two teams on Saturday) and senior scholars from related fields who will expand our horizons and deepen our knowledge (Gloria Ladson-Billings, University of Wisconsin, on Thursday and Charles Payne, University of Chicago, on Friday). I hope everyone will join me in attending all of these plenary sessions. They promise to enrich our perspectives and understanding, and your attendance honors our distinguished members and guests who are plenary speakers.

I challenge members who have been coming to NRC for years to break their established routines, at least in some small way this year. Maybe it's attending a session more tangential to your interests, or one of the study groups, or open committee meetings. It will give you new insights, connect you with new colleagues, and keep your conference experience fresh and invigorating, and we will all be the richer for your added involvement.

Finally, I want to acknowledge several individuals who have been particularly helpful to me in planning this year's Annual Meeting. I offer my thanks to Kathy Hinchman, who helped me learn the planning ropes while I assisted her in planning last year's event; Patty Anders, who assisted me this year as co-chair; Chris Roper, NRC's executive director, who works tirelessly for NRC and whose organizational abilities and attention to detail are phenomenal; George Hruby, who spearheaded local arrangements and coordinated social activities; and Diane Tracey, NRC's secretary, who volunteered to coordinate the Luncheon with Distinguished Scholars on Saturday. I also want to thank NRC members Barbara Bradley, Kathy Headley, and Diane Nielsen, who allowed me to be distracted by NRC business during our work together in Italy this past summer, and who were good sounding boards for many of the ideas and decisions about the Annual Meeting that were made during that time.

Best wishes for a stimulating and enriching Annual Meeting. I hope too that you will find time to enjoy the rich culture of Albuquerque, experience its charm, and sample some of its inviting options for entertainment.

David Reinking
NRC 2009 Program Chair and President-Elect





Martha Maxwell

Since the signing of the Serviceman's Readjustment Act of 1944 (i.e., the GI Bill of Rights) up through the civil rights movement and open door movement of the 1960s and 1970s and on to the current era in postsecondary education, hundreds of thousands of college students have taken advantage of learning centers, tutorial programs, college reading and learning classes, and supplemental instruction programs. These services have provided a foundation for these students' postsecondary academic if not life successes. For the professionals serving this population throughout the latter 20th century, one individual served as the primary beacon of light to which the field could always turn. This individual was Martha Maxwell.

Martha has been described as a counselor, teacher, academic adviser, reading/learning disabilities specialist, researcher, administrator, perennial student, and as she described herself, a cheerleader for students who came from backgrounds where success had not been part of their repertoires. Across a career that spanned five decades starting with teaching speed reading to returning GIs at the American University, to organizing the reading/study skills laboratory at the University of Maryland, to serving as the Director of the Student Learning Center at the University of California at Berkeley, she was indeed a cheerleader for all students and her colleagues in the profession.

As might be expected, Martha was an active member of our NRC, including service on the Board of Directors, during our college and adult reading era. Furthermore, she served as the President of the College Reading Association, and she was a major contributor to the development of the Western College Reading Association. As a scholar she wrote seminal works for the field, including *Improving Student Learning Skills*, *Evaluating Academic Skills Programs*, and *When Tutor Meets Student*, as well as the innovative work text *Skimming and Scanning Improvement*. There would be little disagreement by scholars and practitioners alike that the two editions of *Improving Student Learning Skills* served as the fundamental touchstone for the field throughout the latter decades of the 20th century.

Norman A. Stahl, Ph.D.
NRC Past President
Northern Illinois University

Judy Nichols Mitchell

Judy Nichols Mitchell was Dean of the College of Education at Washington State University in Pullman. She passed away at her home unexpectedly the weekend of June 26, 2009. She was 70. Judy is survived by her daughter Amy Mitchell (Neal Bonser) of Tucson, her son Ian Mitchell (Julie) of Chicago, and four grandchildren.

Judy was an active member of NRC from 1976-1996, during which time she was a professor of reading at the University of Arizona. She served as the head of the Department of Language, Reading and Culture in the College of Education at Arizona in the early '90s. She chaired the University Commission on the Status of Women and was responsible for coordinating the university's first professional development program for department chairs.

Judy was the longest-serving dean at Washington State University. Her contributions were many, including a substantial capital campaign that included an \$11-million, 27,000-square-foot addition to the College of Education building. Her leadership in higher education was characterized by her exceptional ability to help people find common ground where none seemed to exist.

As professor and NRC member, Judy wrote about reading comprehension and teacher education; as dean she wrote about career development and leadership in higher education. Her scholarship is documented at <http://education.wsu.edu/overview/dean/>

From 2005-2007 Judy served as president of the Council of Academic Deans from Research Education Institutions. She also served as president of the Washington Association of Colleges for Teacher Education (2004-2006).

Memorial contributions may be made to the "Dean's Excellence Fund" through the WSU Foundation; contact Kim Holapa at holapa@wsu.edu.

"I received word of Judy's passing on Sunday morning, June 28, 2009 and during the next week or so, more than 100 messages were sent my way, reminding me of Judy's nature and why she was so well loved. For those who didn't know Judy, let me tell you that she was one of the most generous, loyal, thoughtful, fair-minded, funniest people I have ever known. I loved her—as did many—like a sister.

Many of us grew up in the field with Judy. We figured out how to be moms (or not), wives (or not), and professors. I roomed with Judy

at NRC for more than 20 years—we often joked that we had been roommates longer than either of us had been married.

Judy was not just a member of the reading community but was a caring colleague in many of our subcommunities, providing support and encouragement, listening to and sharing personal stories and concerns. When she listened to you, she fixed her eyes on you and focused not only with her mind but also her heart. She has left much of that heart as well as her mind within us. We cherish having spent time with her."

Patty Anders (with friends)
NRC Vice President
University of Arizona

Paul Conrad Berg

Dr. Paul Berg was an emeritus professor of reading in the College of Education at the University of South Carolina in Columbia. He did undergraduate work at Syracuse University and received a doctoral degree from Cornell University under Marvin Glock. Paul began his higher education career at the University of Florida in Gainesville where he collaborated with George Spache on the successful publication, *The Art of Efficient Reading*. His tenure at South Carolina spanned over three decades, where a graduate fellowship is named in his honor. He served as NRC's fifth president during 1967 and 1968.

Paul's scholarship focused primarily on reading comprehension and developing cognitive skills for understanding print. He often surprised me with his ability to connect current theoretical and research trends with seminal work from the past. I recall sitting in his office one afternoon trying to impress him by expounding on the then-current notions of metacognition, when he pulled a book from among his extensive office collection and began reading a pristine description of self-regulated reading. He smiled when he revealed that it was from Ben Bloom's doctoral dissertation from the 1940s.

Paul was a marvelous mentor who guided me through my doctoral program at South Carolina as a father might guide a son. He was a gentleman who modeled the importance of intellectual curiosity and civil discourse. I can only hope I'll be remembered for those very same professional qualities.

William G. Brozo, Ph.D.
Professor of Literacy
George Mason University





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General Information

ABOUT NRC

The National Reading Conference, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practice. NRC sponsors a conference each year the first week of December. The program consists of roundtable discussions, sessions with alternative formats, symposia, paper sessions, and plenary addresses.

In addition to sponsoring the annual conference, NRC publishes a quarterly journal, *Journal of Literacy Research*, and the *NRC Yearbook*, which contains peer-reviewed papers selected from the previous year's conference, 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: customercare@nrconline.org or visit the Web site at www.nrconline.org.

BOOK DISPLAY, SILENT AUCTION & EXHIBITS WEDNESDAY-FRIDAY

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).

CYBER CAFÉ

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.

SAVE THE DATES www.nrconline.org



2010
Fort Worth,
Texas

December 1 - December 4, 2010



Literacy Research Past, Present, and Future: Multiple Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009



Presidential Address – Wednesday, 4:45P.M.–6:00P.M., Ballrooms A-B

Literacy Identities: Who Is Responsible?

Kathleen A. Hinchman, *Syracuse University*



Kathleen A. Hinchman

Oscar S. Causey Address – Thursday, 10:15A.M.–11:45A.M., Ballrooms A-B

Defying Gravity: Whole School Literacy Reform in Urban Schools

Taffy E. Raphael, *University of Illinois at Chicago*



Taffy E. Raphael

Plenary Address – Thursday, 4:45P.M.–6:00P.M., Ballrooms A-B

“Why Can’t We Read Something Good?” How “Standards,” “Testing,” and Scripted Curricula Impoverish Urban Students

Gloria Ladson-Billings, *University of Wisconsin-Madison*



Gloria Ladson-Billings

Plenary Address – Friday, 4:45P.M.–6:00P.M., Ballrooms A-B

Best of Times, Worst of Times: Research and Change in Urban Schools

Charles M. Payne, *University of Chicago*



Charles M. Payne

Integrative Research Review – Saturday, 10:15A.M.–11:45A.M., Ballrooms A-B

A Debate with Ourselves about the Contributions of Literacy Research to Practice and Policy

Moderator: Diane L. Schallert, *The University of Texas at Austin*

Team 1:

Donna E. Alvermann, *The University of Georgia*

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

Ernest Morrell, *University of California, Los Angeles*

Marjorie Siegel, *Teachers College, Columbia University*

Team 2:

Richard W. Beach, *University of Minnesota*

John Guthrie, *University of Maryland*

Kris Gutierrez, *University of California, Los Angeles*

Elfrieda Hiebert, *University of California, Berkeley*





Study Groups

STUDY GROUPS

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

GROUP 1—Approaches to Discourse Analysis

ACOMA

Christine Mallozzi, *University of Kentucky*
Melissa Mosley, *The University of Texas at Austin*

GROUP 2—Living the Writerly Life in Academia

APACHE

Robin R. Griffith, *East Carolina University*
Elizabeth A. Swaggerty, *East Carolina University*
Johna L. Faulconer, *East Carolina University*
Terry S. Atkinson, *East Carolina University*

GROUP 3—Doctoral Students as Researchers: Examining Literacy Research Methodologies with Diane Barone, Michael McKenna, David Reinking, and Barbara Bradley

COCHITI

Carla K. Meyer, *University of Delaware*
Karen W. Gavigan, *University of North Carolina at Greensboro*
Zoi-Apostolia Philippakos, *University of Delaware*
Sara B. McCraw, *University of Delaware*
Noreen S. Moore, *The College of New Jersey*
Kristina Nareja, *University of Delaware*

GROUP 4—Literacy Lab/Reading Clinic Study Group

LA CIENEGA

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

GROUP 5—Creating Textual Lineages— Meaningful and Significant Texts for Adolescents in Middle and High School: Mediating Tensions Between Students' Needs and Gatekeeping Texts

LAGUNA

Gwynne E. Ash, *Texas State University - San Marcos*
Leslie S. Rush, *University of Wyoming*
Alison Heron-Hruby, *George Mason University*
Jane M. Saunders, *Texas State University - San Marcos*

GROUP 6—Exploring Multiple Paths: Facilitating Conversations about Race, Culture, and Literacy Research

MESILLA

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

GROUP 7—Literacy Coaching Study Group

NAMBE

Kristin N. Rainville, *Manhattanville College*
Nancy Shanklin, *University of Colorado at Denver*
Jennifer I. Hathaway, *University of North Carolina at Charlotte*

GROUP 8—Teacher Education Research Study Group

NAVAJO

Elizabeth Dobler, *Emporia State University*
Cheryl Kreutter, *State University of New York at Geneseo*

GROUP 9—Word Study: Phonics, Vocabulary, and Spelling

PECOS

Donald R. Bear, *University of Nevada, Reno*
Regina Smith, *University of Nevada, Reno*
David Smith, *University of Nevada, Reno*
Dianna Townsend, *University of Nevada, Reno*
Shane Templeton, *University of Nevada, Reno*
Marcia Invernizzi, *University of Virginia*
William Nagy, *Seattle Pacific University*

GROUP 10—Approaches to Video Data Analysis: Exploring New Methods and Directions for Reading Research

RUIDOSO

Julie Coiro, *University of Rhode Island*
Lizabeth A. Guzniczak, *Oakland University*

GROUP 11—Early Reading First Study Group

SAN MIGUEL

Renee M. Casbergue, *Louisiana State University*
April W. Bedford, *The University of New Orleans*

GROUP 12—Adolescent Literacy Study Group

SANDIA

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

GROUP 13—Adult Literacy Research Study Group

SANTA ANA

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

GROUP 14—Keeping It Real: Exploring Practical Applications of Technology in Literacy Teaching and Learning

SANTO DOMINGO

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

GROUP 15—History of Literacy Study Group: Examining the Past in Literacy Research Past, Present, and Future: Multiple Paths to a Better World

TAOS

Dixie D. Massey, *University of Washington*
Norman A. Stahl, *Northern Illinois University*
Lou Ann Sears, *University of Pittsburgh at Greensburg*
Douglas K. Hartman, *Michigan State University*



See p. 7 for explanation of this symbol.



Literacy Research Past, Present, and Future: Multiple Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009



WHAT'S NEW AT THIS YEAR'S ANNUAL MEETING?

In response to members' feedback and input from the NRC Board of Directors, the following represent new features of the Annual Meeting this year:

NEW EMPHASES AND STRUCTURAL CHANGES

Explicit emphasis on the conference theme (*Literacy Research Past, Present, and Future: Multiple Paths to a Better World*). Those who submitted proposals for papers or sessions were encouraged to connect their topics to the theme. Titles of papers and sessions that connect explicitly to the conference theme are highlighted in the program by this symbol: 🌐.

Area chair awards. Each team of area chairs (of the 12 topical areas to which proposals are submitted) managing the review of proposals selected a paper or symposium that was particularly important and that received uniformly supportive reviews in their area. The papers and symposia receiving one of these Area Chair Awards are identified in the program by this symbol: 🏆.

The conference venue. This is the first year the Annual Meeting has been held in Albuquerque and the first year in a convention center with two conference hotels. That arrangement opens up the possibility of many new conference venues in the future, including cities that are attractive, less expensive, and more accommodating of our needs, but that do not have a single hotel large enough for our group.

Suggested readings for the invited plenary sessions. Readings distributed electronically prior to the conference will familiarize attendees with the perspectives of the two invited plenary speakers: Gloria Ladson-Billings, University of Wisconsin; and Charles M. Payne, University of Chicago.

All paper sessions will have discussants. After proposals for papers are accepted each year, Area Chairs create paper sessions by grouping papers in threes around a common theme. This year, in addition, they recommended a discussant for each paper session. Thus, authors presenting at paper sessions were also expected this year to send papers to their session's discussant three weeks before the conference. The time in paper sessions has been apportioned to accommodate three papers and reaction from a discussant.

Fewer Area Chair sessions. In previous years, the chairs of each of the 12 topical areas to which proposals are submitted were invited to sponsor a session of interest to their area. A small amount of funding was budgeted to facilitate each of these sessions. Beginning this year, even numbered areas may do so in even years and odd numbered areas in odd years, consequently with a doubling of the available funding for each year. This change is motivated in part by efforts to limit the number of sessions that do not go through the standard peer-review process, which will accommodate the steady increase in proposal submissions (a record of 739 this year). So, if your interests are centered in an even numbered area, your area will not be represented with a special session this year, but may be next year.

Papers for all presentations. In their acceptance letters, presenters were reminded of their obligation to make available to attendees a paper or, at minimum, a 750-word précis reporting the substance of their presentation. Attendees should expect presenters to distribute a hardcopy or to provide explicit information about where to obtain a digital copy of their papers. Papers can be distributed as hard copy and/or in digital form, preferably posted on the NRC Web site. This stipulation may not apply to all alternative sessions.

Expanded role of session chairs. Session chairs will collect and submit a session report including whether presenters made papers available and whether discussants received papers in advance. Attendees who have feedback about a session should offer it to session chairs either in person or by filling out a form provided for that purpose in each meeting room.

NEW EVENTS AND ACTIVITIES

The annual town meeting. Based on feedback from members responding to a posting on the NRC listserv, the Town Meeting will be continued, but it will be more structured with an introduction explaining its background and purpose, in part to accommodate newer members and voices.

Luncheon with distinguished scholars. Members were invited to register in advance to have a small-group discussion at a Saturday luncheon with one of nine distinguished scholars. We hope that this may become an annual event with a new group of scholars in each of subsequent years.

Saturday debate. The plenary session on Saturday has traditionally been a presentation by an NRC scholar who reviews an area of research. This year two teams of senior NRC scholars will debate a resolution pertaining to the role of research in providing explicit guidance for practitioners and policy makers. The audience will vote on aspects of the debate using electronic devices.

STAR brown bag luncheon. With approval of the Board of Directors, NRC is supporting financially a major, systematic mentoring program for scholars of color, proposed and coordinated by the Ethnicity, Race, and Multilingual Committee. The name of that program is Scholars of Color Transitioning into Academic Research institutions. One of the components of that program, called STAR, is a brown bag luncheon to initiate informal discussions about issues facing graduate students and junior faculty of color. All attendees are invited to attend this event on Thursday. This luncheon is also intended to be an opportunity for graduate students to network and to discuss issues of common interest.

Free Internet communication. The Albuquerque Convention Center (public areas) has free wireless access to the Internet. The NRC Cyber Café will also be available as usual. Because of this broader access, daily NRC emails will be sent to members with announcements and updates.





Schedule at a Glance

Time	Event	Room
Tuesday, December 1st		
3:00P.M. – 8:00P.M.	Attendee Registration.....	Upper West Foyer
Wednesday, December 2nd		
7:00A.M. – 6:00P.M.	Attendee Registration.....	Upper West Foyer
7:00A.M. – 6:00P.M.	Book Display / Silent Auction	Upper West Foyer
7:00A.M. – 6:00P.M.	Exhibits	Garden Foyer
7:25A.M. – 8:25A.M.	Study Groups	(See Page 6)
8:30A.M. – 10:00A.M.	Concurrent Sessions	(See Pages 11-14)
10:15A.M. – 11:45A.M.	Concurrent Sessions	(See Pages 14-19)
12:00P.M. – 1:00P.M.	Newcomers / Graduate Student Lunch	Ballroom C (Advance Registration Required)
1:15P.M. – 2:45P.M.	Concurrent Sessions	(See Pages 19-23)
3:00P.M. – 4:45P.M.	Concurrent Sessions	(See Pages 23-27)
4:45P.M. – 6:00P.M.	Student Outstanding Research Award Presentation	Ballrooms A & B
	J. Michael Parker Award Presentation	
	Presidential Address	
6:15P.M. – 7:30P.M.	President's Reception	Ballroom C
Thursday, December 3rd		
7:00A.M. – 6:00P.M.	Attendee Registration.....	Upper West Foyer
7:00A.M. – 6:00P.M.	Book Display / Silent Auction	Upper West Foyer
7:00A.M. – 6:00P.M.	Exhibits	Garden Foyer
7:25A.M. – 8:25A.M.	Study Groups	(See Page 6)
8:30A.M. – 10:00A.M.	Concurrent Sessions	(See Pages 29-33)
10:15A.M. – 11:45A.M.	Oscar S. Causey Award Presentation.....	Ballrooms A & B
	Oscar S. Causey Address	
12:00P.M. – 1:00P.M.	STAR Brown Bag Lunch.....	Ballroom C
12:00P.M. – 1:00P.M.	Early Career Achievement Award Committee Meeting.....	Apache
12:00P.M. – 1:00P.M.	Ethics Innovative Community Group (ICG) Meeting	Taos
12:00P.M. – 1:00P.M.	Field Council Meeting	La Cienega
12:00P.M. – 1:00P.M.	International Innovative Community Group (ICG) Meeting.....	Laguna
12:00P.M. – 1:00P.M.	Oscar S. Causey Award Committee Meeting	Jemez
12:00P.M. – 1:00P.M.	Policy and Legislative Committee Meeting	Isleta
12:00P.M. – 1:00P.M.	Publications Committee Meeting	Cochiti
12:00P.M. – 1:00P.M.	Student Outstanding Research Award Committee Meeting.....	Santa Ana





12:00P.M. – 1:00P.M.	Technology Committee Meeting	Acoma
1:15P.M. – 2:45P.M.	Concurrent Sessions	(See Pages 33-38)
3:00P.M. – 4:45P.M.	Concurrent Sessions	(See Pages 39-42)
4:45P.M. – 6:00P.M.	Early Career Achievement Award Presentation	Ballrooms A & B
	Distinguished Scholar Lifetime Achievement Award Presentation	
	Plenary Address	
6:15P.M. – 7:15P.M.	Town Hall Meeting	Ballroom C

Friday, December 4th

7:00A.M. – 6:00P.M.	Attendee Registration	Upper West Foyer
7:00A.M. – 3:30P.M.	Book Display / Silent Auction	Upper West Foyer
7:00A.M. – 6:00P.M.	Exhibits	Garden Foyer
7:25A.M. – 8:25A.M.	Study Groups	(See Page 6)
7:25A.M. – 8:25A.M.	Journal of Literacy Research (JLR) Editorial Board Breakfast	Picuris
7:25A.M. – 8:25A.M.	Albert J. Kingston Award Committee Meeting	Isleta
7:25A.M. – 8:25A.M.	Edward B. Fry Book Award Committee Meeting	Zuni
7:25A.M. – 8:25A.M.	Ethnicity, Race, and Multilingualism Committee Meeting	Tesuque
8:30A.M. – 10:00A.M.	Concurrent Sessions	(See Pages 43-46)
10:15A.M. – 11:45A.M.	Concurrent Sessions	(See Pages 47-51)
12:00P.M. – 1:00P.M.	Past Presidents Advisory Lunch	Ballroom C
12:00P.M. – 1:00P.M.	Distinguished Scholar Lifetime Achievement Award Committee Meeting	Jemez
12:00P.M. – 1:00P.M.	J. Michael Parker Award Committee Meeting	Nambe
12:00P.M. – 1:00P.M.	Writing for NRC Publications	Mesilla
	Susan Florio-Ruane, <i>Michigan State University</i>	
	Douglas K. Hartman, <i>Michigan State University</i>	
	Nell K. Duke, <i>Michigan State University</i>	
	Laura Apol, <i>Michigan State University</i>	
	Mary Anne Doyle, <i>University of Connecticut</i>	
	Douglas K. Kaufman, <i>University of Connecticut</i>	
	Jason G. Irizarry, <i>University of Connecticut</i>	
	Natalie G. Olinghouse, <i>University of Connecticut</i>	
	Autumn Dodge, <i>Michigan State University</i>	
	Laura Jimenez, <i>Michigan State University</i>	
	Alisa Biederman, <i>Michigan State University</i>	
	Kevin M. Leander, <i>Vanderbilt University</i>	
	Deborah Wells Rowe, <i>Vanderbilt University</i>	
	Victoria J. Risko, <i>Vanderbilt University</i>	
	Robert T. Jiménez, <i>Vanderbilt University</i>	
	Melanie K. Hundley, <i>Vanderbilt University</i>	
	David K. Dickinson, <i>Vanderbilt University</i>	
	Christopher Keyes, <i>Vanderbilt University</i>	





Schedule at a Glance (cont.)

1:15P.M. – 2:45P.M.	Concurrent Sessions	(See Pages 51-55)
3:00P.M. – 4:45P.M.	Concurrent Sessions	(See Pages 56-60)
4:00P.M. – 6:00P.M.	Purchase of Silent Auction Books	Upper West Foyer
4:45P.M. – 6:00P.M.	Edward B. Fry Book Award Presentation	Ballrooms A & B Plenary Address
6:15P.M. – 7:15P.M.	Annual Business Meeting	Ballroom C

Saturday, December 5th

7:00A.M. – 1:30P.M.	Attendee Registration	Upper West Foyer
7:00A.M. – 11:00A.M.	Purchase of Silent Auction Books	Upper West Foyer
7:25A.M. – 8:25A.M.	Study Groups	(See Page 6)
7:25A.M. – 8:25A.M.	2010 Program Area Chairs Breakfast	Ballroom C
8:30A.M. – 10:00A.M.	Concurrent Sessions	(See Pages 61-65)
10:15A.M. – 11:45A.M.	Albert J. Kingston Award Presentation	Ballrooms A & B Integrative Research Review
12:00P.M. – 1:30P.M.	Lunch with a Distinguished Scholar	Ballroom C (Advance Registration Required)



Program Key:



Area Chair Award Sessions



Conference Theme Sessions



Roundtable Sessions

Wednesday • December 2, 2009

Wednesday

LITERACY RESEARCH

Past, Present, and Future: Multiple Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009



SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Meeting from 7:25a.m. – 8:25a.m.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Program Content Area Chairs. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PROGRAM CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2009 Program Chair. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Meeting. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.



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

ACOMA

Real Texts, Real Readers, Real Purposes for Reading

Chair: Suzette Youngs, *University of Northern Colorado*

Discussant: Frank Serafini, *Arizona State University*

How young readers interpret texts, in particular children's literature, has had an extensive history in reading research and education. This symposium will present findings from three research studies that attended to the instructional practices that moved readers beyond literal elements of texts and images, and encouraged readers to construct meanings from a variety of perspectives.

1. *Reading the Design: Intermediate Readers Respond to Historical Fiction Picture Books*
Suzette Youngs, *University of Northern Colorado*
2. *Revisiting Book Club Written Conversations: Points of Concurrence and Dispersion*
Diane Barone, *University of Nevada, Reno*
3. *Expository Text and English Language Learners: An Examination of Reader Response*
Tanya Whiteman, *University of Nevada, Reno*

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

APACHE

Knowledge, Beliefs, and Practices in Literacy Instruction

Chair: Ted Kesler, *Queens College, City University of New York*

1. *Un-Standardized Measures: A Cross-Case Analysis of the Literacy Instruction in Two Urban High-Needs 4th Grade Classrooms as the Teachers and Students Prepared for the High-Stakes Tests*
Ted Kesler, *Queens College, City University of New York*
2. *Characterizing Literacy Instruction in Middle and High School: A Report of Practices in English and Reading Classrooms*
Salika A. Lawrence, *William Paterson University*
3. *How Do Reading Teachers Use Research and Reflection in Designing and Delivering Effective Instructional Practice?*
Sharon H. Ulanoff, *California State University, Los Angeles*
Joan C. Fingon, *California State University, Los Angeles*
Dolores Beltran, *California State University, Los Angeles*

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

ISLETA

Readers' Responses to Changing Textual Formats

Chair: Wendy M. Smith-D'Arezzo, *Loyola College in Maryland*

1. *Teachers' and Pre-Service Teachers' Views of a Postmodern Children's Book*
Wendy M. Smith-D'Arezzo, *Loyola College in Maryland*
Stephanie Flores-Koulis, *Loyola College in Maryland*
Afra Hersi, *Loyola College in Maryland*

2. *"People Gonna See I Ain't Who I Used to Be:" Writing the Urban Protagonist in Young Adult Novels*
Wanda Brooks, *Temple University*
Lorraine Savage, *Temple University*
Ellyn Waller, *Temple University*
3. *Consuming Mystery: The 39 Clues Immersive Universe*
Diane C. Sekeres, *University of Alabama*
Chris Watson, *University of Alabama*

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

JEMEZ

The Professional Development of Content-Area Teachers

Chair: Jennifer D. Patrick, *University of Florida*

1. *Teachers' Lived Experiences: Integrating New Literacies into Math and Science Content*
Jennifer J. Wimmer, *University of Nevada, Las Vegas*
2. *Secondary Science Teachers Learning about the Specialized Language of Science: A Multi-Case Study*
Jennifer D. Patrick, *University of Florida*
3. *A Study of the Implementation of Writing Across the Curriculum in Mathematics*
Amy Alexandra Wilson, *The University of Georgia*



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

LA CIENEGA

Revisiting Language and Literacy Measures: Interdisciplinary and Historical Perspectives

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

Discussant: Jennifer Jasinski Schneider, *University of South Florida*

The measures developed for measuring language and literacy use and competence is one of the legacies of literacy research. As the field has evolved, so have the measures. Yet, certain measures have persisted, both within the field and in related disciplines. This symposium examines discrete, standardized measures of word knowledge and the use of proposition density ratios from clinical, cognitive, and socio-cultural moments in literacy research as well their applications in related disciplines.

1. *Literacies' Measures as Artifacts and Palimpsest*
James R. King, *University of South Florida*
2. *Autoethnographic Appraisal of Literacy Measures and Literate Identity*
Deborah Kozdras, *University of South Florida Tampa*
3. *Measures of Language and Literacy as Predictors of Change: A Nexus of Adult and Child-Based Research*
Barbara Peterson, *University of South Florida Tampa*





8:30AM - 10:00AM
PAPER SESSION

LAGUNA

Partnering to Prepare Literacy Educators

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

-  **Discovering Multiple Paths for Transcending Literacy Experiences: Promoting Literacy through Collaboration within and across Pre-Service Teacher Education Courses**
Christine A. Draper, *Georgia Southern University*
Michelle Reidel, *Georgia Southern University*
- From PDS Classroom Teachers to Literacy Teacher Educators: Learning from Professional Development School Boundary Spanners**
Teresa Fisher, *Georgia State University*
Joyce Many, *Georgia State University*
Jennifer Ureno, *Georgia State University*
Katharine Kurumada, *Georgia State University*
-  **Pathways to Exemplary Literacy Practices**
Mary Avalos, *University of Miami*
Julie W. Ankrum, *University of Pittsburgh at Johnstown*
W. David Scales, *University of North Carolina at Greensboro*
Roya Qualls Scales, *Western Carolina University*
Aimee Morewood, *West Virginia University*
Peggy D. Cuevas, *Hays Independent School District*
Kathryn Pole, *Saint Louis University*
Julie Rosenthal, *William Paterson University*
Bette Bergeron, *Southern Illinois University Edwardsville*
Natalie Conrad Barnyak, *University of Pittsburgh at Johnstown*

8:30AM - 10:00AM
PAPER SESSION

MESILLA

Adolescents' Literacy In and Out of School

Chair: Richard L. Allington, *University of Tennessee at Knoxville*

- Middle Schoolers and Magazines: Can They Read Difficult but Self-Selected Materials?**
Richard L. Allington, *University of Tennessee at Knoxville*
Rachael Gabriel, *University of Tennessee at Knoxville*
- Mixed-Methods Evidence of Literacy Motivation Associated with a Voluntary High School Summer Reading Program**
Julie McGaha, *Clemson University*
Brent Igo, *Clemson University*
- The Relationship between Adolescents' Out-of-School Literacy Habits and Standardized Test Performance across the Curriculum**
Marshall A. George, *Fordham University*
Karen E. Brobst, *Fordham University*

8:30AM - 10:00AM
PAPER SESSION

NAMBE

Literacy and Technology

Chair: Tammy Ryan, *Jacksonville University*

- Walk Talk Words: Using Tier Two Words, Text Talk, and Digital Language Experience Approach to Improve Vocabulary Development**
Tammy Ryan, *Jacksonville University*
- Bourdieu and Baudrillard in the Children's Museum: A Critical Analysis of Early Literacy through a Camera Lens**
An Chih Cheng, *The University of Texas at Austin*

8:30AM - 10:00AM
PAPER SESSION

NAVAJO

Socio-Cultural Perspectives

Chair: Shawyn Jenkins, *Coppin State University*

- Seeking the Third Space in Urban Literacy Classrooms through Testimony and Witness**
Shawyn Jenkins, *Coppin State University*
- Reading to Learn in the Context of Practice: Examining Confucius' Perspective on Book Knowledge**
Liqing Tao, *College of Staten Island, City University of New York*
Gaoyin Qian, *Lehman College, City University of New York*
- A New Look at NCLB: Using Freireian Theories to Re-View U.S. Educational Policy and its Outcomes**
Tami R. Dean, *Illinois State University*

8:30AM - 10:00AM
SYMPOSIUM

PECOS

Classroom Discourse and Literate Talk: Revisiting the Discursive Turn in Literacy Research

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

In this symposium we ask: How have, and how might, classroom discourse studies contribute to a more equitable society? Specifically, we will build upon the rich tradition of classroom discourse studies to revisit and reconsider elements of classroom discourse related specifically to literate talk to ask: 1) What constitutes literate talk?, 2) What local discourse conditions are likely to engender literate talk?, 3) What tools might teachers and researchers use to recognize and assess literate talk?

- Talk about Text: Identifying Intertextual Positioning in Teacher Discourse**
Mary B. McVee, *University at Buffalo, State University of New York*
- Morning Meetings, Questions, and Literate Talk In Third Grade**
Maureen Boyd, *University at Buffalo, State University of New York*
- Examining and Re-Examining Teachers Interpretations of Texts through Lived Experiences: Exploring Teachers' Discursive Constructions of Race, Culture, and Language**
Cynthia H. Brock, *University of Nevada, Reno*
Julie L. Pennington, *University of Nevada, Reno*





8:30AM - 10:00AM
PAPER SESSION

RUIDOSO

Visual Literacy Development and Processes

Chair: Joanna M. Robertson, *Syracuse University*

- 1. *Patterns in Students' Responses to Multimodal Picture Books***
Joanna M. Robertson, *Syracuse University*
- 2. *Visual Literacy Development in Young Children: An Investigation with Informational Texts***
Nell K. Duke, *Michigan State University*
Kathryn L. Roberts, *Michigan State University*
Rebecca R. Norman, *Michigan State University*
Nicole Martin, *Michigan State University*
Jennifer A. Knight, *Michigan State University*
Paul Mark Morsink, *Michigan State University*
Sara L. Calkins, *Michigan State University*
- 3. *Different Processes for Different Students: A Study of the Processes Prompted by the Graphics in Two Informational Texts***
Rebecca R. Norman, *Michigan State University*

8:30AM - 10:00AM
PAPER SESSION

SAN MIGUEL

Engaging Students in Multiple Forms of Literacy

Chair: Tisha Y. Lewis, *University at Albany, State University of New York*

- 1. *Exploring the Intersection of Adolescent Literacy, Motivation, and Identity at One Urban Secondary School***
Chantal Francois, *Harvard Graduate School of Education*
- 2. *"This is Pretty Much an Average Day. This is What We Do": Texting and iMing between a Mother and Son in Digital Literacy Spaces***
Tisha Y. Lewis, *University at Albany, State University of New York*
- 3. *"Identikidz": Making Learning Engaging for Students in Disadvantaged Communities***
Katina Zammit, *University of Western Sydney*

8:30AM - 10:00AM
ALTERNATIVE FORMAT

SANDIA

Using Video Analysis to Explore Online Reading and Learning Experiences

Chair: Lizabeth A. Guzniczak, *Oakland University*

This alternative session focuses on using video data to illuminate readers' dialogue as individuals and partners engaged in online reading transactions with informational and narrative texts. The alternative format is designed to prompt conversation around powerful software tools and new methods for collecting and analyzing video data in reading research.

- 1. *Conducting Video Analysis Using the ELAN Analytic Tool***
Lizabeth A. Guzniczak, *Oakland University*
Carmela A. Romano Gillette, *Oakland University*
- 2. *Reading Literary Hypertext***
Carmela A. Romano Gillette, *Oakland University*
John E. McEaney, *Oakland University*

- 3. *Exploring the Nature of Dialogue Among Adolescents who Participate in Online Inquiry Tasks***

Julie Coiro, *University of Rhode Island*
Lizabeth A. Guzniczak, *Oakland University*
Jill Castek, *University of California, Berkeley*

8:30AM - 10:00AM
SYMPOSIUM

SANTA ANA

Older Readers and Academic Word Knowledge: Three Perspectives

Chair: Dianna Townsend, *University of Nevada, Reno*
Discussant: William Nagy, *Seattle Pacific University*

This symposium presents three studies, one each at the late elementary, middle school, and high school levels, on academic language and word knowledge. All three studies elaborate on traditional examinations of vocabulary knowledge to examine other influences on word learning, including students' engagement in learning and texts, students' sensitivity to different registers of English, and students' identities as word users and word learners.

- 1. *Reading Engagement: Developing English-Language Learners' and Monolingual Students' Academic Vocabulary and Reading Comprehension in a Year-Long Study***
Ana Taboada, *George Mason University*
- 2. *Linguistically Diverse Middle School Students' Sensitivity to Different Registers of English and The Relationship to Vocabulary Knowledge and Preferred Reading and Writing Activities***
Dianna Townsend, *University of Nevada, Reno*
Alexis Filippini, *San Francisco State University*
- 3. *"I'm Not Like One of Those Big Like Dictionary People": Analyzing Adolescent Discourse about Vocabulary through Functional Grammar***
Kara Moloney, *New Mexico Highlands University*

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

SANTO DOMINGO

Literacy Research Past, Present, and Future: The Case of Research on Korean and Korean American Students in the U.S.

Chair: Keonghee T. Han, *University of Idaho*
Discussant: Jennifer Moon Ro, *State University of New York at Fredonia*

In research literature and in policy, there has been a tendency to group students in broad categories such as "Asians" that often serves to cover vast differences across ethnic groups. The presenters of this alternative format posit that cultural relevancy is best applied when an ethnic group's specific differences are considered. In this alternative format, we: (1) provide information on South Korea's educational background and the strong connections of U.S.-based Koreans to the culture of their native country; (2) present our reviews of literacy research involving Korean students in the U.S. at the primary/elementary, secondary, and college/university levels; (3) we highlight findings from our own research; and (4) create a discussion forum for future research trajectories involving Korean and Korean American students in the U.S..

- 1. *Purpose, Conceptual Framework, and Background***
Bogum Yoon, *Texas Woman's University*





2. *Reviews of Studies Involving Korean Students in the U.S. at Three Levels*

Jennifer Moon Ro, *State University of New York at Fredonia*
Keonghee T. Han, *University of Idaho*
Bogum Yoon, *Texas Woman's University*

3. *Highlights from Our Research*

Keonghee T. Han, *University of Idaho*
Hoe Kyeung Kim, *Cleveland State University*
Jennifer Moon Ro, *State University of New York at Fredonia*

4. *Future Research Trajectories: A Discussion*

Jennifer Moon Ro, *State University of New York at Fredonia*

8:30AM - 10:00AM

TAOS

PAPER SESSION

Intersections of Literature and Culture

Chair: Jennifer Battle, *Texas State University - San Marcos*

1. *Exploring the Intersections of Culture and Art in the Work of One Award-Winning Children's Books Illustrator*

Jennifer Battle, *Texas State University - San Marcos*
Jesse S. Gainer, *Texas State University - San Marcos*
Mary Esther Huerta, *Texas State University - San Marcos*

2. *Literacy Education in Times of Economic Crisis: A Critical Content Analysis of Class and Race in Children's Literature*

Rebecca Rogers, *University of Missouri - St. Louis*
Aleshea Ingram, *University of Missouri - St. Louis*
Barbara Reese, *University of Missouri - St. Louis*

3. *Engaging Middle School English Language Learners with Literacy through Read-Alouds: Past and Present Research Converge in Creating Tomorrow's Citizenry*

Janelle B. Mathis, *University of North Texas*
Ragina Shearer, *University of North Texas*

8:30AM - 10:00AM

TESUQUE

SYMPOSIUM

Literacy Research and Practices in International Contexts

Chairs: Julia Kara-Soteriou, *Central Connecticut State University*
Samuel D. Miller, *University of North Carolina at Greensboro*

Discussant: Colin Harrison, *University of Nottingham*

This symposium presents literacy research and practices based on work done in educational settings outside North America. The symposium offers a forum for researchers who are studying literacy in Bangladesh, South Africa, and China to share their research and discuss its implications with audience interested in international education and how it relates to the U.S. literacy education.

1. *Forms and Functions of Literacy in the Bangladeshi Context: Reflections from an Ethnographic Study on Home, School, and Community Literacy Practices in Bangladesh*

Amie Sarker, *Dallas Baptist University*
Abraham Sarker, *Dallas Baptist University*

2. *Supporting Teachers in Initiating Writing in a South African Township School*

Mary Alice Barksdale, *Virginia Polytechnic Institute and State University*

3. *The Pedagogical Approaches of Chinese Teachers of English*

Ran Hu, *East Carolina University*

4. *Reading Behaviors of Chinese Beginning Readers*

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

8:30AM - 10:00AM

ZUNI

PAPER SESSION

Expository Texts in Teaching and Learning

Chair: Jennifer Sanders, *Oklahoma State University*

1. *From Teacher Education to Teacher Effectiveness in Nonfiction Literacy Instruction*

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

2. *Facilitating Students' Understanding of Expository Texts in Social Studies: Applying an Instructional Approach Centered on the Essential Understandings and the Action Cycle*

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

3. *Assessing the Impacts of Professional Development on Content Area Academic Literacy of High School Students in Rural California*

Jeffrey White, *Humboldt State University*
Andreana Osocki, *Humboldt State University*
Julie Van Sickle, *Humboldt State University*
Karen Grady, *Sonoma State University*

10:15AM - 11:45AM

ACOMA

ALTERNATIVE FORMAT

Cultural Conflicts in Educational Expectations: Latino Educational Leaders Examine Existing School Norms to Develop Stronger School Communities

Chair: Susan McMahon, *National-Louis University*

Discussant: Donna Ogle, *National-Louis University*

In this alternative session, Latino educators in a large Midwestern urban school district provide findings related to preliminary research on cultural norms of both the educational contexts and that of the families they serve. As bilingual lead teachers, building principals, and divisional leaders, they have informally observed how cultural differences have negatively affected communication between home and school. This session reports their preliminary findings and provides opportunities for discussion among participants.

Current Data on the Education of Hispanic/Latino Students

Susan McMahon, *National-Louis University*
Donna Ogle, *National-Louis University*
Manuel O. Adrianzen, *National-Louis University*
Pablo Ochoa, *National-Louis University*
Elizabeth Cardenas-Lopez, *National-Louis University*
Fabiola Ginski-Fadda, *National-Louis University*
Javier Arriola-Lopez, *National-Louis University*
Evelyn Acevedo-Nolfi, *National-Louis University*
Fernando Kiltae-Kim, *National-Louis University*





10:15AM - 11:45AM
ALTERNATIVE FORMAT

APACHE

Transformative Practices, Transformative Leadership: The Role of Clinic/Lab Experiences in Developing Literacy Leaders

Chair: Theresa Deeney, *University of Rhode Island*
Discussant: Cheryl Dozier, *University at Albany, State University of New York*

This alternative session will engage participants in exploring the relationship of reading clinic/literacy lab instruction to literacy leadership in schools. Through case studies of literacy leaders, discussion of key clinic practices literacy leaders identified as essential in their leadership development, and collaborative exchange of ideas through breakout sessions, participants and presenters will come to better understand multiple paths to leadership.

1. **Introduction and Leadership Vignettes**
Theresa Deeney, *University of Rhode Island*
Cheryl Dozier, *University at Albany, State University of New York*
2. **Case Studies of Literacy Leaders**
Theresa Deeney, *University of Rhode Island*
Dolores Gaunty-Porter, *Vanguard University*
Debra Gurvitz, *National-Louis University*
Barbara Laster, *Towson University*
Stephanie McAndrews, *Southern Illinois University Edwardsville*
Lillian Benavente-McEnery, *University of Houston - Clear Lake*
Tammy Milby, *Virginia Commonwealth University*
3. **Transformative Clinical Practices**
Jeanne B. Cobb, *Coastal Carolina University*
Theresa Deeney, *University of Rhode Island*
Lee Dubert, *Boise State University*
Meagan Eeg, *Northeastern State University*
Charlene Huntley, *Oral Roberts University*
Aimee Morewood, *West Virginia University*
Chitlada Patchen, *University of North Texas*
Stephan Sargent, *Northeastern State University*
Judith Wilson, *The University of Texas of the Permian Basin*

10:15AM - 11:45AM
PAPER SESSION

COCHITI

Comprehension Strategies

Chair: Dennis S. Davis, *Vanderbilt University*

1. **Explicit Instruction in Reading Comprehension Strategies in Elementary Classrooms: Teacher Use of and Attitudes Towards Reading Comprehension Instruction**
Molly Ness, *Fordham University*
2. **Comprehension Strategies Instruction for Upper Elementary and Middle School Students: A Systematic Review and Critique**
Dennis S. Davis, *Vanderbilt University*
3. **The Effects of Differentiated Tasks on Learning from Expository Text**
Linda L. Kucan, *University of Pittsburgh*
Melissa Brydon, *University of Pittsburgh*

10:15AM - 11:45AM
PAPER SESSION

ISLETA

Uses of Information and Communication Technologies

Chair: Elizabeth Y. Stevens, *Syracuse University*

1. **Results From a National Survey on Teachers' Uses of ICT in Literacy Classrooms**
Amy Carter Hutchison, *Iowa State University*
David Reinking, *Clemson University*
2. **A Critical Evaluation: How Graduate Literacy Students Construct Meaning about the Holocaust and Its Teaching While Building Proficiency in Teaching with Technology**
Elizabeth Y. Stevens, *Syracuse University*
Rachel F. Brown, *Syracuse University*
3. **Shifts in Positioning, Trajectories in Thought Communities, and "Wobbly" Identities in Computer-Mediated Classroom Discussions**
Diane L. Schallert, *The University of Texas at Austin*
Kwang-ok Song, *The University of Texas at Austin*
The D-Team, *The University of Texas at Austin*

10:15AM - 11:45AM
PAPER SESSION

JEMEZ

Teaching Culturally and Linguistically Diverse Students

Chair: Cristina Alfaro, *San Diego State University*

1. **Instructional Rehearsal as a Means to Prepare Pre-Service Teachers of English Language Learners**
Brian C. Rose, *Vanderbilt University*
Robert T. Jiménez, *Vanderbilt University*
Lisa Pray, *Vanderbilt University*
2. **A Cross-Cultural Literacy Practicum Experience in a Literacy Teacher Education Course**
Melissa Mosley, *The University of Texas at Austin*
Melody Zoch, *The University of Texas at Austin*
3. **Identifying the Experiences that Facilitate Learning to Teach: An Analysis of the Literacy Performance Assessment for California Teachers (PACT)**
Cristina Alfaro, *San Diego State University*

10:15AM - 11:45AM
PAPER SESSION

LA CIENEGA

Discourses of Language, Masculinity, and Power

Chair: Linda S. Bausch, *Dowling College*

1. **A Space for Boys and Books: Guys Read Book Clubs**
Kristen Nichols-Besel, *University of Minnesota*
Cassandra Scharber, *University of Minnesota*
David G. O'Brien, *University of Minnesota*
Deborah R. Dillon, *University of Minnesota*
2. **"Let's Hear It From The Boys": The Negotiation of Male Voice and Identity in Multiple Classroom Literacy Contexts**
Linda S. Bausch, *Dowling College*
3. **Three Days at Norwood School: Language as Mediator of Identities and Power**
Lindsay N. Laurich, *The University of Iowa*





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

LAGUNA

Extending Internet Reciprocal Teaching: Creating a Professional Development Model for Teaching The New Literacies of Online Reading Comprehension in a One-to-One Laptop Classroom

Chair: W. Ian O'Byrne, *University of Connecticut*

Discussant: Donald J. Leu, *University of Connecticut*

"What professional development models will help teachers integrate the new literacies of online reading comprehension?" This symposium describes training in Internet Reciprocal Teaching during the Maine Professional Development Collaborative. In the presentation we will include the following: psychometrics of assessments used in the model; comparisons of different professional development designs; and student gains based on the different professional development designs.

- 1. *Assessments as Evolved and Defined by Internet and Communication Technologies***
W. Ian O'Byrne, *University of Connecticut*
J. Gregory McVerry, *University of Connecticut*
- 2. *Professional Development and Internet Reciprocal Teaching***
J. Gregory McVerry, *University of Connecticut*
W. Ian O'Byrne, *University of Connecticut*
Lisa Zawilinski, *University of Connecticut*
- 3. *Comparing Learning Gains from Multiple Populations***
Lisa Zawilinski, *University of Connecticut*
Heidi Everett-Cacopardo, *University of Connecticut*

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

MESILLA

The Impact of Authentic Literacy Engagement on Elementary Students' Reading Motivation

Chair & Discussant: William Teale, *University of Illinois at Chicago*

In keeping with the theme of the conference, this symposium focuses on literacy tasks that extend student learning beyond the boundaries of the classroom. The papers share research on the past and current trends of elementary student reading motivation as well as the effects of authentic reading, writing, and discussions tasks on students' motivation and critical thinking.

- 1. *Developmental and Gender Differences in the Reading Motivation of Elementary Students***
Linda B. Gambrell, *Clemson University*
Barbara Marinak, *Pennsylvania State University*
- 2. *The Effects of Authentic Literacy Tasks on Reading Motivation***
Elizabeth Hughes, *Clemson University*
Anna Mukhongo, *Clemson University*
Sarah E. Lane, *Clemson University*
- 3. *Listening to Children's Voices: Motivation and Authentic Literacy Tasks***
Wanda Calvert, *Appalachian State University*
Jacquelynn Malloy, *George Mason University*

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

NAMBE

Issues of Language Learning

Chair: Carol DeShano da Silva, *Harvard Graduate School of Education*

- 1. *Supplementary Instruction for Struggling Readers in Brazil***
Carol DeShano da Silva, *Harvard Graduate School of Education*
- 2. *An Effective Literacy Instruction Framework for English Language Learners: A Theory, Research, Practice Connection***
John E. George, *University of Missouri - Kansas City*
Michael Wei, *University of Missouri - Kansas City*

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

NAVAJO

Gender in Literacy

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

- 1. *Working from the Periphery towards Full Participation: Identity Frames and Social Practices that Shape Women as Academics***
Kim Richard, *University of Connecticut*
- 2. *"Paper Doesn't Judge You": The Literacy Practices of Three Females Attending an Alternative School and Juvenile Detention School***
Kristine E. Pytash, *Kent State University*
- 3. *Girl Citizen-Reader: Gender and Literacy Education for 21st Century Global Citizenship***
Helen Harper, *University of Nevada, Las Vegas*
Judith Dunkerly, *University of Nevada, Las Vegas*

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

PECOS

The Visual in the Everyday: Possibilities for Data Collection and Analysis in Language and Literacy Research

Chair: Maureen Kendrick, *University of British Columbia*

Discussants: Marjorie Siegel, *Teachers College, Columbia University*
Jennifer Rowsell, *Rutgers University*

This alternative session explores ways of collecting and analyzing visual and multimodal data across school and community sites. Noting that the visual has become everyday life (Mirzoeff, 1999), we share a range of approaches to understanding how children and youth make meaning with the visual and multimodal resources. Visual meaning-making is richly understood across these projects as symbolic competence, display of language awareness, translation of the visual, alternate constructions and codings of reality, and counter discourses. Each panelist will present sample data and a unique approach to analysis to uncover these meaning-making purposes, and implications for language and literacy education.

Presenters:



- Theresa Rogers, *University of British Columbia*
Maureen Kendrick, *University of British Columbia*
Diane Dagenais, *Simon Fraser University*
Danièle Moore, *Simon Fraser University*
Suzanne de Castell, *Simon Fraser University*
Kelleen Toohey, *Simon Fraser University*
Cécile Sabatier, *Simon Fraser University*





10:15AM - 10:55AM
ROUNDTABLE

PICURIS

- I. **Spiderman, YouTube, and Jingle Dances ... Aboriginal Children's Communicative Worlds**
Jodi L. Streelasky, *University of British Columbia*
- II. **Academic Writing Retreat: A Time for Rejuvenated and Focused Writing**
Elizabeth A. Swaggerty, *East Carolina University*
Terry S. Atkinson, *East Carolina University*
Johna L. Faulconer, *East Carolina University*
Robin R. Griffith, *East Carolina University*
- III. **"They are Action-ing"—Examining the Ways in Which an 8th Grade Autistic Male Responds to Graphic Novels**
Karen W. Gavigan, *University of North Carolina at Greensboro*
- IV. **An Examination of Linguistically Diverse Adolescent Students' Recall of Informational Texts Using Scaffolded Prompts**
Antony T. Smith, *University of Washington Bothell*
Anne M. Reece, *University of Washington*
- V.  **Examining the Borderlines: How Research in Teacher Education Provides Opportunity for a Better World for Pre-Service Teachers**
Jeanie Marklin Reynolds, *University of North Carolina at Greensboro*
Amy Vetter, *University of North Carolina at Greensboro*
- VI. **Fostering Professional Knowledge of Rural Teachers through a Web-Based Community of Secondary Language Arts Educators**
Judith K. Franzak, *New Mexico State University*
Elizabeth Noll, *The University of New Mexico*
Don Zancanella, *The University of New Mexico*
- VII. **Finnish Preschool Children and First Graders as Media Users**
Riitta-Liisa Korkeamäki, *University of Oulu*
Mariam Jean Dreher, *University of Maryland*
Asko Pekkarinen, *University of Oulu*
Hanna Karhumaa, *University of Oulu*
- VIII. **Teaching Young English Language Learners to Read in Three Language Programs: Perceptions and Practices**
Jeanne Shay Schumm, *University of Miami*
Mary Avalos, *University of Miami*
Maribel Mora-Harder, *University of Miami*
Ann Hocutt, *University of Miami*
- IX.  **Instructional Research in Reading: Where We've Been, Where We Are, and Where We're Going**
James F. Baumann, *University of Wyoming*
- X. **Something, Somethin', Sumpin': Word Choice in Culturally Grounded Vocabulary Teaching and Learning with Eighth-Grade Students**
Elizabeth Carr Edwards, *Georgia Southern University*

- XI. **Running to Achieve: Engaging Children in Literacy through an After-School Running Club**
Christina Vanzandt, *University of Alabama*
Carol A. Donovan, *University of Alabama*

10:15AM - 11:45AM
INVITED SESSION

SAN MIGUEL

Area Chairs' Invited Session—Alternative Models for Literacy Teacher Education: A Discussion of Possibilities and Challenges for Teacher Educators and Policy Makers

Chair: Kristien Zenkov, *George Mason University*

Discussants: Elizabeth Dutro, *University of Colorado at Boulder*
Andres Henriquez, *Carnegie Corporation of New York*
Bob Wise, *Alliance for Excellent Education*

This session will bring together educators working from diverse—perhaps even conflicting—perspectives to discuss methods for educating secondary school teachers in a new century. Presenters include a university-based teacher educator experimenting with new ways to educate teachers in university/school settings and a community leader/policy maker proposing alternative routes to university-based teacher education. Three respondents representing a teacher education program, a philanthropic/research foundation, and a public service organization will comment on these teacher education alternatives. This session will allow for a discussion of differences in perspectives on how to enhance teacher education as well as a consideration of collaborative approaches.

Presenters:

Elizabeth Birr Moje, *University of Michigan*
Jon Schnurr, *New Leaders for New Schools*

10:15AM - 11:45AM
PAPER SESSION

SANDIA

Online Literacy Practices

Chair: David Barton, *Lancaster University*

1. **Redefining Vernacular Literacies: Making the Local Global on Flickr**
David Barton, *Lancaster University*
2. **What Impels Students to Promote Change?: A Third-Generation Activity Theory Analysis of High School Students' Online Role-Play Designed to Teach Persuasive Writing**
Richard W. Beach, *University of Minnesota*
Candance M. Doerr-Stevens, *University of Minnesota*
3. **"About Me": Designing Identities through Online Literacy Practices and Performances**
Stephanie Anne Schmier, *Teachers College, Columbia University*





10:15AM - 11:45AM

SANTA ANA

PAPER SESSION

Phonological Awareness and Invented Spelling

Chair: Linda M. Phillips, University of Alberta

- 1. Longitudinal Development of Language and Early Literacy in Typically Developing Children and Children with Cerebral Palsy
2. Preschoolers' Invented Spelling Ability, Vocabulary Knowledge, and Reading Skill in the Context of Information Book Reading
3. Phoneme Acquisition Errors: Possible Age-Related Confounds for Kindergartners in Tests of Phonological Awareness

10:15AM - 11:45AM

SANTO DOMINGO

SYMPOSIUM

Methodological and Ethical Issues in Adult Literacy Research

Chair: Kristen H. Perry, University of Kentucky
Discussant: Erik Jacobson, Montclair State University

This symposium will discuss and problematize methodological and ethical issues that arise in the conduct of adult literacy research within qualitative paradigms.

- 1. Timescapes of Literacy Learning and Research: Using a Temporally Complex Approach to Link Ethnographic Methods with Discourse Analysis
2. Breaking In: Qualitative Inquiry and Prison-Based Family Literacy Programs
3. Challenging the IRB: Ethics and the Politics of Representation in Literacy Research Involving Adult Refugees

10:15AM - 11:45AM

TAOS

ALTERNATIVE FORMAT

Building a Literacy Corps through a Dialogue Between Research and At-Risk Children's Literacy Needs

Chair: Mark W. Conley, University of Memphis
Discussant: Patricia Edwards, Michigan State University

This alternative session presents literacy research and practice that grew out of the need to help thousands of "overage for grade" children, or children who have been retained in one or more grades, in a large urban

school district. The approach was a literacy corps of college age tutors who received instruction and implemented specific lessons in how to improve children's word recognition, fluency, and comprehension.

- 1. Identifying and Developing the Research Base for the Memphis Literacy Corps
2. Promoting Leadership for Change at the District and Local School Levels
3. Developing the Programmatic and Collaborative Effort



10:15AM - 11:45AM

TESUQUE

SYMPOSIUM

Social Action and Civic Engagement to Create a Better World

Chair: Kathy G. Short, University of Arizona
Discussant: Mitzi Lewison, Indiana University

This symposium focuses on three studies in which the researchers engaged in action research within urban elementary and high school classrooms where students were involved in critical conversations about literature that led to social action and civic engagement.

- 1. Children's Conceptualizations of Human Rights and Taking Action
2. Mediational Tools in Explorations of Human Rights and Social Action
3. Political and Civic Engagement in a Raza Studies Classroom

10:15AM - 11:45AM

ZUNI

PAPER SESSION

Implementing Programs

Chair: Richard Thomas Holdgreve-Resendez, Michigan State University

- 1. Multiple Paths to Proficiency in High-Poverty Tennessee Schools
Kandy Curtis Smith, University of Tennessee at Knoxville
Susan Benner, University of Tennessee at Knoxville
Sherry Mee Bell, University of Tennessee at Knoxville
Anne McGill-Franzen, University of Tennessee at Knoxville









2. **Who Does it Serve? A Critical Analysis of the Purpose, Structure, and Content of Mandated Reading Programs**
Lilia D. Monzo, *Chapman University*
Margie Saucedo Curwen, *Chapman University*
3. **Survey of Early Elementary School Comprehension Instruction (SEES-CI): Development and Pilot Study**
Richard Thomas Holdgreve-Resendez, *Michigan State University*

11:05AM - 11:45AM
ROUNDTABLE

PICURIS

- I. **Investigating the Behaviors of Struggling Middle School Writers While Designing Digital Stories**
Ruth Sylvester, *University of South Florida Lakeland*
- II.  **Different Global Perspectives on How Adolescents View Literacy Reflective of Past Research and their Future World**
Sharon Pitcher, *Towson University*
Lettie K. Albright, *Texas Woman's University*
Krishna Seunarinensingh, *University of West Indies*
Scot McNary, *Towson University*
- III. **Examining Students' Mathematical Responses to Literature through Writing**
Cyndi Giorgis, *University of Nevada, Las Vegas*
- IV.  **New Teachers' Visions of Teaching Literacy: Negotiating Intersections of their Ideal with Classroom Reality**
Rebecca Mercado, *Shepherd University*
Jennifer D. Turner, *University of Maryland*
- V. **Exploring Young Children's Response to Three Genres of Literature in Small Peer Groups**
Jennifer A. Griffin, *University of Illinois at Chicago*
- VI. **Action Research: Talking Back to Mandates, Scripts, and "Best Practices"**
Leslie Patterson, *University of North Texas*
Shelia Baldwin, *Monmouth University*
Juan Araujo, *University of North Texas*
Mary Berry, *University of North Texas*
Christa Savely, *Texas Woman's University*
Ragina Shearer, *University of North Texas*
Mandy Stewart, *University of North Texas*
Karen Walker, *University of North Texas*
- VII. **Read! Talk! Write!—A Constructivist Model for Facilitating Reading and Thinking Critically**
Ingrid Enniss, *Oakwood University*
- VIII. **Tapping in to Students' Multiple Literacies and Narratives: Transformative Literacy Practices in a Bilingual Classroom**
Myriam Jimena Guerra, *The University of Texas at San Antonio*
- IX. **Results from a Longitudinal Study of a Spelling Intervention and Assessment Targeting At-Risk Kindergarten and First Grade Students**
Richard M. Oldrieve, *Bowling Green State University*

- X.  **Evidence-Based Professional and Instructional Change (EPIC): A Path to Effective Professional Development in Teaching and Assessing Literacy**
Peggy S. Rice, *Ball State University*
Diane M. Bottomley, *Ball State University*
Matthew J. Stuve, *Ball State University*
- XI. **Using Literature Circles to Develop New Conceptual Understandings of Current Strategies and Methods for Literacy Instruction for Primary School Teachers in Nigeria**
Alice F. Snyder, *Kennesaw State University*

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

ACOMA

Preschool Literacy Research: Past, Present, and Future

Chair & Discussant: Sherri L. Horner, *Bowling Green State University*

Using the 2009 Annual Meeting's theme, we elaborate on how researchers' and practitioners' knowledge and philosophy about preschoolers and learning to read has developed over the centuries. Then, we project into the future about how this knowledge and philosophy will continue to evolve. The presenters focus on different aspects of emergent literacy: alphabet knowledge, preschool English learners, concept of word in speech, and concept of word in print; relating these topics to the broad framework of past, present, and future.

1. **Alphabet Learning: From the Ancient Greeks to Now and Beyond**
Sherri L. Horner, *Bowling Green State University*
Michelle A. Drouin, *Indiana University-Purdue University Fort Wayne*
Mohammed Darabie, *Bowling Green State University*
2. **Preschool English Learners' Literacy: Looking Critically and Looking Forward**
Theresa Roberts, *California State University, Sacramento*
3. **Concept of Word in Speech: Past, Present, and Future Research on How Oral Word Knowledge Links to Literacy Development**
Edna Brabham, *Auburn University*
Connie Buskist, *Auburn University at Montgomery*
4. **Concept of Word in Print: A Critical, but Oft-Ignored Springboard into Literacy Development**
Heidi Anne E. Mesmer, *Virginia Polytechnic Institute and State University*
Jennifer Jones, *Radford University*
Nancy Bradley, *Virginia Polytechnic Institute and State University*

1:15PM - 2:45PM
PAPER SESSION

APACHE

Preparing Literacy Teachers Who are Socially Conscious


Chair: Margaret-Mary Sulentic Dowell, *Louisiana State University*


1.  **Service-Learning: An Approach to Develop Future Literacy Professionals' Mentoring Skills**
Steven Hart, *California State University, Fresno*





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2.  **Cultivating (Critical) Tact in Future Middle Grades Literacy Teachers: Challenges in the Complex Embeddings of Teaching and Learning**
Mark D. Vagle, *The University of Georgia*

3.  **Knowledge from the Past Informs the Present and Invents a Future in a Post-Katrina Charter School in New Orleans East: Strengthening Preparation for Urban Teaching by Establishing Classroom Libraries through Course-Embedded Service**
Margaret-Mary Sulentic Dowell, *Louisiana State University*

1:15PM - 2:45PM

COCHITI

ALTERNATIVE FORMAT


Ethical Issues in Conducting Literacy Research in School and Out-of-School Settings

Chair: Cynthia B. Leung, *University of South Florida St. Petersburg*
Discussant: Karen Feathers, *Wayne State University*

This alternative session will provide a venue at NRC for conference participants to identify and discuss ethical issues related to conducting literacy research in school, home, community, and university settings, and to share actions taken and solutions developed when faced with ethical dilemmas in these diverse research settings. A panel of literacy researchers will briefly describe ethical issues associated with each setting. Then participants will further discuss ethical issues and share research experiences in break-out groups.

Panelists:

- Carole Rhodes, *Queens College, City University of New York*
- Nancy Knapp, *The University of Georgia*
- Barbara Guzzetti, *Arizona State University*
- Cynthia B. Leung, *University of South Florida St. Petersburg*
- Mona W. Matthews, *Georgia State University*
- Janet C. Richards, *University of South Florida*
- Kelly B. Cartwright, *Christopher Newport University*

 1:15PM - 2:45PM
SYMPOSIUM

ISLETA

Effective Practices for Elementary ELL Instruction: Local and Global Perspectives

Chair: Guofang Li, *Michigan State University*
Discussant: Patricia Edwards, *Michigan State University*

For teachers and schools to be culturally reciprocal to students' diverse backgrounds, it is essential that they learn who the students are, what factors influence their learning inside and outside school, what kinds of resources are available to these learners, and what strategies to use to facilitate their academic achievement. To this end, the symposium features up-to-date research-informed effective practices in English language and literacy (ELL) instruction in elementary school settings. We address not only pedagogical issues concerning reading, writing, oracy, vocabulary, and grammar teaching but also programmatic issues and socio-cultural issues.

1. **Framing Quality Schooling for ELLs**
Ester Johanna De Jong, *University of Florida*

2. **ELLs, SIOP Implementation, and a Sociocultural View of Literacy Instruction**
Ellen McIntyre, *North Carolina State University*

3. **Principles for Writing Practices with English Language Learners**
Sarah McCarthey, *University of Illinois at Urbana-Champaign*
Xun Zheng, *University of Illinois at Urbana-Champaign*

4. **What We Know about Young ELLs' Reading and Writing**
Diane Barone, *University of Nevada, Reno*

5. **Literacy Practices in an Increasingly Global Society**
Patricia Edwards, *Michigan State University*
Guofang Li, *Michigan State University*
Selena Protacio, *Michigan State University*
Kalimani Ponnann, *Michigan State University*

1:15PM - 2:45PM

JEMEZ


PAPER SESSION

Assessments: Fluency and Motivation

Chair: Peter Afflerbach, *University of Maryland*

1. **Beyond DIBELS: A Critical Review of Assessments that Purport to Assess Reading Fluency**
Sherry Mee Bell, *University of Tennessee at Knoxville*
Steve McCallum, *University of Tennessee at Knoxville*

2. **Reading Motivation and Struggling Urban Readers: Its Relationship to Reading Activity, Achievement, and Interest in the Context of a Diagnostic Reading Intervention Program**
Gisele Ragusa, *University of Southern California*
Amy Ardell, *University of Southern California*

3.  **Creating Motivating Reading Assessments**
Deborah R. Dillon, *University of Minnesota*
David G. O'Brien, *University of Minnesota*
Catherine Kelly, *University of Minnesota*
Brad A. Biggs, *University of Minnesota*
Megan Mahowald, *University of Minnesota*
Cassandra Scharber, *University of Minnesota*

1:15PM - 2:45PM

LA CIENEGA

PAPER SESSION

Textual Analysis, Rhetoric, and Research Paradigms

Chair: Rosamund K. Stooke, *University of Western Ontario*

1. **"What is the Right Use of Books?": An Emersonian Perspective on Teaching Reading in a Democratic Society**
Michael D. Boatright, *The University of Georgia*
Mark A. Faust, *The University of Georgia*

2. **Not As Simple As It Looks: Critical Sociocultural Research in a Library Reading Support Program**
Rosamund K. Stooke, *University of Western Ontario*

3. **Reading Aloud: The Rhetorics of Building Public Participation**
Rebecca Rogers, *University of Missouri - St. Louis*
Melissa Mosley, *The University of Texas at Austin*



Literacy Research Past, Present, and Future: Multiple Paths to a Better World

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1:15PM - 2:45PM
PAPER SESSION

LAGUNA

Beliefs, Experiences, and Identity Development of Literacy Teachers

Chair: Deborah A. MacPhee, *University of South Carolina Aiken*

1. *Transitioning to Teaching: How do First-Year Literacy Teachers Make Sense of Pre-Service Literacy Experiences?*
Lindsay P. Grow, *University of Kentucky*
2. *The Identities We Teach: A Qualitative Study of Three Teachers' Conceptual and Enacted Identities*
Deborah A. MacPhee, *University of South Carolina Aiken*
3. *Turning a Lens on the Responses of Teachers to Staff Development*
Barbara J. McClanahan, *Southeastern Oklahoma State University*

1:15PM - 2:45PM
SYMPOSIUM

MESILLA

Developing Literacy through a Focus on Word Consciousness: A Mixed-Methods Study of Fourth-Grade Teaching and Learning

Chair: Judith A. Scott, *University of California, Santa Cruz*

Discussant: William Nagy, *Seattle Pacific University*

The papers presented in this symposium reflect multiple approaches to documenting and analyzing students' growth in word consciousness and literacy skills during a large-scale intervention study. We use multiple paths, and multiple methods, to explore the results of a study in which teachers foster students' skills, knowledge, and dispositions so that they embrace identities as literate beings who are interested in words, use words effectively in communication, and recognize the power of language in both reading and writing.

1. *Vocabulary Growth Over Time: Results of a Multiple-Level Vocabulary Assessment Based on Grade-Level Materials*
Judith A. Scott, *University of California, Santa Cruz*
Susan L. Flinspach, *University of California, Santa Cruz*
Tatiana F. Miller, *University of California, Santa Cruz*
Jack Vevea, *University of California, Merced*
Ondine Gage-Serio, *University of California, Santa Cruz*
2. *Rare Words in Students' Writing as a Measure of Vocabulary*
Susan L. Flinspach, *University of California, Santa Cruz*
Judith A. Scott, *University of California, Santa Cruz*
Tatiana F. Miller, *University of California, Santa Cruz*
Jack Vevea, *University of California, Merced*
Charlotte Zeamer, *University of California, Santa Cruz*
3. *The Impact of Word Consciousness on 4th Grade Students' Writing*
Katharine Davies Samway, *San Jose State University*
4. *A Case Study of One Teacher's Developing Word Consciousness and Classroom Practice*
Tatiana F. Miller, *University of California, Santa Cruz*
Ondine Gage-Serio, *University of California, Santa Cruz*
Susan L. Flinspach, *University of California, Santa Cruz*
Judith A. Scott, *University of California, Santa Cruz*

1:15PM - 2:45PM
PAPER SESSION

NAMBE

Professional Development in Urban Elementary Schools

Chair: Alysia D. Roehrig, *Florida State University*

1. *Contextualized Support for Urban Teachers Implementing Writing Workshop*
Eileen M. Kaiser, *Northeastern Illinois University*
2. *Building a Shared Vision of Effective Literacy Practices: The Challenges of Year 2 at One High-Needs, Urban Elementary School*
Maureen V. Spelman, *Saint Xavier University*
Ruth Rohlwing, *Saint Xavier University*
3. *Exploring the Process of Implementing a Whole-School Reform Effort for Reading Comprehension Strategies Instruction*
Alysia D. Roehrig, *Florida State University*
Jeannine E. Turner, *Florida State University*
Sarah McElhaney, *Florida Center for Reading Research*
Marylin Dorsey, *Florida Center for Reading Research*
Jonna Holder, *Florida Center for Reading Research*
M. Keli Swearingen, *Florida State University*
Lauren Bedford, *Florida State University*

1:15PM - 2:45PM
PAPER SESSION

NAVAJO

Issues in Adolescent Literacy

Chair: Courtney Zmach, *American Institutes for Research*

1. *Providing Feedback on Student Writing in Grades 4-8 Classrooms across Canada*
Shelley Stagg Peterson, *University of Toronto*
Jill McClay, *University of Alberta*
Kristin Main, *University of Toronto*
2. *The State Role in Adolescent Literacy Improvement: Five Case Studies*
Naomi Hupert, *Education Development Center, Inc.*
Lauren Bates, *Education Development Center, Inc.*
Nicole Breslow, *Education Development Center, Inc.*
3. *In the Middle: the Impact of Retention Policies and Dropout Rates on Struggling Adolescent Readers*
Danielle V. Dennis, *University of South Florida*
Diane Kroeger, *University of South Florida*

1:15PM - 2:45PM
PAPER SESSION

PECOS

Developing Multiple Literacies

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

1. *From Print to Multimodal Text Creation: Teaching Genre in an Australian Context*
Katina Zammit, *University of Western Sydney*
2. *Play and Video Gaming as an Organizational Framework to Develop Academic Learning, Literacy, and Reading Comprehension*
Brock R. Dubbels, *University of Minnesota*





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3. *A Comparison of the Nature of Representation Across Five Academic Disciplines*

Amy Alexandra Wilson, *The University of Georgia*

1:15PM - 2:45PM

RUIDOSO

SYMPOSIUM

Exploring the Relationship Between Literacy Coaching and Student Achievement in Grades K-12

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

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

Does literacy coaching contribute to gains in student reading achievement? This symposium presents three studies that span K-12 educational settings and address this critical question. Synthesis of the findings will suggest a set of literacy coaching models that promote student reading achievement.

1. *Approach to and Extent of Literacy Coaching: Its Relationship to Student Achievement in Reading First Schools*

Rita M. Bean, *University of Pittsburgh*

Naomi Zigmond, *University of Pittsburgh*

Jason Draper, *University of Pittsburgh*

2. *Examining the Relationship Between Literacy Coaching and Student Reading Achievement in Grades K-8*

Laurie Elish-Piper, *Northern Illinois University*

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

3. *Coaching High School Teachers about Think-Alouds: Examining the Impact on Student Achievement*

Diane Lapp, *San Diego State University*

Nancy Frey, *San Diego State University*

Douglas Fisher, *San Diego State University*

1:15PM - 2:45PM

SAN MIGUEL

SYMPOSIUM

Toward 21st Century Literacy: The Integration of Science, Reading, and Reasoning

Chair: Cynthia Greenleaf, *WestED*

Discussant: Carol Lee, *Northwestern University*

This symposium advances the idea that we must think strategically about the integration of development across subject matter domains if we expect to develop students' multiple capacities, particularly those from groups who have been historically underrepresented in the sciences. Symposium presentations draw from three collaborative research and development initiatives working to improve the teaching of science, reading, writing, and reasoning. Presenters will share their underlying theories, the research-derived instructional interventions they have designed and studied, and lessons learned.

1. *Metacognitive Inquiry Tools for Science, Reading, and Professional Development*

Cynthia Greenleaf, *WestED*

Joan Herman, *University of California, Los Angeles*

Steve Schneider, *WestED*

Tom Hanson, *WestED*

2. *Supporting Text-Dependent Tools and Routines in Disciplinary Science Inquiry*

Kimberley Gomez, *University of Pittsburgh*

Louis Gomez, *University of Pittsburgh*

Phillip Herman, *University of Pittsburgh*

3. *Examining the Efficacy of Science-Literacy Integration*

Gina Cervetti, *University of Colorado at Boulder*

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

Jacqueline Barber, *University of California, Berkeley*

1:15PM - 2:45PM

SANDIA

PAPER SESSION

Textual Difficulty and Independent Reading

Chair: Renita Schmidt, *Furman University*

1. *"I'm Having Trouble Finding Books in my Lexile Range": Smart Boys, Identity, and Positioning*

Renita Schmidt, *Furman University*

2. *Leveled Texts, Leveled Readers: K-5 Teachers' and Students' Perspectives on Reader-Text Matching*

Juliet L. Halladay, *The University of Vermont*

3. *Effects of Fourth Graders' Repeated Readings of Independent-Level Narrative and Informational Text on Rate, Accuracy, and Expressive Oral Reading*

Gary P. Moser, *Alpine School District*

Timothy G. Morrison, *Brigham Young University*

Richard R. Sudweeks, *Brigham Young University*

1:15PM - 2:45PM

SANTA ANA

SYMPOSIUM

Beyond Critical Literacy Practices: Considering the Embodied for Teaching and Research

Chair: Stephanie Jones, *The University of Georgia*

Discussant: Karen Spector, *University of Alabama*

For decades, teachers and researchers have engaged people in critical literacy practices, but critical literacy has experienced a normalization of practices and ways of being that have historically questioned and critiqued power relations in texts, institutions, and society. In this session we attempt to re-radicalize critical literacy practices considering emotional/affective, embodied, performative, and lived experiences of critical literacy as pathways to more inclusive theory, research, and practice built on dimensions of critical literacy less often foregrounded.

1. *Bodies Before Me: A Lived Moment of Critical Literacy in Undergraduate Teacher Education*

Stephanie Jones, *The University of Georgia*

2. *Performing and Positioning Critical Literacy in and Beyond the English Classroom*

Elisabeth Johnson, *College of Staten Island, City University of New York*

3. *Emotional Response and Engagement in the Critical Literacy Classroom*

Jessica Dockter, *University of Minnesota*

Cynthia Lewis, *University of Minnesota*

4. *The Ground Beneath Us: Critical Hermeneutics in the Literacy Classroom*

Karen Spector, *University of Alabama*



Literacy Research Past, Present, and Future: Multiple Paths to a Better World

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

SANTO DOMINGO

Program Chair Invited Session—Native American Language Maintenance and Revitalization

Chair: Elizabeth Noll, *The University of New Mexico*

This session will include a discussion of the importance of maintaining the oral tradition of Pueblo Indian language communities and its significance in current language initiatives. Results from the Indian education study of New Mexico, 2025 will be shared to discuss the study participants' views on the vitality of Pueblo, Navajo, and Apache languages, including their efforts towards language maintenance and revitalization.


1. **Oral Tradition: The Foundation for Pueblo Language Maintenance Programs in New Mexico**
Christine P. Sims, *The University of New Mexico*
2. **The Benefits of Language Learning in a Community-Based Initiative**
Rebecca Blum-Martinez, *The University of New Mexico*
3. **New Mexico Teachers, Students, and Community Members' Perspectives on Native Language Vitality**
Tiffany S. Lee, *The University of New Mexico*

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

TAOS

Teacher Talk and Perspectives on English Language Learners

Chair: Janet Young, *Brigham Young University*

1.  **Who Are These English Language Learners?: K-12 Teachers' Perspectives on Students' Literate Identity**
Janet Young, *Brigham Young University*
Stefinee Pinnegar, *Brigham Young University*
2. **Academic Language and Literacy Practices that Prepare English Language Learners for the Mainstream**
Megan M. Peercy, *University of Maryland*

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

TESUQUE

Evolving Models of Reading Clinics: From the Medical Model to the Technologically Savvy

Chair: Pamela J. Dunston, *Clemson University*

Discussant: Evan T. Ortlieb, *Valdosta State University*

The structure and purpose of university reading clinics have changed in many ways over the last 100 years. Breakthrough research-based approaches that university reading clinic directors employ will be discussed in an effort to disseminate information about designing environments that support the mutual development of teacher candidates and the students the clinics serve. Topics of discussion include the future direction of reading clinics, ways to meet the needs of clients and teachers, and accreditation standards.

Presenters:

- Evan T. Ortlieb, *Valdosta State University*
 Pamela J. Dunston, *Clemson University*
 Susan K. Fullerton, *Clemson University*
 Earl H. Cheek, *Louisiana State University*
 Gerlinde Grandstaff-Beckers, *Louisiana State University*
 Elizabeth Dicembre, *Towson University*

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

ZUNI

Why Writing Improves Reading Comprehension and Content Learning

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

Discussant: Kathleen M. Collins, *Pennsylvania State University*

The Writing Intensive Reading Comprehension (WIRC) study is an IES-funded project which showed that scaffolded writing can enhance reading comprehension in low-performing urban schools, especially for struggling readers. This symposium examines theories of reading-writing connections and data from the WIRC research to gain insight on the impact of the intervention.

1. **Review of Research on Reading-Writing Connections**
Fenice B. Boyd, *University at Buffalo, State University of New York*
2. **What Students Learn from Extended Writing about Reading: Three Case Studies**
Diane R. Phelps, *University at Buffalo, State University of New York*
3. **Using Thinksheets to Scaffold Reading, Writing, and Learning**
James L. Collins, *University at Buffalo, State University of New York*

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

ACOMA

Talking and Writing in Early Years Classrooms: Ideology, Pedagogy, and Negotiation

Chair & Discussant: George Kamberelis, *University at Albany, State University of New York*

In this symposium we present three studies that focus on the relations between talk and writing. From both pedagogical and ideological perspectives, we consider conversations that take place as children learn to write, and we explain how these conversations are used strategically by both teachers and children as they negotiate local and distant social and political landscapes.

1. **Language Ideologies and Talk around Writing in an Urban Bilingual Classroom**
Christina L. Mada, *University of Illinois at Chicago*
2. **Imagining the Other: Young Authors' Dialogic Constructions of Audience**
Hongmei Dong, *University of Illinois at Chicago*
3. **Teaching in the Moment: Talk as Scaffold in Writing Conferences**
Kathryn Glasswell, *Griffith University*
Judy M. Parr, *University of Auckland*






3:00PM - 4:30PM
PAPER SESSION

APACHE

Literacy Teacher Education and Teachers' Identities

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

- 1. *The Third Space of Literacy Teacher Education***
Allison Skerrett, *The University of Texas at Austin*
-  **2. *Paths to Culturally Responsive Literacy Instruction: Pre-Service Teachers' Beliefs***
Kathleen A. J. Mohr, *University of North Texas*
- 3. *The Discursive Construction of Literate and Professional Identities in Secondary Teacher Education: Content Area Literacy as Contested Space***
Karen Grady, *Sonoma State University*
Kelly Estrada, *Sonoma State University*
Martha Ruddell, *Sonoma State University*


3:00PM - 4:30PM
PAPER SESSION

COCHITI

Professional Development for Teachers of English Language Learners

Chair: Rui Niu, *The University of Scranton*

- 1. *Middle School Teacher Researchers' Language and Literacy Beliefs and Practices: Using Discourse Analysis as a Tool to Mediate Praxis***
Beverly L. Troiano, *University of Illinois at Chicago*
- 2. *Transforming Literacy Instruction for English Language Learners in a Rural Midwestern School District***
Lori A. Helman, *University of Minnesota*
Kara Coffino, *University of Minnesota*
- 3. *Experiencing Instruction in Chinese: TLC Teachers Improving Teaching through Understanding the Situation of Their English Language Learners***
Rui Niu, *The University of Scranton*

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

ISLETA

Seeking a Path to Disciplinary Literacy: Can We Rely on Content Literacy Textbooks to Define the Knowledge Base?

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

Discussant: Holly Johnson, *University of Cincinnati*

This alternative format session will invite audience members to examine the question, "Can we rely on content area literacy textbooks to define the knowledge base for pre-service teachers?" As a basis for discussion, data from a content analysis of currently available texts and data from interviews conducted with content area experts will be presented. Participants will have the opportunity to discuss the data and examine the issues in small and large group discussions.

- 1. *An Analysis of Content Area Textbooks***
Patricia A. Watson, *Texas Tech University*
Mellinee Lesley, *Texas Tech University*
- 2. *What Do Disciplinary Experts Say?***
Patricia A. Watson, *Texas Tech University*
Holly Johnson, *University of Cincinnati*
Mellinee Lesley, *Texas Tech University*
Amy Brass, *University of Cincinnati*

3:00PM - 4:30PM
PAPER SESSION

JEMEZ

Language, Vocabulary and Informational Books in Early Childhood Education

Chair: Barbara A. Bradley, *The University of Kansas*

- 1. *Exploring a Model for Meaning Vocabulary Instruction in Early Childhood Classrooms: A Formative Experiment***
X. Christine Wang, *University at Buffalo, State University of New York*
Tanya Christ, *Oakland University*
Ming Ming Chiu, *University at Buffalo, State University of New York*
- 2. *Integrating Information Books into Book Sharing in Preschool Classrooms***
Barbara A. Bradley, *The University of Kansas*
Kathy Bryant, *The University of Kansas*
- 3. *Preschool Teachers' Sense of Community, Instructional Practices, and Children's Language and Literacy Gains***
Ying Guo, *The Ohio State University*
Joan N. Kaderavek, *The University of Toledo*
Anita McGinty, *University of Virginia*
Shayne B. Piasta, *The Ohio State University*
Laura Justice, *The Ohio State University*

3:00PM - 4:30PM
SYMPOSIUM

LA CIENEGA

Generative Vocabulary Knowledge: Learning and Teaching Higher-Order Morphological Aspects of Word Structure

Chair: Shane Templeton, *University of Nevada, Reno*

Discussant: Donna Ogle, *National-Louis University*

The effects of different instructional conditions on the learning and teaching of higher-order morphological knowledge are explored. Students' tacit and explicit knowledge of morphology is examined as a function of level of literacy development determined by measures of vocabulary, reading, and orthographic knowledge. Implications for a developmental model of higher-order orthographic knowledge and morphological knowledge are examined. Teachers' knowledge and attitudes about instruction of these morphological or generative processes of vocabulary knowledge are examined.

- 1. *The Effects of Different Instructional Conditions on Students' Morphological Knowledge: Insights from and Limitations of a Large-Scale Study***
Shane Templeton, *University of Nevada, Reno*
David Smith, *University of Nevada, Reno*
- 2. *The Nature of Students' Tacit and Explicit Knowledge of Morphology in the Context of a Developmental Model of Word Knowledge***
David Smith, *University of Nevada, Reno*
Bob Ives, *University of Nevada, Reno*
- 3. *"Who was Teaching Whom?": Exploring Teachers' Beliefs about Themselves and about their Students' Learning in the Context of Examining Morphological Aspects of Word Structure***
Kara Moloney, *New Mexico Highlands University*
J-Lynn Van Pelt, *University of Nevada, Reno*





Wednesday December 2, 2009

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

LAGUNA

Uninterrupted Processes: Bakhtinian Perspectives on Identity and Literacy

Chair: Bob Fecho, *The University of Georgia*

Discussant: Stephanie Jones, *The University of Georgia*

The three papers in this session, all using a Bakhtinian lens, respectively unpack the many layers of identity through the metaphor of a palimpsest, consider how a reader's identity is constructed within social contexts, and explore the complexity of hybridity in the teaching lives of Latina teachers. Through them we argue that engagement with the interpretation and generation of text provides all classroom participants with complex and nuanced insight into how they see themselves negotiating the social worlds they enter.

1. ***Identity as Multimodal Palimpsest: A Conception of Identity Construction Informed by Theories of Social Semiotics and Mikhail Bakhtin***
Amy Alexandra Wilson, *The University of Georgia*
2. ***A Bakhtinian Perspective on Struggling Readers and Identity***
Trevor Stewart, *The University of Georgia*
Emily Pendergrass, *The University of Georgia*
3. ***Latina Spanish Teachers' Identities in New Latino Communities: Understanding Hybridity through Bakhtinian and Femenista Lenses***
Soria Colomer, *The University of Georgia*

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

MESILLA

Social Justice Themes Inside ELA Classrooms

Chair: Rachelle D. Washington, *Clemson University*

1. ***Re/creating a Dream: Social Justice Discourse Inside Classrooms***
Rachelle D. Washington, *Clemson University*
2. ***Recovering or Drowning: The Narrative Researcher's Role in the Reconstructed Experiences of Gay and Lesbian Literacy Educators in the School Context***
Randal L. Donelson, *The Ohio State University at Newark*

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

NAMBE

Literacy Learning and Popular Media

Chair: Kristin H. Javorsky, *University of Nebraska at Lincoln*

1. ***Vocabulary Learning from an Educational Television Program: Can Children Learn Many New Words and Can Print On-Screen Help?***
Annie M. Moses, *John Carroll University*
Deborah L. Linebarger, *University of Pennsylvania*
Katie McMenamain, *University of Pennsylvania*
Kara Garrity, *University of Pennsylvania*
Tara Liss-Mariño, *University of Pennsylvania*

2. ***Narrative Comprehension in Preschool Television Programming: Does Interactivity Change What Young Children Remember?***
Kristin H. Javorsky, *University of Nebraska at Lincoln*
3. ***"Fantasy Versus Reality": An Investigation into Hip-Hop as Critical Pedagogical Practice***
Jung E. Kim, *University of Illinois at Chicago*

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

NAVAJO

Middle Schools and Professional Development

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

1.  ***A Professional Development Model for Middle School Literacy and Learning: Multiple Paths to Better Content Area Instruction Through a Literacy Master's Cohort, Multiple Materials, and Inquiry***
Karen F. Thomas, *Western Michigan University*
Lauren Freedman, *Western Michigan University*
2. ***What Principals Know about Reading Matters***
Mary E. Robbins, *Sam Houston State University*
Debra Price, *Sam Houston State University*
Leonard G. Breen, *Sam Houston State University*
Stacey Edmonson, *Sam Houston State University*
Donna Cox, *Sam Houston State University*
Mae Lane, *Sam Houston State University*
3. ***Content Area Literacy in the Middle School: Investigating Professional Development, Interdisciplinary Planning, and Instruction across Science, Social Studies, and English***
Thomas W. Bean, *University of Nevada, Las Vegas*
Jennifer J. Wimmer, *University of Nevada, Las Vegas*
Judith Dunkerly, *University of Nevada, Las Vegas*

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

PECOS

Interventions and Strategies for Adolescent and Adult Content Learning

Chair: Gerlinde G. Beckers, *Louisiana State University*


1. ***A New Look at Interactive Read-Alouds: Fostering Socially Constructed Knowledge among Adolescents Using Related Texts***
Lettie K. Albright, *Texas Woman's University*
Cheryl Taliaferro, *University of North Texas*
2. ***Building a Foundation to Support Adolescent Content-Area Literacy: Preliminary Trends from a Longitudinal Study Focused on Integrating Science and Literacy in Upper Elementary***
Nancy R. Romance, *Florida Atlantic University*
Michael R. Vitale, *East Carolina University*
3. ***Examining the Treatment Fidelity and Social Validity of a Peer-Mediated Postsecondary Reading Intervention***
Gerlinde G. Beckers, *Louisiana State University*
Earl H. Cheek, *Louisiana State University*
Evan T. Ortlieb, *Valdosta State University*







3:00PM - 3:40PM
ROUNDTABLE

PICURIS

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

RUIDOSO

- I.  **Reading Assessment: Revisiting the Past, Living in the Present Accountability Climate, Crafting a Vision for the Future**
Jeanne B. Cobb, *Coastal Carolina University*
- II. **Literature Talk with Adolescents: Opening Spaces for Students to Not Only Lead Discussion but to Become Co-Researchers into Literate Identities**
Tracy L. Smiles, *Western Oregon University*
Marie A. LeJeune, *Western Oregon University*
- III.  **The Past, Present, and Future Role of the Practicum in a Graduate Reading Program**
Cynthia Fischer, *Barry University*
Nancy Maszta, *Barry University*
Lois K. Haid, *Barry University*
Joyce Warner, *Barry University*
Andrea Rosenblatt, *Barry University*
- IV. **Intersecting Realities: One Pre-Service Teacher's Attempts to Use Critical Literacy to Gain Access to Students' Figured Worlds**
Jane M. Saunders, *Texas State University - San Marcos*
- V. **Storied Selves: A Multimodal Analysis of Young Children's Literate Lives**
Rebecca Rogers, *University of Missouri - St. Louis*
Martille Elias, *University of Missouri - St. Louis*
- VI. **Cuentos, Dichos and Consejos: Tapping into Latino Families' Home-Cultural Literacy Practices to Enhance the Reading Curriculum**
Lisa L. Santillan, *The University of Texas at San Antonio*
- VII. **Teaching the Neglected "R": Six Activities to Enhance Writing Instruction**
Carolyn L. Carlson, *Washburn University*
- VIII. **Literate Practices of Christian Youth**
Eric D. Rackley, *University of Michigan*
- IX. **What do Third Graders Talk about in Dialogic Discussions?**
Jongsun Wee, *The Ohio State University*
- X. **Beyond the Digital Divide: Synthesizing and Theorizing the Intersections of New Literacies and Issues of Diversity**
Nathan Phillips, *Vanderbilt University*
- XI. **Examining Graduate Students' Cooperative Learning Experiences in an On-Line Reading Course**
Jackie M. Arnold, *University of Dayton*
Mary-Kate Sableski, *University of Dayton*

Multiple Paths to Powerful Teaching: Using the Internet to Improve Literacy and Learning Outcomes for Diverse Students

Chair: Bridget Dalton, *Vanderbilt University*
Discussant: Colin Harrison, *University of Nottingham*

This alternative session will engage the audience in exploring how teachers in Ireland and the U.S. are integrating the Internet into their curriculum and teaching to improve literacy and learning outcomes for diverse students, including struggling readers. Students' Internet inquiry projects and teachers' Web Strategy Tutor lesson plans will be featured.

- 1. **Scaffolding Struggling Readers from Disadvantaged Communities as They Construct Meaning in Internet Inquiry**
Bernadette Dwyer, *St. Patrick's College*
- 2. **Using the Internet to Promote Inquiry-Based Learning: What Scaffolds are Needed?**
Jill Castek, *University of California, Berkeley*
- 3. **Something Old, Something New: Teachers Design Online Lessons for the Web Strategy Tutor**
Blaine Smith, *Vanderbilt University*
Bridget Dalton, *Vanderbilt University*

3:00PM - 4:30PM
ALTERNATIVE FORMAT

SANDIA

A Mixed-Methods Framework for Utilizing Innovative Data Collection and Data Analysis Strategies for 21st Century Literacy Research

Chair: Marla Mallette, *Southern Illinois University*
Discussant: Donald J. Leu, *University of Connecticut*

The lack of rigor associated with mixed-methods data collection and data analysis strategies among researchers in general and literacy researchers in particular is exacerbated by the fact that few researchers take into account Web 2.0 and related technologies when collecting and analyzing data. Unfortunately, there are few published guidelines for rigorous data collection and analysis that utilize Web 2.0 and related technologies. The paucity of publications in this area suggests that it is likely that these frameworks have not yet reached the widest audience possible. Thus, in our session, we will show how mixed methods techniques can be used to guide literacy research further into the 21st century.

Presenters:
Melissa L. Burgess, *Sam Houston State University*
Anthony J. Onwuegbuzie, *Sam Houston State University*





Wednesday December 2, 2009

3:00PM - 4:30PM
SYMPOSIUM

SANTA ANA

Perspectives on the Preparation of Secondary Teacher Candidates for Literacy across the Curriculum

Chairs & Discussants:

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

Helen Harper, *University of Nevada, Las Vegas*

The need to improve secondary teacher preparation is an increasingly important topic for addressing the achievement gap and redressing the inequalities that exist in our society. Papers in this session present perspectives from research on improving secondary teacher preparation in three different urban communities. Papers address the way teacher preparation programs can assist secondary teacher candidates to view members of their disciplines (mathematicians, historians, musicians, artists, scientists and related areas) as quintessentially literate individuals. A second component of the session addresses the need for teacher educators to extend the concept of literacy as a fundamental component of teaching in various content areas and suggests ways this may be accomplished, including the use of technology. Finally, the researchers suggest that assessment of teacher candidate planning can be a tool to determine how well these concepts are being integrated into practice. The session is planned so that participants will be able to interact with presenters and discussants over their own perspectives on the topic.

1. ***(Re)imagining Our Work as Teacher Educators: Integrating Literacy and Content Methods for Pre-Service Secondary Teachers***
Roni Jo Draper, *Brigham Young University*
Paul Broomhead, *Brigham Young University*
Amy Petersen Jensen, *Brigham Young University*
Jeffery Nokes, *Brigham Young University*
2. ***Essential Nature of Planning for Instruction in the Content Areas***
Susan Davis Lenski, *Portland State University*
3. ***Learning to Podcast: Creating Spaces for Literacy Strategies Chosen by Secondary Teacher Candidates in Varying Disciplines***
Dana L. Grisham, *California State University, East Bay*
Thomas De Vere Wolsey, *Walden University*

3:00PM - 4:30PM
PAPER SESSION

SANTO DOMINGO

Teachers and Students Writing

Chair: Douglas Kaufman, *University of Connecticut*

1. ***The Effects of Being a Reader and of Observing Readers on Fifth Graders' Persuasive Writing Quality and Processes***
Noreen S. Moore, *The College of New Jersey*
2. ***Challenges to Teachers' Writing as Instructional Models in Primary Classrooms***
Douglas Kaufman, *University of Connecticut*
3. ***Intertextual Connections: The Impact of Interactive Read-Alouds on the Writing of Third Graders during Writing Workshop***
Jennifer A. Manak, *Bridgewater State College*

3:00 PM - 4:30 PM
INVITED SESSION

TAOS

Program Chair Invited Session—The Common Core State Standards Initiative: What Is It? What It Might and Might Not Accomplish

Chair: Barbara Kapinus, *National Education Association*

The Common Core State Standards for Career and College Readiness were released in September. A rollout of K-12 standards is planned for December-January. Forty-eight states have indicated they support the project. This session will have a brief presentation by three people involved in the project in different ways, including the planning and development of the standards project, teachers' responses to the standards, and policy issues and possibilities related to the project. There will be substantive time for questions and answers.

Presenters:

David Coleman, *Student Achievement Partners, LLC*

Kristen Hamilton, *National Education Association*

Barbara Kapinus, *National Education Association*

3:00PM - 4:30PM
PAPER SESSION

ZUNI

The Analysis and Creation of Multimodal Texts

Chair: Katina Zammit, *University of Western Sydney*

1. ***Features of Gender: A Schematic Analysis of Children's Visual Texts***
Peggy Albers, *Georgia State University*
Tammy Frederick, *Georgia State University*
Kay Cowan, *University of Tennessee at Chattanooga*
2. ***A Remixed Model of the Reading/Writing Process: The Semiotic Scaffolds of Visual-Texts***
Dawnene D. Hassett, *University of Wisconsin - Madison*
3. ***Teaching the Texts of the 21st Century: Assessing the Impact of the Use of Technology on Student Compositions***
Katina Zammit, *University of Western Sydney*


3:50PM - 4:30PM
ROUNDTABLE

PICURIS

- I. ***Connecting with Expertise in At-Risk Adolescent Learners***
Jeannine L. Hurst, *The University of Texas of the Permian Basin*
- II. ***Listening to Voices on Literacy within Alternative Schools***
Lori Ortiz, *New Mexico State University*
- III. ***Pre-Service Teachers Learn to Edit: Implications for Writing in a Literacy Methods Course***
Francesca Pomerantz, *Salem State College*
- IV. ***The Future of Disseminating Knowledge: Understanding Open Access, Academic Freedom, Tenure, and the Effects of the Commercialization of Literacy Research***
Debbie East, *Ivy Tech Community College*
Joan A. Rhodes, *Virginia Commonwealth University*
David Reinking, *Clemson University*
Richard W. Beach, *University of Minnesota*
Norman A. Stahl, *Northwestern Illinois University*
Trika Smith-Burke, *New York University*
Jamie R. Colwell, *Clemson University*





- V. **Critical Content Analysis of Postcolonial Texts: Representations of Muslims within Children's and Adolescent Literature**
Seemi Aziz, *Oklahoma State University*
- VI. **Exploring the Connections Students Make While Constructing Meaning**
Sunni L. Johnson, *University of North Texas*
- VII.  **Multiple Paths to Literacy in a Two-Way Immersion Classroom**
Crystal V. Shelby-Caffey, *Southern Illinois University*
- VIII. **"Ms. Morales Needs to Go Back to English Class": Exploring Bilingual Latino/a Pre-Service Teachers' Beliefs about the "Good" English Language Arts Teacher**
Terri L. Rodriguez, *Duquesne University*
- IX. **Problems, Possibilities, Promise: A Report of Second-Year Teachers of Reading**
Carole Janisch, *Texas Tech University*
Jennifer Hardin, *Texas Tech University*
Karla Lewis, *Texas Tech University*
Gaelynn McInroe, *Texas Tech University*
Tasha Vice, *Texas Tech University*
Regina Wise, *Texas Tech University*
- X. **A Bilingual Child's Writing at Home: On- and Off-Screen**
Jennifer Moon Ro, *State University of New York at Fredonia*
- XI. **Books on Tape: One Way to Enhance Parent-Child Shared Book Reading and Children's Literacy Development**
Alanna Rochelle Dail, *University of Alabama*
Priscilla G. Wilson, *University of Alabama*

4:45PM - 6:00PM

BALLROOMS A & B

PRESIDENTIAL ADDRESS

Chair: David Reinking, *Clemson University*

I. Welcome

David Reinking, *Clemson University*

II. Student Outstanding Research Award Presentation

Bridget Dalton, *Vanderbilt University*

III. J. Michael Parker Award Presentation

Erik Jacobson, *Montclair State University*

IV. Introduction of Speaker

David W. Moore, *Arizona State University*

V. 2009 Presidential Address - Literacy Identities: Who Is Responsible?

Kathleen A. Hinchman, *Syracuse University*



Program Key:



Area Chair Award Sessions



Conference Theme Sessions



Roundtable Sessions

Thursday • December 3, 2009

Thursday

LITERACY RESEARCH

Past, Present, and Future: Multiple Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009



SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Meeting from 7:25a.m. – 8:25a.m.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Program Content Area Chairs. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PROGRAM CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2009 Program Chair. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Meeting. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.



8:30AM - 10:00AM
SYMPOSIUM

ACOMA

Multiple Signs, Stances, and Viewpoints: Understanding Critical Perspectives and Global Sensibilities

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

With reading and literacy situated as critical social practices, the three studies in this symposium highlight how multiple signs in texts contributed to students' understanding overall micro/macro messages and pushed growth in critical perspective-taking; how developing an awareness of various reading stances supported readers becoming critical consumers of text; and how reading and creating texts about school issues facilitated understanding of complex local and global issues.

1. ***Willy and Hugh Get Critical***
Jerome Harste, *Indiana University*
Vivian Vasquez, *American University*
2. ***Reading from Different Stances***
Christine Leland, *Indiana University-Purdue University Indianapolis*
Anne Ociepka, *Indiana University-Purdue University Indianapolis*
3. ***Politicizing the Elementary Literacy Curriculum: Complicating Perspectives on Schooling in the U.S. and Afghanistan***
Mitzi Lewison, *Indiana University*
Lee Heffernan, *Fairview Elementary School*

8:30AM - 10:00AM
PAPER SESSION

APACHE

New Directions in Methodology

Chair: Elizabeth C. Lewis, *Dickinson College*

1. ***Exploring Literacy and Identity at Multiple Timescales: Possibilities for Longitudinal Qualitative Research***
Catherine Compton-Lilly, *University of Wisconsin - Madison*
2. ***The Assessment of Reading Comprehension: Construct Validity with an Evolving Construct***
Peter Afflerbach, *University of Maryland*
Byeong Young Cho, *University of Maryland*
Jong-Yun Kim, *University of Maryland*
3. ***Using a Text Protocol to Elicit Secondary English Teachers' Perspectives on New Literacies***
Elizabeth C. Lewis, *Dickinson College*
Kelly Chandler-Olcott, *Syracuse University*

8:30AM - 10:00AM
SYMPOSIUM

COCHITI

On-Site Literacy Collaborations: Teaching in the Company of Current and Future Educators

Chair: Katie Van Sluys, *DePaul University*
Discussant: Joyce Many, *Georgia State University*

The exodus of certified new teachers has left some larger urban contexts with as high as 50% of new hires with qualification waivers (Moir, 2003). And we see government, school districts, universities, and other educational institutions deciding what teachers need, requiring profes-

sional development, and implementing programs designed to create successful teachers. To challenge the current state of affairs, these three studies demonstrate a rigorous and complex view of professional development and induction that invites a different way of being.

1. ***Becoming Colleagues: Developing Professional Discourse Together***
Katie Van Sluys, *DePaul University*
2. ***Not a One-Shot Deal: Generative Professional Development among Experienced Teachers***
Amy Seely-Flint, *Georgia State University*
3. ***"I Didn't Know Little Kids Knew So Much!": Developing Professional Agency and Identities through Field-Based Courses***
Tasha Tropp Laman, *University of South Carolina*
Julia Lopez-Robertson, *University of South Carolina*
Erin T. Miller, *University of South Carolina*

8:30AM - 10:00AM
PAPER SESSION

ISLETA

Developing Skilled Writing

Chair: Judy M. Parr, *University of Auckland*

1. ***Peer and Teacher Talk in a First Grade Writing Community: Constructing Multiple Possibilities for Authorship***
Maria P. Ghiso, *University of Pennsylvania*
2. ***Writing, What Develops? Patterns in the Development of Writing Ages 9 to 17***
Judy M. Parr, *University of Auckland*



8:30AM - 10:00AM
ALTERNATIVE FORMAT

JEMEZ

Shattering the Looking Glass of Diversity in the Past: Editors Grappling with Diversity for the Future

Chair & Discussant: Jeanne G. Fain, *Vanderbilt University*

This session comes from a discussion by the Ethnicity, Race, and Multilingualism NRC Committee to highlight and explore editors' and scholars' perspectives related to unraveling the complexities of diversity in literacy research. This session aims to highlight dialogue that brings forth a call to consciousness that provides much needed space for inclusive representation of voices including marginalized communities and scholars. A beginning conversation is needed that authentically reflects diversity in a range and variety of styles of reporting research and still maintaining high levels of standards.

Beginning Conversations

Christina Dobbs, *Harvard University*
Pat Enciso, *The Ohio State University*
Susan Florio-Ruane, *Michigan State University*
Douglas K. Hartman, *Michigan State University*
J. Helen Perkins, *University of Memphis*
Deborah W. Rowe, *Vanderbilt University*
Robert T. Jiménez, *Vanderbilt University*





Thursday December 3, 2009

8:30AM - 10:00AM
ALTERNATIVE FORMAT

LA CIENEGA

Multiple Career Paths: Literacy Research for a Better World

Chair: Mary B. McVee, *University at Buffalo, State University of New York*

Discussants: Kailonnie Dunsmore, *The Ball Foundation*
Mary B. McVee, *University at Buffalo, State University of New York*

In this alternative format symposium, we will consider this year's NRC theme: Literacy Research Past, Present, and Future: Multiple Paths to a Better World in relation to the career choices. The alternative session will address the question: How might literacy researchers work alongside or outside the traditional university settings to make a difference in the lives of children, teachers, and communities?

Presenters:

Kailonnie Dunsmore, *The Ball Foundation*
Douglas Fisher, *San Diego State University*
Cynthia Greenleaf, *WestED*
Cathy Reischl, *University of Michigan*

8:30AM - 10:00AM
ALTERNATIVE FORMAT

LAGUNA

Intervention Specialists: Ripples in a Pond that Catalyze Literacy Change

Chair: Janet S. Gaffney, *University of Illinois at Urbana-Champaign*

Discussant: Carol B. Frericks, *McLean County Unit District #5*

A perennial issue in professional development is the evaluation of the impact on multiple constituencies. In this case, our purpose was to evaluate the impact of the professional development of a cohort of Intervention Specialists (ISs) on: (a) the literacy teaching practices of the participants, (b) the reading and writing of informational text by 3rd-6th graders who struggled in written language learning, and (c) the literacy teaching practices of classroom colleagues collaborating with the ISs.

- Impact of ISs on Students' Literacy Learning***
Laura R. Hedin, *Northern Illinois University*
- Impact on ISs' Development of Expertise in Teaching and Leading***
Janet S. Gaffney, *University of Illinois at Urbana-Champaign*
- Impact of IS/Classroom-Teacher Collaboration on Students and Teachers***
Carol B. Frericks, *McLean County Unit District #5*

8:30AM - 10:00AM
PAPER SESSION

MESILLA

Adolescents Identities and Learning in the Content Areas

Chair: Leigh A. Hall, *University of North Carolina at Chapel Hill*

- The Role of Reading Identities and Reading Abilities in Students' Discussions about Texts and Comprehension Strategies***
Leigh A. Hall, *University of North Carolina at Chapel Hill*
Kristin Nellenbach, *University of North Carolina at Chapel Hill*

- The Impact of Intervention on Adolescents' Cognitive and Affective Reading Development: Findings from One Striving Readers Site***
Susan C. Cantrell, *University of Kentucky*
Janice Almasi, *University of Kentucky*
Janis C. Carter, *University of Kentucky*
Margaret Rintamaa, *University of Kentucky*
- Using Student Voice to Inform Secondary School Content Area Literacy Instruction***
Christina Thornley, *Education Associates, Inc.*
Trevor McDonald, *Education Associates, Inc.*

8:30AM - 10:00AM
PAPER SESSION

NAMBE

Teachers' and Researchers' Writing

Chair: Sharon K. Zumbrunn, *University of Nebraska at Lincoln*

- The Journal of Adolescent and Adult Literacy: Analysis of Trends in Submissions and Writing for JAAL***
Thomas W. Bean, *University of Nevada, Las Vegas*
Helen Harper, *University of Nevada, Las Vegas*
- "I am Confused Here": The Possibilities and Challenges of Supporting Graduate Student Writers***
Mary Frances (Molly) Buckley, *University of Pennsylvania*
Jie Y. Park, *University of Pennsylvania*
- Explaining Pre-Service Teachers' Writing Beliefs and Attitudes: A Mixed-Methods Study***
Sharon K. Zumbrunn, *University of Nebraska at Lincoln*
Malinda M. Yagil-Murphy, *University of Nebraska at Lincoln*

8:30AM - 10:00AM
PAPER SESSION

NAVAJO

Trans-Cultural Dialogue and International Uses of Multimedia

Chair: Paige D. Ware, *Southern Methodist University*

- Adolescent Language Learners Writing in an International Multimedia Exchange***
Paige D. Ware, *Southern Methodist University*
- Reading Each Other: Toward a Technology-Mediated Model of Transcultural Teacher Education***
Mark Dressman, *University of Illinois at Urbana-Champaign*
Adam Babcock, *University of Illinois at Urbana-Champaign*
Nathan Weatherup, *University of Illinois at Urbana-Champaign*
Wayne Journell, *University of North Carolina at Greensboro*
- Digital Storytelling and Global Literacy Instruction among Students in Bhutan: Bridging the Digital Divide in a Rural Community***
Heriberto Godina, *The University of Texas at El Paso*
Khendum Gyabak, *The University of Texas at El Paso*





Thursday December 3, 2009



8:30AM - 10:00AM
SYMPOSIUM

PECOS

Current Practice and Visions of Tomorrow: Challenges for 21st Century Literacy in the Urban Classroom

Chair & Discussant: Barbara Laster, *Towson University*

This symposium shares initial findings from an ongoing research collaborative that explores literacy learning in one elementary/middle school in a Mid-Atlantic urban district. Classroom observations at four grade levels as well as structured interviews with students, teachers, administrators, parents, and community members will be analyzed to explore what literacy instruction involves at one urban school as well as how each of the various stakeholders define and envision literacy in the future. Audience collaboration and input is encouraged.

- I. *Examining Challenges for 21st Century Literacy in the Urban Classroom***
Bess Altweger, *Towson University*
Nancy Rankie Shelton, *University of Maryland, Baltimore County*
- 2. *Current Definitions of 21st Century Literacy in an Urban School and Community***
Lijun Jin, *Towson University*
Sarah Lohnes, *Towson University*
Patricia McCarthy, *Towson University*
- 3. *Preparing Students in Urban Classrooms for Literate Citizenship in The 21st Century***
Catherine Maderazo, *Towson University*
Xiaoming Liu, *Towson University*
Cheryl North-Coleman, *University of Maryland, Baltimore County*
Jessica Palladino, *Towson University*

8:30AM - 9:10AM
ROUNDTABLE

PICURIS

- I. *Pre-Service Teachers' Implementation of Content Literacy Strategies in the Middle School Classroom***
Jamie R. Colwell, *Clemson University*
Lisa Jones-Moore, *Clemson University*
Victoria R. Gillis, *Clemson University*
- II. *Examining English/Chinese Bilingual Children's Books: Current Issues and Future Possibilities***
Xiaoning Chen, *State University of New York at Fredonia*
Qiaoya Huang, *State University of New York at Fredonia*
- III. *Motivation to Write Profile Revisited: A Mixed-Methods Study of Writers Across Educational Levels***
Sonya L. Armstrong, *Northern Illinois University*
Donna E. Werderich, *Northern Illinois University*
- IV. *Literacy Strategies in Secondary Level Geoscience Education: A Multidisciplinary Initiative***
Francine C. Falk-Ross, *Pace University*
Solanny Ochoa-Angrino, *Northern Illinois University*
M. Cecil Smith, *Northern Illinois University*
Kathleen Kitts, *Northern Illinois University*
Eugene Perry, *Northern Illinois University*
Lisa Yamagata-Lynch, *Northern Illinois University*

V. *Beyond Early Reading First: The Effects of Home Language on Children's Language and Literacy Development*

Carol Vukelich, *University of Delaware*
Noreen S. Moore, *The College of New Jersey*
Martha Buell, *University of Delaware*
Myae Han, *University of Delaware*

VI. *Multiple Pathways of Synchronous, Asynchronous, and 'Live' Literature Circles with Pre-Service Teachers: A Cross-Case Analysis*

Mary K. Kallus, *Eastern New Mexico University*
Kathleen Donalson, *Eastern New Mexico University*
Bonnie L. Jones, *Eastern New Mexico University*

VII. *Endangered Species and Expendable Luxuries: The Scarcity of Secondary Reading Specialists*

Carolyn L. Carlson, *Washburn University*

VIII. *Investigating Postsecondary Disciplinary Instructors' Expectations for Students' Reading Comprehension Skills*

Brad A. Biggs, *University of Minnesota*

IX. *Theory Meets Practice: Teaching Sophisticated Vocabulary in Six Linguistically Diverse Classrooms*

Susan Watts-Taffe, *University of Cincinnati*
Angela Kinney, *University of Cincinnati*

X. *Beyond Paper and Pencil: Integrating Web 2.0 Tools into a Literacy Methods Course*

Tami R Dean, *Illinois State University*
Lara J. Handsfield, *Illinois State University*

XI. *Discourses, Identity Work, and Space in Students' Writing and Talk Around Text*

Amy E. Burke, *The University of Texas at Austin*
Beth Maloch, *The University of Texas at Austin*

8:30AM - 10:00AM
SYMPOSIUM

RUIDOSO

Formats for Successful Family Literacy Programs: Partnerships in Home, School and Community Settings

Chair: Lesley Morrow, *Rutgers University*
Discussant: Patricia Edwards, *Michigan State University*

As early as 1908, Huey wrote of children's learning in school: "It all begins with parents reading to children" (p. 103). Parents are the first teachers their children have, and they are the teachers that children have for the longest time. Parents or other caregivers are potentially the most important people in the education of their children. Research supports a strong link between the home environment and children's acquisition of school-based literacy. Such practices as shared reading, making print materials available, having conversations with children, playing with children, and guiding them have a significant effect on children's literacy learning. Family literacy is a complex term that can be defined in many ways. One definition is the involvement of family at home, in school and the community to help with children's literacy development. In this symposium three types of family literacy initiatives will be described. One is a school-based program in which the parents are helped with their literacy ability and then shown how they can help their children. The next deals with a community-based intervention where pediatricians, volunteers and child development specialists at primary





pediatric care visits provide materials and information of how at risk parents can help their children with language and literacy. The third is a study that also looks into the community at typical places that parents go with their children to see what type of literacy information is present. The investigator looks in malls, supermarkets, daycare centers, etc. for materials that help to inform them about helping their children. Each presenter will use a PowerPoint presentation, there is video in the presentations, handouts and artifacts that are shared.

- 1. Long-Term and Short-Term Effects of a Family Literacy Program on the School Experiences of Children and Their Parents**
Jeanne Paratore, *Boston University*
- 2. The BELLE Project: Bellevue Project for Early Literacy, Language and Education**
Lesley Morrow, *Rutgers University*
Samantha Berkule, *New York University*
Bernard Dreyer, *New York University*
Alan Mendelsohn, *New York University*
Harris Huberman, *New York University*
Cori Green, *New York University*
Arthur Fierman, *New York University*
Soulтана Tomopoulos, *New York University*
Perri Klass, *New York University*
- 3. The Circulation of Information Seen by Parents about Children's Literacy in Commercial Spaces**
Jennifer Rowsell, *Rutgers University*

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

SAN MIGUEL

Hispanic Cultural Influences in Literacy Practices

Chair: Eliane Rubinstein-Avilla, *University of Arizona*

- 1. Hispanic Literacy Trends: As Readers, Books Characters, and Library Patrons**
Marsha Grace, *Texas A&M University - Corpus Christi*
Frances Gonzalez-Garcia, *Texas A&M University - Corpus Christi*
- 2. The Metered Online Literacy Practices among Low-Income South American Youth**
Eliane Rubinstein-Avilla, *University of Arizona*
- 3.  Multiple Paths for Effective Communication between Immigrant Parents and Teachers: Exploring the Past in Order to Understand the Future**
Carolyn Colvin, *The University of Iowa*
Jason Arduser, *The University of Iowa*
Elizabeth Willmore, *The University of Iowa*

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

SANDIA

The Role of Texts and Teachers in Literacy Learning

Chair: Geoffrey Phelps, *University of Michigan*

- 1. Teacher Flexibility and Judgment: A Multidynamic Theory for Early Childhood Literacy Instruction**
Dawnene D. Hassett, *University of Wisconsin - Madison*
- 2. Curriculum Enactment in Teaching Reading Comprehension: The Role of Teacher Knowledge**
Geoffrey Phelps, *University of Michigan*
David Johnson, *University of Michigan*
- 3. Constructing Literary Understandings: Teacher Supports and Student Discourse in Kindergarten Read-Aloud Literary Discussions**
Jessica L. Hoffman, *Miami University*

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

SANTA ANA

Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair & Discussant: Bridget Dalton, *Vanderbilt 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**
Dana J. Wilber, *Montclair State University*
- 2. What Reviewers are Looking for in an Outstanding Student Research Paper**
Marla Mallette, *Southern Illinois University*
- 3. Advice for Preparing an Outstanding Student Research Paper from Past Recipients**
Antony T. Smith, *University of Washington Bothell*
Gary P. Moser, *Alpine School District*

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

SANTO DOMINGO

Textual Difficulty and Inefficient Reading


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

- 1. The Influence of Text Difficulty on the Reading Prosody of Young Children**
Rebekah George Benjamin, *The University of Georgia*
Paula J. Schwanenflugel, *The University of Georgia*
Melanie R. Kuhn, *Boston University*
- 2. Using Miscue Analysis and Related Assessments to Investigate the Relationship Between Comprehension and Comprehending in Slow and Inefficient Reading**
Alan Flurkey, *Hofstra University*
- 3. Reading "Over Their Heads": Profiles of Second Graders Reading Difficult Texts**
Juliet L. Halladay, *The University of Vermont*
Autumn Dodge, *Michigan State University*





Thursday December 3, 2009

 8:30AM - 10:00AM
SYMPOSIUM

TAOS

Writing and Identity in Adult Literacy Practices

Chair: Bill Muth, *Virginia Commonwealth University*



Discussant: Anita Wilson, *Lancaster University*

A heavy focus on reading instruction in adult literacy research has meant that the writing practices of adult literacy learners are understudied. This has limited the ways “adult literacy” is understood and researchers have missed opportunities to hear the complexities of students’ and teachers’ voices. The symposium examines the association between writing, identity and definitions of adult literacy in three contexts—adult literacy in the UK, multilevel classrooms in Japan, and family literacy in prison.

1. **Writing, Timescales and Identity in Adult Literacy Education**
Amy Burgess, *Lancaster University*
2. **Murals as Text: The Testimonials of Fathers and Children Separated by Prison**
Bill Muth, *Virginia Commonwealth University*
3. **Writing as Emancipation: Reshaping Adult Basic Education in Japan**
Erik Jacobson, *Montclair State University*


 9:20AM - 10:00AM
ROUNDTABLE

PICURIS

- I. **Coaching Conversations: The Nature of Talk between a Literacy Coach and Three Teachers**
Elizabeth G. Belcastro, *University of Pittsburgh*
Rita M. Bean, *University of Pittsburgh*
- II. **Differentiation in Middle Level Literacy Classrooms: The Students Speak**
Mary F. Roe, *Washington State University*
- III.  **Play as a Pathway to Building Vocabulary in Historically Underserved Populations: Where Do We Go Next?**
Jennifer D. Montgomery, *Western Kentucky University*
Cassie F. Zippay, *Western Kentucky University*
- IV. **Examining the Perspectives of Teacher Education Candidates’ Definitions of Literacy**
Jackie M. Arnold, *University of Dayton*
Kerry C. Coovert, *University of Dayton*
- V.  **The Effect of Accelerated Reader on Reader Identity: The Past, the Present, and the Future**
Joan Williams, *Sam Houston State University*
Donna Cox, *Sam Houston State University*
- VI.  **One Path to Better Teaching: Transcript Analysis as a Method for Improving Pre-Service Teachers’ Instructional Conversations During Read-Alouds**
Connie Buskist, *Auburn University at Montgomery*
Edna Brabham, *Auburn University*

VII. **Media Options: Pre-Service Teachers’ Use of Video and Audio Journaling for Reflective Reading Responses**
Francine C. Falk-Ross, *Pace University*

VIII. **Understanding Student and School Factors that Affect Reading Achievement of Students with Immigration Background**
Eurydice Bauer, *University of Illinois at Urbana-Champaign*
Sabine Hornberg, *Universität Bayreuth*
Tobias C. Stubbe, *Institute for School Development Research, Technical University of Dortmund*

IX.  **The Effect of Public Education Laws On African American Families’ Literacy: Past and Present Perspective**
YoTonja D. Benjamin, *Texas A&M University - Commerce*
Nicole D. Johnson, *Texas A&M University - Commerce*

X. **Trickle-Down, DIBELS in Disguise and Other Challenges Facing Reading Teacher Education in Africa**
Misty Sailors, *The University of Texas at San Antonio*
James V. Hoffman, *The University of Texas at Austin*
Miriam Martinez, *The University of Texas at San Antonio*
Deborah Horan, *The University of Texas at Austin*
Kenneth S. Goodman, *University of Arizona*
Yetta M. Goodman, *University of Arizona*

10:15AM - 11:45AM BALLROOMS A & B
OSCAR S. CAUSEY AWARD PRESENTATION AND ADDRESS

Chair: Patricia Anders, *University of Arizona*

- I. **Oscar S. Causey Award Introduction**
Deborah R. Dillon, *University of Minnesota*
- II. **Oscar S. Causey Award Presentation for the 2009 Awardee**
Taffy E. Raphael, *University of Illinois at Chicago*
- III. **Introduction of the Speaker**
Diane Barone, *University of Nevada, Reno*
- IV. **2009 Oscar S. Causey Address - Defying Gravity: Whole School Literacy Reform in Urban Schools**
Taffy E. Raphael, *University of Illinois at Chicago*

1:15PM - 2:45PM ACOMA
SYMPOSIUM

Adolescent Vocabulary Development: Perspectives from a Multi-Faceted, Cross-Content Area Vocabulary Program

Chair: Pamela Mason, *Harvard University*

Discussant: Kara Moloney, *New Mexico Highlands University*

Vocabulary knowledge has an increasing impact on reading comprehension measures as students get older (Snow, Porche, Tabors, & Harris, 2007). Unfortunately, relatively little is known about adolescent vocabulary development (compared to our understanding of word learning in younger children). This symposium brings together various strands of current research on adolescent word learning from the urban school sites where the Word Generation program is implemented. Perspectives will include writing development and academic language use and various analyses of vocabulary growth following program implementation.





- 1. Implementation of a Middle-School Vocabulary Intervention: What are the Effects on Students' Word Learning Across 2 Years of Implementation?**

Claire White, *Harvard Graduate School of Education*

- 2. Understanding Covariates Predicting Vocabulary Growth: Modeling Factors Associated with Growth During a Year of Word Generation**

Joshua Lawrence, *Harvard Graduate School of Education*

- 3. Increasing Academic Vocabulary and Written Academic Language Skills: Exploring Students' Writing Skills in the Word Generation Program**

Christina Dobbs, *Harvard University*

1:15PM - 2:45PM

APACHE

PAPER SESSION

Fluency and Decoding

Chair: Melanie R Kuhn, *Boston University*

- 1. The Effects of Structured Language Instruction on the Decoding and Encoding Abilities of Students with Learning Disabilities**

Meagan L. Boyle, *National-Louis University*

Casey Crnich, *Hyde Park Day School*

- 2. Reconsidering Reading Fluency**

Melanie R. Kuhn, *Boston University*

Paula J. Schwanenflugel, *The University of Georgia*

Elizabeth Meisinger, *University of Memphis*

Megan Gregory, *Boston University*

Carolyn Groff, *Monmouth University*

- 3. So, What is Reading Fluency, Anyway? A Defining Experiment**

Bruce A. Murray, *Auburn University*



1:15PM - 2:45PM

COCHITI

ALTERNATIVE FORMAT

Eye Tracking and Literacy: Past, Present and Future

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

In this session, participants will first examine the history of eye tracking methodology, technology, and research findings. Then they will transition into the present by examining data from current eye tracking research and discussing what the data suggest about reading processes. Finally, participants will explore in small groups how eye tracking might be used in the future in their own line of research to inform their understanding of literacy processes.

- 1. History of Eye Movement Research: Past to Present**

Karen Feathers, *Wayne State University*

- 2. Explanation of Eye Movement Tracking: Present Technology**

Santosh Kodimiyala, *Wayne State University*

- 3. Sharing of Current Samples of Eye Tracking Data: Present**

Poonam Arya, *Wayne State University*

- 4. Consideration of the Future Use of Eye Tracking for Research**

Koomi Kim, *New Mexico State University*

1:15PM - 2:45PM

ISLETA

PAPER SESSION

Studies of Teachers' Beliefs and Practices

Chair: Gaoyin Qian, *Lehman College, City University of New York*

- 1. Urban In-Service Literacy Teachers' Epistemological Beliefs and Instructional Practices: Patterns and Predictability**

Gaoyin Qian, *Lehman College, City University of New York*

Liqing Tao, *College of Staten Island, City University of New York*

- 2. Teachers' Beliefs about Urban Students' Motivation for and Engagement In Reading: The Role of Social Contexts and Reading Development**

Gisele Ragusa, *University of Southern California*

Norman Unrau, *California State University, Los Angeles*

Erica Bowers, *California State University, Fullerton*

- 3. Considering "How" Teachers Believe: The Role and Function of Beliefs in the Literacy Coaching Relationship**

Jennifer I. Hathaway, *University of North Carolina at Charlotte*

1:15PM - 2:45PM

JEMEZ

PAPER SESSION

Literacy and Teacher Identities: Discourses of Race and Power

Chair: Mary Avalos, *University of Miami*

- 1. No Longer on the Margins: Researching the Hybrid Literate Identities of Black and Latina Pre-Service Teachers**

Marcelle M. Haddix, *Syracuse University*

- 2. Constructing Teacher Identities: How One Pre-Service Teacher Negotiated Competing Discourses of Teacher Education**

Anne Swenson Ticknor, *The University of Iowa*

- 3. Through the Looking Glass and What One Pre-Service Teacher Found There: "I'm Racist!"**

Marjorie L. Cooper, *Michigan State University*

1:15PM - 2:45PM

LA CIENEGA

INVITED SESSION

Area Chairs' Invited Session—Critical Content Analysis of Children's Texts: Theories, Methodologies, and Critique

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

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

Seemi Aziz, *Oklahoma State University*

Yoo Kyung Sung, *The University of New Mexico*

Melissa B. Wilson, *University of Arizona*

This presentation focuses on theories and critical content analysis derived from postcolonial studies, critical race theory and whiteness studies. The key concepts associated with these domains of cultural theory will be described to demonstrate how these concepts translate into methodologies that enable critical readings of children's texts. A discussion of the issues that emerge in readings of texts from minority cultures will be included.

Presenter:

Clare Bradford, *Deakin University*





Thursday December 3, 2009

1:15PM - 2:45PM
ALTERNATIVE FORMAT


LAGUNA

Developing Thoughtfully Adaptive Teachers of Reading in Face-to-Face and Online Teacher Education Courses

Chair: Seth Parsons, *George Mason University*
Discussant: Gerald G. Duffy, *University of North Carolina at Greensboro*

The presenters will provide an overview of thoughtfully adaptive teaching and describe data collected from multiple teacher education courses delivered in differing formats. Significant time will be devoted to audience discussion about the questions raised, including how can we develop teachers who are thoughtfully adaptive and can this be accomplished through online courses.

- 1. Overview of Adaptive Teaching**
Seth Parsons, *George Mason University*
Roya Qualls Scales, *Western Carolina University*
- 2. Adaptive Teaching: Learning from Pre-Service Teachers in a Face-to-Face Setting**
Beverly Faircloth, *University of North Carolina at Greensboro*
Seth Parsons, *George Mason University*
Roya Qualls Scales, *Western Carolina University*
Scott Howerton, *University of North Carolina at Greensboro*
Margaret Vaughn, *University of North Carolina at Greensboro*
- 3. Overview of Online Learning**
Terry S. Atkinson, *East Carolina University*
- 4. Adaptive Teaching: Learning from Teachers in a Distance Learning Setting**
Terry S. Atkinson, *East Carolina University*
Robin R. Griffith, *East Carolina University*
Dixie D. Massey, *University of Washington*

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

MESILLA

Neuroscience and Literacy: Possible Pathways to Improved Instruction

Chair: George Hruby, *Utah State University*
Discussant: Charles A. Perfetti, *University of Pittsburgh*

In this symposium, each presenter will review current research in the neurosciences relatable to an important aspect of literacy instruction, and discuss these findings in light of their possible potential applications. The specific literacy topics will be mental imagery and visualization for comprehension, modeling and second-language learning, and text and language comprehension processes. Cautions regarding over interpretation of research from this still formative discipline will be addressed.

- 1. Reading Comprehension and Mental Imagery**
Sheri R. Parris, *University of North Texas*
- 2. Mirroring Language: Neuroscience on Second Language Learning and Teacher Modeling**
Nancy Frey, *San Diego State University*
Douglas Fisher, *San Diego State University*
- 3. The Varieties of Neurological Process in Reading Comprehension**
George Hruby, *Utah State University*

1:15PM - 2:45PM
PAPER SESSION

NAMBE

Literacy Through Gaming and Robotics

Chair: Naomi Hupert, *Education Development Center, Inc.*

- 1. Supporting Middle Grade Science Literacy Using Gaming Technology: The Supersleuths Project**
Naomi Hupert, *Education Development Center, Inc.*
Shelley Pasnik, *Education Development Center, Inc.*
Cornelia Brunner, *Education Development Center, Inc.*
Katie McMillan-Culp, *Education Development Center, Inc.*
- 2. Collaborative Robotics Design Projects: Managing Uncertainty as Multimodal Literacy Practice**
Michelle E. Jordan, *The University of Texas at Austin*

1:15PM - 2:45PM
PAPER SESSION

NAVAJO

Literacy in At-Risk Learners

Chair: Lori Farrer, *Western Michigan University*

- 1. Instability of Word Reading Errors in Typical and At-Risk Learners**
Esther G. Steenbeek-Planting, *Radboud University Nijmegen*
Wim H.J. van Bon, *Radboud University Nijmegen*
Robert Schreuder, *Radboud University Nijmegen*
- 2. A Comparison of Repeated Interactive Readaloud (RIR) and Traditional Readaloud Strategies with Preschool Children from Low-Income Families**
Esther M. Newlin-Haus, *Western Michigan University*
Shailla Rao, *Western Michigan University*
Kristal Ehrhardt, *Western Michigan University*
Lori Farrer, *Western Michigan University*
Patti Cornelius, *Western Michigan University*

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

PECOS

Local Literacies, Global Visions: Documenting SIFEs Learning Histories Using Oral History Methodology

Chair: M. Kristiina Montero, *Wilfrid Laurier University*
Discussant: Norman A. Stahl, *Northern Illinois University*

The purpose of this research is to explore the potential of combining oral history research methodology, language experience approach, and the principles of culturally responsive pedagogy to examine the needs of students, teachers, and teacher educators working with a subset of the English language learning population in English-dominant mainstream educational contexts: SIFEs—Students of Interrupted Formal Education. Immigration and learning histories are specifically examined.

- An Interaction with a Multimodal Representations of SIFE Immigration and Learning History Narratives***
M. Kristiina Montero, *Wilfrid Laurier University*
Bryan Ripley Crandall, *Syracuse University*
David Mwambari, *Syracuse University*
Joanne O'Toole, *Syracuse University*
Elizabeth Y. Stevens, *Syracuse University*
Ardyth Watson, *Syracuse University*
Norman A. Stahl, *Northern Illinois University*





1:15PM - 1:55PM
ROUNDTABLE

PICURIS

- I.  **Examining How Reading Coaches Interpret and Enact Their Role: What Does the Future Hold?**
Charlotte A. Mundy, *University of Alabama*
- II. **The Epistemological and Institutional Challenges of Teacher Collaboration**
Bogum Yoon, *Texas Woman's University*
Claudia Haag, *Texas Woman's University*
- III.  **Transforming Literacy Instruction: The Path of a Successful Urban Elementary School**
Sharon M. Peck, *State University of New York at Geneseo*
- IV. **Discipline-Based Wiki Communities in a Content Area Reading Course**
Lisa Jones-Moore, *Clemson University*
Victoria R. Gillis, *Clemson University*
Jayne Lammers, *Arizona State University*
- V. **Open, Fee, and Ringing: Teaching and Learning Choir Literacies**
Roni Jo Draper, *Brigham Young University*
Paul Broomhead, *Brigham Young University*
- VI. **Agency in Conflict: Balancing Aesthetic Response to Literature and Critical Literacy**
Sue Ringler-Pet, *University of Connecticut*
- VII. **Early Pre-Service Teacher Learning in Written Work Across a Semester in a Language Arts Methods Course**
Annamary Consalvo, *The University of Texas at Austin*
Kwang-ok Song, *The University of Texas at Austin*
- VIII.  **Literature Response Research and Instruction, Past, Present, and Future: A Content Analysis of Three Decades**
Susan K. Fullerton, *Clemson University*
Jamie R. Colwell, *Clemson University*
- IX.  **Authoring Lives: Youth Returning to School Narrate Past, Present and Future Selves**
Susan Bickerstaff, *University of Pennsylvania*
- X.  **Reclaiming the Wisdom of Retired Teachers: Exploring the Dialogic Potential of Oral History Narratives to Inform Our Present and Future Practices**
Alessandro Rosborough, *University of Nevada, Las Vegas*
Marilyn McKinney, *University of Nevada, Las Vegas*
- XI. **Investigating Parental Involvement to Promote Chinese Culture Learning Using Electronic Books**
Wei-Chun Liu, *Purdue University*
Ran Hu, *East Carolina University*

1:15PM - 2:45PM
INVITED SESSION

RUIDOSO

Program Chair Invited Session—Toward a Comprehensive View of Early Literacy: Responses to the National Early Literacy Panel (NELP) Report

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

Discussant: Timothy Shanahan, *University of Illinois at Chicago*

Not only the educational research community but also practitioners in the field have deeply felt the impact of the 2000 National Reading Panel (NRP) report on literacy assessment and instruction. The recent release of the NELP report presents a timely and important opportunity for NRC members to contribute to a comprehensive view of literacy for our youngest learners. This session is a panel discussion by researchers with longstanding commitment to the early literacy field, broad-based research expertise, an understanding of early literacy practice, and a grasp of the ways that policy reports, such as the NELP report, if left unexamined, can influence research and pedagogy with unintended consequences.

Presenters:

- Alanna Rochelle Dail, *University of Alabama*
- David Dickinson, *Vanderbilt University*
- Kris Gutierrez, *University of California, Los Angeles*
- Elfrieda Hiebert, *University of California, Berkeley*
- P. David Pearson, *University of California, Berkeley*
- Lea M. McGee, *The Ohio State University*
- Judith Schickedanz, *Boston University*
- Susan B. Neuman, *University of Michigan*
- Marjorie Faulstich Orellana, *University of California, Los Angeles*
- Scott G. Paris, *National Institute of Education*

1:15PM - 2:45PM
ALTERNATIVE FORMAT

SAN MIGUEL

Pearls of Wisdom: Learning from Women Leaders in Literacy

Chair: Jennifer D. Turner, *University of Maryland*

Discussant: Doris Walker-Dalhouse, *Marquette University*

This alternative session, organized by the Ethnicity, Race and Multilingualism (ERM) Committee, addresses the issue of women in leadership roles within NRC. Research suggests that women scholars have a difficult time attaining tenure and moving into leadership positions within the field (Perna, 2001). However, there are women who do achieve tenure, and gain access to leadership positions within their universities and professional organizations. To help women “discover” these pathways to success, we have invited the group of distinguished women who have been elected as NRC President (past, present, and future) to serve as the panelists in this session. The panelists will respond to these critical questions: 1.) How would you describe your leadership style?, 2.) What was one major problem/issue facing the literacy field or the organization (NRC) when you were President and how did you address it?, 3.) Who were important mentors/role models for you in terms of leadership?, 4.) What was one personal challenge and/or social barrier (e.g., racism, gender discrimination) that you faced during your presidency, and how did you overcome it?, 5.) What is something that you know now about being a leader that you wish you knew during the time of your presidency? 6.) What kind of leaders will NRC need to continue to thrive as an organization committed to literacy research, policy and





practice?, and 7.) What is one piece of advice that you would give young women who want to become leaders in the organization and the field?

Panelists:

- Doris Walker-Dalhouse, *Marquette University*
- Lenore Ringler, *New York University*
- Trika Smith-Burke, *New York University*
- Jane Hansen, *University of Virginia*
- Linda B. Gambrell, *Clemson University*
- Taffy E. Raphael, *University of Illinois at Chicago*
- Deborah R. Dillon, *University of Minnesota*
- Victoria Purcell-Gates, *University of British Columbia*
- Patricia Edwards, *Michigan State University*
- Kathleen A. Hinchman, *Syracuse University*
- Patricia Anders, *University of Arizona*
- Kathy Au, *University of Hawaii*

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

SANDIA

Apprenticeship in Academic Literacy: Guiding College Students through Text

Chair: Susan Constable, *Otterbein College*

Drawing on findings from a pooled case comparison, presenters will demonstrate instructional strategies for supporting college students' reading and writing of academic text. Following demonstrations, presenters will engage audience in a discussion of the pooled case analysis, framed by a tentative categorization of ways in which study participants who engaged in these strategies transitioned from familiar to new (academic) discourses: 1) Students see value and meaning in academic discourse; 2) Students identify and experience agency with academic texts; and 3) Students identify themselves as participating members of a new discourse community.

1. ***Guiding Undergraduate Pre-Service Teachers through Reading Research***
Susan Constable, *Otterbein College*
2. ***Guiding Masters-Level Pre-Service Teachers through Case Study Construction Using a Research Writer's Workshop***
Carrie Blosser Scheckelhoff, *The Ohio State University*
3. ***Guiding Doctoral Students through Scholarly Composition***
Jenifer Jasinski Schneider, *University of South Florida Tampa*

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

SANTA ANA

Examining Discourse Patterns in Literacy Events

Chair: George Kamberelis, *University at Albany, State University of New York*

1. ***Pressing Further: Discourse Patterns that Support Elaborated Student Talk During Individual Reading Conferences***
Dot McElhone, *Portland State University*
2. ***Structure and Emergence in Classroom Literature Discussions***
George Kamberelis, *University at Albany, State University of New York*
3. ***A First Grade Teacher's Negotiation of Book Clubs in a High Performing Urban Primary School***
K. Dara Hill, *University of Michigan - Dearborn*

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

SANTO DOMINGO

Strategies and Attitudes of Adolescent Readers and Writers

Chair: Kay Hong-Nam, *Texas A&M University - Commerce*

1. ***Official Portraits and Unofficial Counterportraiture: Fifth and Sixth Graders Finding Writing Spaces in Hard Times***
Richard J. Meyer, *The University of New Mexico*
2. ***The Relationship Amongst Reported Strategy Use, Metacognitive Awareness, and Reading Achievement of High School Students***
Kay Hong-Nam, *Texas A&M University - Commerce*
Alexandra G. Leavell, *University of North Texas*
3. ***A National Survey of Adolescent Attitudes Toward Reading***
Michael C. McKenna, *University of Virginia*
Kristin E. Conradi, *University of Virginia*
Camille Lawrence, *University of Virginia*
Aggie Craft, *University of Virginia*
Bong Gee Jang, *University of Virginia*

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

TAOS

Instructional Paths Less Traveled in Support of "Struggling Readers"

Chair: Susan V. Piazza, *Western Michigan University*
Discussant: Mark W. Conley, *University of Memphis*

Although "struggling readers" typically perform below grade-level (Ruddell & Shearer, 2002), they are likely to be engaged in rich literacy practices in their homes and communities (Alvermann, Hinchman, Moore, Phelps, & Waff, 2006). This session shares research from across the U.S. that addresses the academic needs of struggling readers while emphasizing culturally and socially responsive practices. It challenges NRC members to reconceptualize how broader theoretical frameworks may inform teaching and research practices with "struggling readers."

1. ***High School Literacies and Identity Development***
David Gallagher, *Mount Saint Mary College*
2. ***Helping Struggling Readers Find Their Voices in Text-Based Discussions***
Leigh A. Hall, *University of North Carolina at Chapel Hill*
3. ***After-School Literacy Engagements with Struggling Readers***
Susan V. Piazza, *Western Michigan University*
4. ***Case Study of a Young Struggling Reader Responding to Instruction***
Angela M. Wiseman, *North Carolina State University*
5. ***Using New Literacies to Empower Struggling Readers***
Laurie Henry, *University of Kentucky*
Jill Castek, *University of California, Berkeley*
W. Ian O'Byrne, *University of Connecticut*
Lisa Zawilinski, *University of Connecticut*





1:15PM - 2:45PM
SYMPOSIUM

TESUQUE

Troubling Stories of Students' Lives: How, by Whom, and with What Consequences Students are Narrated and Consumed in Literacy Classrooms

Chair & Discussant: Elizabeth Dutro, *University of Colorado at Boulder*

Whether through classroom writing and discussions, digital photography projects, spoken and unspoken performances of identity, tales about kids told in the teachers' lounge, or historical constructions of "the child," students' lives are always in the process of being narrated and re-narrated, circulated and re-circulated, cast and recast. Drawing on a range of theoretical perspectives and methods, including feminist, psychoanalytic, poststructuralist, historical, and participatory action research, each of four presenters in this symposium examines the issue of how, by whom, and with what consequences students' lives are narrated and consumed in literacy classrooms.

1. ***Listening to the "Speaking Wound": Tracing the Difficult in Children's and Teachers' Lives and Literacies***
Elizabeth Dutro, *University of Colorado at Boulder*
Andrea Bien, *University of Colorado at Boulder*
2. ***"Last Night I Hit a Home Run": Social Identity, Resistance, and (Re)Positioning in Multimodal Instructional Contexts***
Kathleen Collins, *Pennsylvania State University*
3. ***Arguing with Compliance in the Age of Accountability***
Gail Boldt, *Pennsylvania State University*
4. ***Seeing "Relevance" in our Literacy Practices: Using Photography to Understand How Literacy Curricula and Pedagogies Matter to Urban Youth***
Kristien Zenkov, *George Mason University*

1:15PM - 2:45PM
PAPER SESSION

ZUNI

Secondary Reading and Writing

Chair: Angie M. Madden, *University of Kentucky*

1.  ***Past, Present, and Future in Tenth Grade English: A Longitudinal Study of Text Selection***
Margaret Mackey, *University of Alberta*
Leslie Vermeer, *University of Alberta*
Dale Storie, *University of Alberta*
Elizabeth DeBlois, *University of Alberta*
2.  ***New Directions for the Future of Secondary Literacies***
Kerry McArthur, *University of Texas at Brownsville*
3. ***Lord of the Flies: Negotiating Identities on the "Island" in a Writing Workshop***
Angie M. Madden, *University of Kentucky*


2:05PM - 2:45PM
ROUNDTABLE

PICURIS

- I. ***Investigating Young Children's Use of Metacognitive Reading Strategies: A Longitudinal Study***
Sherry Kragler, *University of South Florida Lakeland*
Linda Martin, *Ball State University*
- II. ***Students with Learning Disabilities Engaging in Reader Response through Literature Discussions***
Elysha D. O'Brien, *University of Nevada, Las Vegas*
- III. ***Framing Health Literacy: A Theoretical Perspective***
Laura E. Nimmon, *University of British Columbia*
- IV.  ***One Path Toward Oral Language Growth: Young Children Becoming Competent Narrators***
Nancy L. Roser, *The University of Texas at Austin*
Sharon F. O'Neal, *Texas State University*
Angie Zapata, *The University of Texas at Austin*
Miriam Martinez, *The University of Texas at San Antonio*
Abby Brady, *The University of Texas at Austin*
Katie Peterson, *The University of Texas at Austin*
Catherine Davis, *Early Reading First Project*
Stephanie Heinchon, *Early Reading First Project*
- V. ***Pre-Service Teachers' Experiences Learning about Writing Workshop***
Denise N. Morgan, *Kent State University*
Belinda S. Zimmerman, *Kent State University*
Beverly J. Timmons, *Kent State University*
Melanie Kidder, *Kent State University*
- VI. ***An Investigation of School-Based Parental Involvement and Literacy Achievement: The Roles, Perceptions, and Participation of Low Socioeconomic Parents***
Kim D. Pemberton, *University of North Carolina at Greensboro*
Samuel D. Miller, *University of North Carolina at Greensboro*
- VII. ***Teachers' Use of Scaffolding Strategies in the Preschool Classroom***
Jill M. Pentimonti, *The Ohio State University*
Laura Justice, *The Ohio State University*
- VIII. ***Collaborative Strategic Reading for Adolescent Struggling Readers***
Janette Klingner, *University of Colorado at Boulder*
Alison Boardman, *University of Colorado at Boulder*
Amy Boele, *University of Colorado at Boulder*
Subini Annamma, *University of Colorado at Boulder*
Sharon Vaughn, *The University of Texas at Austin*
Elizabeth Swanson, *The University of Texas at Austin*
Greg Roberts, *The University of Texas at Austin*
- IX. ***Literacy Professionals in High Schools: Historical Background, Current Contexts, and Emerging Roles***
Elizabeth G. Sturtevant, *George Mason University*
Maryann Mraz, *University of North Carolina at Charlotte*
- X. ***Involving Content Teachers in the Conversation: An Interview Framework for Understanding Content Teachers' Literacy Beliefs and Practices***
Kathleen D. Moxley, *Central Michigan University*





- XI.**  **Lessons Learned from “Reading the World” of Pre-Service Teachers: Challenges and Opportunities for Preparing Future Teachers for a Better and Diverse World**
 Georgia Garcia, *University of Illinois at Urbana-Champaign*
 Kirsten Letofsky, *University of Illinois at Urbana-Champaign*
 Gabriela Romero, *University of Illinois at Urbana-Champaign*
 W. Jason Stegemoller, *University of Illinois at Urbana-Champaign*
 Christina P. DeNicolo, *University of Illinois at Urbana-Champaign*
 Eurydice Bauer, *University of Illinois at Urbana-Champaign*

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

A National Implementation Study of the Teaching Diverse Students Initiative (TDSi)

Chair: Michelle Garcia, *Southern Poverty Law Center*

Considerable research has demonstrated how pre-service teachers’ biases and assumptions can impede their capacity to facilitate the learning of racially and linguistically diverse students. To address this need, the Southern Poverty Law Center sponsored the development of the Teaching Diverse Students Initiative web-based set of learning tools (TDSi). This alternative session will introduce the TDSi and share data from the first national implementation.

1. **Overview of the TDSi**
Michelle Garcia, *Southern Poverty Law Center*
Jennifer D. Turner, *University of Maryland*
2. **Overview of the Implementation Study Design**
John F. O’Flahavan, *University of Maryland*
3. **Implementation of the Common Teacher Beliefs Tool**
Melissa H. Landa, *University of Maryland*
4. **Implementation of the Case-Based Course Module**
Jennifer D. Turner, *University of Maryland*

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

Beyond “New Literacies”: Thinking about Digital Literacy Practices through Various Theoretical Lenses

Chair: Dana J. Wilber, *Montclair State University*

Discussant: Kevin Leander, *Vanderbilt University*

This alternative format symposium presents five perspectives on digital literacy practices that push past the idea of “new literacies” to explore more deeply the connections between texts, tools, and practices when students use digital tools in their everyday literacies. Instead of presenting traditional research studies, each paper will raise a key issue and analyze this issue through a particular theoretical perspective and show an example of a digital literacy practice from each paper. A discussant will facilitate discussion among and across the papers and attendees, focusing on questions about what digital literacy practices are essential to the lives of students, how literacy researchers can theorize digital literacies beyond the notion of “new” literacies, and the potential implications for future researchers, schools, and practitioners.

1. **Whose New Literacies Are We Talking about, and How?**
Charles Kinzer, *Teachers College, Columbia University*
2. **Literacies 2.0: Understanding Digital Storytelling as a Potential Academic Literacy Practice**
Dana J. Wilber, *Montclair State University*
3. **“You Should Be Reading Not Texting”: Understanding Classroom Texting in the Constant Contact Society**
Sarah Lohnes, *Towson University*
4. **Reading Power into the Digital Word: Educational Technology and Pedagogical Philosophy**
Erica Boling, *Rutgers University*
Jeanine Beatty, *Rutgers University*
5. **Developing Professional Identity through Social Networks as Communities of Practice: An Exploratory Study with Pre-Service Teachers**
Laurie Henry, *University of Kentucky*

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

Writing and Writing Instruction

Chair: Ryan P. Colwell, *University of Connecticut*

1. **How Writing Achievement Goals, Attitudes, and Beliefs Relate to Hours Spent Writing and Writing Grades in College**
Sharon K. Zumbunn, *University of Nebraska at Lincoln*
Doug F. Kauffman, *University of Nebraska at Lincoln*
Roger H. Bruning, *University of Nebraska at Lincoln*
2.  **Current Trends in Research on Writing, Pre-K-12: Connections to Past and Projections to Future**
Douglas Kaufman, *University of Connecticut*
Ryan P. Colwell, *University of Connecticut*
3. **Exploring the Influence of Science Writing Instruction on Fourth Graders’ Writing Development**
Jen Tilson, *University of California, Berkeley*
Megan Goss, *University of California, Berkeley*

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

Studies of Coaches and Coaching

Chair: Tammy Oberg De La Garza, *Roosevelt University*

1. **Professional Development and Literacy Coaching: Fostering Teachers’ Deep Understanding**
Tammy Oberg De La Garza, *Roosevelt University*
2. **Reading Coaching Discourse: Exploring Coaching Processes**
Sally F. Heineke, *University of Alabama*
3. **Coaching Pre-Service Teacher Tutors in a Summer Literacy Camp: Master’s Students’ Achievements, Concerns, and Developing Understanding of Their Roles and Responsibilities**
Janet C. Richards, *University of South Florida*
Susan Bennett, *University of South Florida*






3:00PM - 4:30PM
PAPER SESSION

JEMEZ

Development of Novice and Exemplary Teachers

Chair: Alison K. Billman, *University of California, Berkeley*

- 1. *The Literacy Practices of a Novice Urban Teacher: A Longitudinal Study***
Debby Deal, *George Mason University*
C. Stephen White, *George Mason University*
- 2. *In Observational and Interview Study of Teachers Who are Nominated by Their Principals as "Exemplary" Teachers of Reading***
Susan J. Dymock, *University of Waikato*
- 3.  *Content Literacy Methods Classes in Online Disciplinary Communities: Can the Past Inform the Present?***
Donna E. Alvermann, *The University of Georgia*
Josephine Peyton Marsh, *Arizona State University*

3:00PM - 4:30PM
SYMPOSIUM

LA CIENEGA


Teaching and Learning Literacies in Virtual Worlds

Chair: Eliane Rubinstein-Avilla, *University of Arizona*

Discussant: Colin Harrison, *University of Nottingham*

This symposium focuses on identifying and describing the educational potential of virtual worlds as a practice of the new literacies. Three studies conducted from varying methodological perspectives explore the nature of identity representation and communication within the context of a metaverse. Findings from these studies have implications for teaching and learning literacies in the alternative environments of three-dimensional settings.

- 1. *The Silent Avatar Speaks: An Autoethnography of Second Life***
Acharya Rezak, *The University of Georgia*
- 2. *Teacher as Learner: Teaching with New Literacies in a Virtual World***
Kathryn Pole, *Saint Louis University*
- 3. *Exploring and Representing Identities in Virtual Worlds***
Barbara Guzzetti, *Arizona State University*

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

LAGUNA

Sociopolitical Constructions of Immigrants among Pre- and In-Service Teachers: Contesting the Past to Reconstruct the Present and Shape the Future

Chair & Discussant: Stephen Mogge, *Towson University*

This session examines sociopolitical influences of educators' constructions of immigrants and identifies opportunities for more responsive and effective instructional literacy practices. Specifically, it provides a historical trajectory of immigration policy and contemporary media coverage of immigration issues as well as shares empirical research on how critical literacy and transformative pedagogy-based professional development workshops and university literacy courses positively

affected pre- and in-service teachers' conceptions of and instructional practices with immigrants and English Language Learners (ELLs).

- 1. *Pre-Service Teachers' Perceptions of Immigrants and Possibilities of Transformative Pedagogy***
Nancy Rankie Shelton, *University of Maryland, Baltimore County*
- 2. *Countering Narratives: Teachers' Constructions of Immigrants and Their Experiences through Children's Literature***
Jennifer M. Graff, *The University of Georgia*
- 3. *TESL Coursework as a Catalyst for Reshaping Pre- and In-Service Teachers' Attitudes and Pedagogical Practices for Their ELL/Immigrant Students***
Xenia Hadijioannou, *Penn State Lehigh Valley*
Mary C. Hutchinson, *Penn State Lehigh Valley*

3:00PM - 4:30PM
PAPER SESSION

NAMBE

Responses to Literature

Chair: Eun Hye Son, *Boise State University*

- 1. *Adult Book Club Members' Perceptions of Selected Books and Interpretive Stances Adopted in Book Club Discussions***
Richard W. Beach, *University of Minnesota*
Steven Yussen, *University of Minnesota*
- 2. *Exploring Issues of Disabilities through Critical Discussions and Drama***
Donna S. Adomat, *Indiana University*
- 3. *Use of Cultural Backgrounds in Responding to Multicultural Literature: A Case Study of Korean Transnational Children***
Eun Hye Son, *Boise State University*

3:00PM - 4:30PM
SYMPOSIUM

NAVAJO

Understanding and Enhancing English as a Second Language in Adults

Chair: Brad L. Teague, *Vanderbilt University*

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

This symposium consists of three empirical studies dealing with different aspects of the acquisition of English as a second language in adults. The researchers present work conducted to better understand, and ultimately enhance, the process of second language and literacy learning in both academic and social contexts.

- 1. *Word Study Intervention and its Impact on Adult ESL Students' Spelling and Auditory Discrimination***
Donita Massengill Shaw, *University of Kansas*
Elizabeth Stein, *Nashville State Community College*
Kimberly Becker, *Nashville State Community College*
- 2. *Glimpses of Bilingualism in a Monolingual-Dominant University***
W. Jason Stegemoller, *University of Illinois at Urbana-Champaign*
- 3. *Adult Language and Literacy Learning in Out-of-School Contexts: A Survey of Self-Directed Practices***
Brad L. Teague, *Vanderbilt University*
Brian C. Rose, *Vanderbilt University*
Mikel W. Cole, *Vanderbilt University*





Thursday December 3, 2009

3:00PM - 4:30PM
PAPER SESSION

PECOS

Language and Literacy in Early Childhood


Chair: Ruth Sylvester, *University of South Florida Lakeland*

1. *Investigating the Impact of Voluntary Pre-Kindergarten on Oral and Literacy Development of 4-Year-Old Children*

Ruth Sylvester, *University of South Florida Lakeland*
Sherry Kragler, *University of South Florida Lakeland*

2. *Paving the Way for Language and Literacy: An Exploration of Language Stimulation Training for Early Childhood Teachers*

Jannah W. Nerren, *Stephen F. Austin State University*
Carolyn Abel, *Stephen F. Austin State University*
Dorothy Gottshall, *Stephen F. Austin State University*
Lee Payne, *Stephen F. Austin State University*

3.  *Developing English Learners' Vocabulary in Preschool: Preliminary Findings from a 2-Year Storybook Reading Intervention*

Molly F. Collins, *Erikson Institute*

3:00PM - 4:30PM
PAPER SESSION

RUIDOSO

Adolescent Struggling Readers

Chair: Amy Feiker Hollenbeck, *DePaul University*

1. *Contextualizing Reading Comprehension: A Multi-Case Study of the Instructional Practices of Two Exemplary Special Educators of Students with Learning Disabilities*


Amy Feiker Hollenbeck, *DePaul University*

2. *Learning to Use Strategies: An Analysis of Struggling Readers' Think-Alouds Over 8 Weeks of CORI-STAR as Supplementary Reading Instruction*

Janice D. O'Hara, *Frederick County Public Schools*
Mariam Jean Dreher, *University of Maryland*

3. *Wood's Levels of Contingent Intervention: Observations of Teachers with Sixth Graders Who Struggle with Reading*

Laura R. Hedin, *Northern Illinois University*
Janet S. Gaffney, *University of Illinois at Urbana-Champaign*

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

SANDIA

Opportunity to Learn, Literate Identity, and Literacy Proficiency: Portraying the Present and Engaging the Future

Chair: Sara A. Beach, *University of Oklahoma*

Discussant: Angela Ward, *University of Saskatchewan*

This alternative session will explore the intersection of literate identity, engagement in literacy, and the literacy events and practices offered to children in schools to understand how classrooms become opportunities to learn. Participants will examine their own literate identities reflecting on how they mediate personal choice of literacy practices. Four studies will be introduced through summary slide shows. Participants will

explore packets containing the findings. They will share their conclusions, proposing a model of opportunity to learn literacy for the future.

Presenters:

Sara A. Beach, *University of Oklahoma*
Angela Ward, *University of Saskatchewan*
Julie Collins, *University of Central Oklahoma*
Lisa Delgado-Brown, *University of Oklahoma*
Allison Geary, *University of Oklahoma*
Klaudia Lorinczova, *University of Oklahoma*
Amber Gates, *University of Oklahoma*

3:00PM - 4:30PM
SYMPOSIUM

SANTA ANA

Learning to Enact Text-Based Discussions: Improving the Quality of Talk in Classrooms

Chair: Sarah E. Scott, *University of Pittsburgh*

Discussant: Taffy E. Raphael, *University of Illinois at Chicago*

This symposium brings together three research efforts that focus on improving the quality of talk about texts in upper elementary and secondary classrooms. While discussion approaches to comprehension instruction have been endorsed as an effective method for promoting student understanding, research findings suggest that high-quality text-based discussions are relatively absent in the landscape of reading comprehension instruction pedagogy. In this symposium we detail research efforts to support pre-service and in-service teachers' learning to do high quality text-based discussions.

1. *Understanding the Challenges of Leading Text-Based Discussion: Teacher Candidates' First Attempts*

Kristine Schutz, *University of Michigan*

2. *Teaching Novices to do Text-Based Discussions: Designing Pedagogies of Enactment*

Sarah E. Scott, *University of Pittsburgh*

3. *Beyond Comprehension: Using Literary Theory as a Reading Strategy*

Danielle Igra, *Stanford University*

4. *Understanding and Enhancing Talk During Discussions about Text*

Ian A.G. Wilkinson, *The Ohio State University*

Kristin B. Reninger, *Otterbein College*

Anna O. Soter, *The Ohio State University*

3:00PM - 4:30PM
SYMPOSIUM

SANTO DOMINGO

The Orthographic Knowledge of Middle Grade Students: Academic Vocabulary and Spelling, and the Orthographic Development of Struggling English Learners in Intervention Programs

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

Discussant: Shane Templeton, *University of Nevada, Reno*

This symposium presents research that examines the orthographic development of middle school students. The three studies paint a picture of the orthographic and literacy development of middle school students. The first paper examines academic vocabulary, orthographic development and vocabulary and reading achievement. The second and





third papers examine the orthographic growth and development of students involved in intervention programs. All papers examined the effects of students' first languages in learning to read in English.

- The Role of Orthography in Academic Word Knowledge and Measures of Academic Achievement for Middle School Students***
Donald R. Bear, *University of Nevada, Reno*
- Spelling and Word Work within Middle Grade Striving Readers Intervention: The Impact of Using Data to Inform Instruction for Tier 2 and Tier 3 Students***
Elizabeth Cardena-Lopez, *Chicago Public Schools*
Rene Makin, *Chicago Public Schools*
Donna Ogle, *National-Louis University*
Debra Gurvitz, *National-Louis University*
Donald R. Bear, *University of Nevada, Reno*
- The Achievement of Middle School English Learners Enrolled in an Afterschool Intervention Program***
Clairin DeMartini, *Nevada State College*

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

TESUQUE

Promising Practices in Reading Teacher Education: What are Researchers of Reading Teacher Pedagogy Doing in Their Teaching?

Chair: Deborah Litt, *Trinity University*
Discussant: Victoria Risko, *Vanderbilt University*

During three sets of concurrent small group meetings, members of the Teacher Education Research Study Group will share the assignments, activities, or structures they find most effective in developing strong teachers of reading. Research findings and methods will also be discussed.

Presenters:

- Connie Buskist, *Auburn University at Montgomery*
- Sandy Chambers, *Kutztown University of Pennsylvania*
- Susan Davis Lenski, *Portland State University*
- Douglas Fisher, *San Diego State University*
- Karen Kindle, *University of Missouri - Kansas City*
- Diane Lapp, *San Diego State University*
- Deborah Litt, *Trinity University*
- Susan Martin, *Boise State University*
- Nancy Place, *University of Washington Bothell*
- Cynthia Schmidt, *University of Missouri - Kansas City*
- Antony T. Smith, *University of Washington Bothell*
- Karen Smith, *University of Manitoba*
- Debra Wellman, *Rollins College*
- Linda Wold, *Loyola University Chicago*
- Thomas DeVere Wolsey, *Walden University*
- Janet Young, *Brigham Young University*

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

ZUNI

Negotiating Cultural Boundaries to Improve Literacy Achievement

Chair: Paula Taylor Greathouse, *University of South Florida Tampa*

- Transversing Between Two Cultures: Race and the Achievement Gap***
Paula Taylor Greathouse, *University of South Florida Tampa*
- From the Body to the Global: Using Geographical Scale to Understand the Effects of No Child Left Behind In and Out of Language Arts Classrooms***
Jessica Zacher, *California State University, Long Beach*
- Language and Literacy as Artifacts of Schooling: Learning from ESME***
Colleen M. Fairbanks, *University of North Carolina at Greensboro*
Penny Mason, *University of North Carolina at Greensboro*
Mary Ariail, *Georgia State University*

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

BALLROOMS A & B

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

- Early Career Achievement Award Presentation***
Mark Dressman, *University of Illinois at Urbana-Champaign*
- Distinguished Scholar Lifetime Achievement Award Presentation***
Lea M. McGee, *The Ohio State University*
- Introduction of the Speaker***
Catherine Compton-Lilly, *University of Wisconsin - Madison*
- "Why Can't We Read Something Good?" How "Standards," "Testing," and Scripted Curricula Impoverish Urban Students***
Gloria Ladson-Billings, *University of Wisconsin - Madison*



Program Key:



Area Chair Award Sessions



Conference Theme Sessions



Roundtable Sessions

Friday • December 4, 2009

Friday

LITERACY RESEARCH

Past, Present, and Future: Multiple Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009



SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Meeting from 7:25a.m. – 8:25a.m.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Program Content Area Chairs. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PROGRAM CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2009 Program Chair. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Meeting. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.


8:30AM - 10:00AM
SYMPOSIUM

ACOMA

Response to Intervention (RtI): How Faculty in Three States Are Supporting Paths to Implementation
Chair: Valerie J. Robnolt, *Virginia Commonwealth University*
Discussant: Heidi Anne E. Mesmer, *Virginia Polytechnic Institute and State University*

This symposia session serves to explore the ways that Response to Intervention (RtI) is being addressed in three states. Specifically, the session will share how Reading and Special Education faculty at universities in Virginia, Maryland, and New Jersey are working to prepare undergraduate and graduate students, as well as address the needs of schools to meet the requirements of RtI through collaboration with each other and with school personnel.


1. **Virginia Results**
Latisha Hayes, *University of Virginia*
Jennifer Jones, *Radford University*
Valerie J. Robnolt, *Virginia Commonwealth University*
2. **Maryland Results**
Jodi Welsch, *Frostburg State University*
3. **New Jersey Results**
Sharon Green, *Fairleigh Dickinson University*

8:30AM - 10:00AM
PAPER SESSION

APACHE

First- and Second-Language Learning in the U.S. and Abroad
Chair: Esther G. Steenbeek-Planting, *Radboud University Nijmegen*

1. **Enhancing Native and Foreign Literacy Skills of Students with Reading Disorders in Secondary Education**
Esther G. Steenbeek-Planting, *Radboud University Nijmegen*
Ria Kleijnen, *Christelijke Hogeschool Windesheim Zwolle/Free University Amsterdam*
2. **A Longitudinal Investigation of Reading and High-Stakes Tests for Adolescent English Language Learners**
Hyo Jin Lim, *University of Southern California*
3.  **A Critical Analysis of Bulgarian Secondary Students' Reading Literacy Achievement and the Economic Future of the State**
William G. Brozo, *George Mason University*


8:30AM - 10:00AM
SYMPOSIUM

COCHITI

Using the Standards-Based Change Process to Equip Schools for 21st Century Learners
Chair: Taffy E. Raphael, *University of Illinois at Chicago*
Discussant: Susan Florio-Ruane, *Michigan State University*

This symposium discusses how multiple contexts of professional learning equip teachers and students for 21st Century literacy demands. The work is being conducted in the context of the Standards-Based Change Process, a model of school-wide literacy reform.

1. **Preparing Learners for the 21st Century Through Multiple Literacies**
Catherine M. Weber, *University of Illinois at Chicago*
MariAnne George, *University of Illinois at Chicago*
2. **Building the Future of Literacy Assessment: Developing School-Level Evidence Systems**
Susan McMahon, *National-Louis University*
3. **An Ongoing Stance of Inquiry: Effective Change Through Professional Learning Community**
MariAnne George, *University of Illinois at Chicago*
Catherine M. Weber, *University of Illinois at Chicago*
Mary Pat Sullivan, *University of Illinois at Chicago*

8:30AM - 10:00AM
PAPER SESSION

ISLETA


Professional Development for Teachers of Pre-School and Elementary Children
Chair: Mario F. Campanaro, *Texas A&M University - Commerce*

1. **The Impact of a Preschool Literacy Professional Development Program on Teachers' Practice: Looking Ahead to New Challenges**
Nancy Clark-Chiarelli, *Education Development Center, Inc.*
Julie A. Hirschler, *Education Development Center, Inc.*
Barbara J. Helms, *Education Development Center, Inc.*
2. **Shared Reading Innovation Configuration: A Professional Development Tool for Preschool Teachers**
Katherine A. Beauchat, *York College of Pennsylvania*
Katrin L. Blamey, *University of Delaware*
Sharon Walpole, *University of Delaware*
3. **Comprehension Strategy Instruction: The Differences that Make a Difference in Professional Development**
Mario F. Campanaro, *Texas A&M University - Commerce*

8:30AM - 10:00AM
PAPER SESSION

JEMEZ

21st Century Literacies: Teachers' Voices, Choices, and Attitudes
Chair: Charlotte Frambaugh-Kritzer, *Arizona State University*

1. **Virtual Constructions: Developing a Teacher Voice in the 21st Century**
Heather K. Casey, *Rider University*
2. **Pre-Service Teachers' Attitudes toward Teaching Reading and Confidence in Application of Literacy Strategies in Content Areas**
Kay Hong-Nam, *Texas A&M University - Commerce*
Mary Swanson, *Northeastern State University*
3.  **Not All the Digital Tools Make for a Better World: An Analysis of Pre-Service Teachers' Choices of the New Literacies Associated with the ICTs**
Charlotte Frambaugh-Kritzer, *Arizona State University*





8:30AM - 10:00AM
SYMPOSIUM

LA CIENEGA

"Because the Internet Said So": Critical Evaluation and Communication During Online Reading Comprehension

Chair: Lisa Zawilinski, *University of Connecticut*
Discussant: David G. O'Brien, *University of Minnesota*

This symposium shares the results from research investigating the new literacies of online reading comprehension. The three studies will report on: the relationship between offline sourcing and critical evaluation; the role of content creation in building critical thinking skills; and text-based communication strategies used by teachers and their students while reading online.

- 1. Exploring the Relationship between Offline Sourcing and Critical Evaluation of Web Sites**
J. Gregory McVerry, *University of Connecticut*
Heidi Everett-Cacopardo, *University of Connecticut*
- 2. Facilitating Critical Thinking Skills through Content Creation**
W. Ian O'Byrne, *University of Connecticut*
- 3. Communication Strategies Used while Writing in Online Spaces**
Lisa Zawilinski, *University of Connecticut*

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

LAGUNA

Past, Present, and Future: Developing Teachers' Knowledge and Skills to Improve Comprehension of Text

Chair: Barbara Martin Palmer, *Mount St. Mary's University*
Discussant: Janice Almasi, *University of Kentucky*

Professional development initiatives are intended to prompt the instructional evolution of teachers, but do they? This session examines professional development aimed at enhancing teachers' knowledge and skills in the area of reading comprehension through teacher study groups and coaching. Presenters will revisit studies to discern effective components, complicating factors and issues relative to professional development. Significant time will be devoted to participant sharing on views about and experiences with effective (and ineffective) professional development initiatives.

- 1. Learning to Teach Comprehension Strategies Explicitly: A Comparative Professional Development Study**
Rachel F. Brown, *Syracuse University*
- 2. The Supporting and Improving Practices through Intensive Coaching (SIPIC): Professional Development for Cognitive Reading Strategy**
Misty Sailors, *The University of Texas at San Antonio*
- 3. Developing Teacher Expertise in Peer Group Facilitation**
Janice Almasi, *University of Kentucky*
Barbara Martin Palmer, *Mount St. Mary's University*

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

MESILLA

Area Chairs' Invited Session—Literacy Researchers Seizing the Moment: The Worst or the Best of Times?

Chairs: Gwendolyn Thompson McMillon, *Oakland University*
M. Kristiina Montero, *Wilfrid Laurier University*
Rachelle D. Washington, *Clemson University*

What is the current state of literacy research in relation to public policy? A panel of experienced literacy scholars will share their opinions about literacy issues and topics related to policy development. The goal of the session will be to clarify how literacy researchers can "seize the moment" to affect the direction of public policy related to literacy. This interactive symposium will provide opportunities for members of the audience to ask questions, share opinions and voice concerns.

Panelists:


Kathy Au, *University of Hawaii*
Kris Gutierrez, *University of California, Los Angeles*
Carol Lee, *Northwestern University*
P. David Pearson, *University of California, Berkeley*
Taffy E. Raphael, *University of Illinois at Chicago*
David Reinking, *Clemson University*
Timothy Shanahan, *University of Illinois at Chicago*

8:30AM - 10:00AM
PAPER SESSION

NAMBE

Comprehension Processes and Strategies

Chair: Margaret L. Queenan, *University of Bridgeport*

- 1. Cognitive Profiles of Word Callers: Cognitive Flexibility, Vocabulary, and Word Identification in Elementary School-Aged Good and Poor Comprehenders**
Kelly B. Cartwright, *Christopher Newport University*
Elizabeth A. Coppage, *Christopher Newport University*
- 2. Third Graders Think Aloud in an Anomaly Detection Task: The Role of Inferences and Goal Setting to Comprehension**
Marcy Zipke, *Providence College*
-  **3. Comprehension Strategies in the Content Areas (Sometimes) Lead to a Better Comprehension World**
Margaret L. Queenan, *University of Bridgeport*

8:30AM - 10:00AM
PAPER SESSION

NAVAJO

Interventions in Early Elementary Reading

Chair: Katherine Stahl, *New York University*

- 1. Policy to Practice: Implementing RTI in Urban Schools**
Katherine Stahl, *New York University*
Annette Keane, *New York University*
- 2. Federally Funded School-Wide Early Reading Intervention in High-Poverty Schools: Does Structure of Content Delivery and/or Degree of Professional Development Support for Teachers Matter for Reading Growth?**
Steve Amendum, *North Carolina State University*
Jill Fitzgerald, *University of North Carolina at Chapel Hill*





3. *An Evaluation of Early Reading First Preschool (ERF) Enrichment on Language and Literacy Outcomes*

Jorge E. Gonzalez, *Texas A&M University*
Ernie Goetz, *Texas A&M University*
Bob Hall, *Texas A&M University*
Tara Payne, *Texas A&M University*

8:30AM - 10:00AM
SYMPOSIUM

PECOS

Literacy for Life: An Intergenerational Literacy Program Incorporating Authentic Literacy Instruction

Chair: Victoria Purcell-Gates, *University of British Columbia*
Discussant: Linda M. Phillips, *University of Alberta*

This symposium reports results of a two-year, multisite study of an intergenerational literacy program that incorporated authentic literacy activity for immigrant/refugee parents and their children. Employing a formative experiment design with multi-method analysis, we concluded that parents significantly improved their English literacy abilities and their children, ages 3-5, grew significantly in emergent literacy knowledge over the course of the program. Patterns of correlations indicate that exposure to authentic literacy activities were related to literacy growth.

1. *Introduction to Literacy for Life Program: Purposes and Rationale*
Victoria Purcell-Gates, *University of British Columbia*
Jim Anderson, *University of British Columbia*
2. *The Program: Authentic Literacy for Adults and Children*
Kimberly Lenters, *University of British Columbia*
Marianne McTavish, *University of British Columbia*
3. *Analyzing for Literacy Growth*
Monique Gagne, *University of British Columbia*
Kristy Jang, *University of British Columbia*
4. *Results and Promising Directions*
Victoria Purcell-Gates, *University of British Columbia*
Jim Anderson, *University of British Columbia*

8:30AM - 10:00AM
SYMPOSIUM

RUIDOSO

Giving All Children a Good Start: Strategies for Narrowing the Vocabulary Gap

Chair: Serene Koh, *University of Michigan*
Discussant: Kathleen C. Roskos, *John Carroll University*

This symposium reports on the state of vocabulary instruction in pre-kindergarten and describes strategies for improving and accelerating oral language comprehension and vocabulary development for pre-kindergarten children who are at high risk for reading difficulties. The first paper describes the design and results of a study investigating the extent of vocabulary instruction found in ten commercially prepared pre-kindergarten literacy curricula. The second paper provides the theoretical framework and rationale for a vocabulary intervention (World of Words, or WOW) that teaches children vocabulary in conceptually based groupings, or categories. This paper also presents findings regarding the efficacy of the intervention. The third paper describes the design and results from two related laboratory studies designed to investigate if categorical knowledge, like that taught in the WOW curriculum, has

the potential to accelerate word learning. Finally, our discussant will examine the implications of the findings reported in the symposium.

1. *Characteristics of Quality Vocabulary Training and Instruction: Evidence from a Meta-Analysis*
Loren Marulis, *University of Michigan*
Christine Meyer, *University of Michigan*
Rachel Schachter, *University of Michigan*
2. *Support for Enhancing Preschoolers' Vocabulary through Teaching Vocabulary in Semantic Clusters*
Susan B. Neuman, *University of Michigan*
Serene Koh, *University of Michigan*
3. *Accelerating Preschoolers' Vocabulary Acquisition: Examining the Impact of Teaching Vocabulary in Taxonomic Categories on Speed of Word Learning*
Lillian Chen, *University of Michigan*

8:30AM - 10:00AM
SYMPOSIUM

SAN MIGUEL

The WTW Research Collaborative: A Mixed-Methods Multiple-Case Study

Chairs: Marla Mallette, *Southern Illinois University*
Kelly Glassett, *Southern Illinois University*
Discussant: Shane Templeton, *University of Nevada, Reno*

This symposium focuses on the Words Their Way (WTW) Research Collaborative, a team of a university faculty, teachers, and graduate students studying the naturalistic implementation of WTW using a mixed-methods multiple-case study design. The symposium will include: (a) an overview of WTW, (b) research design, (c) findings, (d) a discussion provided by an esteemed colleague (not on the team), and (e) questions and answers as well as opportunities to discuss ideas for Year 2.

1. *Learning to Spell and Words Their Way*
Gail Webb, *Lincoln School*
Janet L. Weinberg, *Du Quoin Elementary School*
Steve Sgutt, *Southern Illinois University*
Susan Bily, *Unity Point School*
2. *The WTW Research Collaborative: Design and Methods*
Anthony J. Onwuegbuzie, *Sam Houston State University*
Chrissy Wiggs, *Tri-C Elementary School*
Terri Benson, *Du Quoin Elementary School*
Stephanie Todd, *Lewis School*
Julie Solomon, *Anna Junior High School*
Melissa Goldschmidt, *Lewis School*
3. *The WTW Research Collaborative: Results*
Marla Mallette, *Southern Illinois University*
Kelly Glassett, *Southern Illinois University*
Shannon Clapsaddle, *Southern Illinois University*
Crystal Caffey, *Southern Illinois University*

8:30AM - 10:00AM
PAPER SESSION

SANDIA

Language and Literacy Acquisition among Young English Language Learners

Chair: Leslie Reese, *California State University, Long Beach*





1. Oral Language and Early Reading Development among Spanish-Speaking Children in Mexico and the U.S.

Leslie Reese, *California State University, Long Beach*
 Tammy Tolar, *University of Houston*
 David Francis, *University of Houston*
 Claude Goldenberg, *Stanford University*
 Rebeca Mejía, *ITESO*
 Antonio Ray, *ITESO*

2. Making the Margin Visible: Summer Literacy Activities among Successful English Learners in an English-Only District

Shivani Burrows-Goodwill, *University of California, San Diego*

3. The Symbiosis of Language Acquisition and Literacy Learning for Young English Language Learners

Lori A. Helman, *University of Minnesota*
 Amy Frederick, *University of Minnesota*

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

SANTA ANA

Digging up Hidden Treasure: Exploring Academic Literacy in Trading Cards, Comic Books and Graphic Novels, and a Video Game

Chair: Joan Theurer, *California State University, Long Beach*
Discussant: Donna E. Alvermann, *The University of Georgia*

This symposium draws together three studies that focus on identifying academic literacy embedded in trading cards, comic books, and graphic novels, and a video game with which elementary and secondary students interact in outside school settings. The purpose of this symposium is to address a gap in a growing body of research on popular culture texts and literacy education and to offer implications for classroom literacy instruction and directions for future research.

1. Looking beyond Images: Identifying Academic Vocabulary in Pokémon and Yu-Gi-Oh Trading Cards

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

2. A Content Analysis of Forensics Comic Books and Graphic Novels: Implications for Literacy Instruction

Barbara Guzzetti, *Arizona State University*

3. Unmapped Territory: Seeking Literacies in World of Warcraft

Elizabeth E. Friese, *The University of Georgia*

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

SANTO DOMINGO

Home-School Connections to Improve Literacy Learning

Chair: Peggy L. Semingson, *The University of Texas at Arlington*

1. "O.K., Let's Figure It Out All Together": Parents' Narratives about Collaborative Literacy Learning in the Home

Peggy L. Semingson, *The University of Texas at Arlington*

2. Home Literacy Environment of Typically Developing Kindergartners and Children with Cerebral Palsy

Marieke Peeters, *Radboud University Nijmegen*
 Ludo Verhoeven, *Radboud University Nijmegen*
 Jan de Moor, *Radboud University Nijmegen*
 Hans van Balkom, *Radboud University Nijmegen*

3. A Family Literacy Intervention to Support Teachers and Parents in Children's Early Literacy Achievement

Lilly Steiner, *Massey University*

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

TAOS

Mediated Writing Practices: Investigating Writing Instruction in Multilingual and Multicultural Contexts

Chair: Margarita Zisselsberger, *Boston College*
Discussant: Patricia Ruggiano-Schmidt, *Le Moyne College*

The purpose of the papers in this symposium is to contribute to the growing research on writing pedagogy in multilingual and multicultural settings. Research on the cognitive and social processes involved in writing has gained increased attention in educational research (Hayes, 2006). Less attention, however, has been devoted to research on writing in multilingual and multicultural settings. Mediated writing instruction will be demonstrated using data from various case studies, ranging from primary and elementary settings to a middle school setting.

1. Mediating Collaborative Writing in a Multicultural and Multilingual Kindergarten Classroom

Sunita Singh, *Le Moyne College*

2. Looking Towards a New Writing Pedagogy: Hybridization and Learning in a Multicultural and Multilingual Setting

Margarita Zisselsberger, *Boston College*

3. Mediated Writing Instruction for Adolescent English Learners

Lori Assaf, *Texas State University - San Marcos*

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

ZUNI

Vocabulary Development

Chair: Nonie K. Lesaux, *Harvard Graduate School of Education*

1. Text Talk Transforms Teacher Talk

Tammy Ryan, *Jacksonville University*

2. Academic Vocabulary Instruction for Learners in Urban Classrooms: Findings from a Large-Scale Study to Improve Middle School Literacy

Nonie K. Lesaux, *Harvard Graduate School of Education*
 Andrea Anushko, *Harvard Graduate School of Education*
 Joan G. Kelley, *Harvard Graduate School of Education*
 Michael J. Kieffer, *Teachers College, Columbia University*
 S. Elizabeth Faller, *Harvard Graduate School of Education*
 Jennifer Jacoby, *Harvard Graduate School of Education*

3. Using Morphology Instruction to Improve Comprehension

Michael Sampson, *University of South Florida St. Petersburg*
 Michelle Hamlyn, *University of South Florida St. Petersburg*
 Jan Blake, *University of South Florida St. Petersburg*
 Cynthia B. Leung, *University of South Florida St. Petersburg*

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

ACOMA

Evaluations of Reading First: What Has Been Done? What Could Have Been Done Differently?

Chair: Terry Salinger, *American Institutes for Research*
Discussant: Frances Hurley, *Hezel Associates*

Reading First made an impression on early reading instruction, perhaps not the intended one, but an impression nonetheless. This session will





present an overview of multiple national and state studies related to Reading First: state and national evaluations, a Congressionally mandated study of reading-related content in pre-service teacher education, and a close look at an augmentation of Reading First professional development. It will conclude by discussing “lessons learned” and looking forward to whatever follows Reading First.

1. **Evaluations of Reading First: Good and Not So Good Data**
Rita Kirshstein, *American Institutes for Research*
Courtney Tanenbaum, *American Institutes for Research*
2. **Study of Teacher Preparation Early Reading**
Courtney Zmach, *American Institutes for Research*
Terry Salinger, *American Institutes for Research*
3. **Evaluation of Reading First Professional Development in Florida**
Terry Salinger, *American Institutes for Research*
Monika Townsend, *American Institutes for Research*
4. **Lessons Learned and a Look Ahead**
Frances Hurley, *Hezel Associates*
Rita Kirshstein, *American Institutes for Research*
Terry Salinger, *American Institutes for Research*

10:15AM - 11:45AM
PAPER SESSION

APACHE

Research on College Age Readers

Chair: Holly Hungerford-Kresser, *The University of Texas at Arlington*


1. **Navigating Early College: Literacy Experiences and Identity Negotiations of Latina/o Students**
Holly Hungerford-Kresser, *The University of Texas at Arlington*
2. **Contextual Vocabulary Analysis Processes and Outcomes of College Age Readers**
Karen M. Wieland, *University of Pittsburgh*
Jason C. Fitzgerald, *University of Pittsburgh*
Adam D. Kapelner, *University of Pennsylvania*
3. **Exploring College Developmental Readers' Metalinguistic Control of Written Language: Insights from Quantitative Measurement and Qualitative Analysis**
Yuanzhong Zhang, *University of Arizona*

10:15AM - 11:45AM
PAPER SESSION

COCHITI

Developing the Reading Specialist

Chair: Judy A. Abbott, *West Virginia University*

1.  **Becoming a Reading Specialist: Surveying the Multiple Pathways to the Profession**
Judy A. Abbott, *West Virginia University*
Cari R. Williams, *West Virginia University*
2. **The Literacy Coach Practicum: Successes and Continued Challenges**
Brenda J. Overturf, *University of Louisville*
Laticia P. Bronger, *University of Louisville*
3. **Learning to Become Literacy Leaders: An Examination of the Professional Development of Reading Specialist Candidates during Their 15-Week Internships in Schools**
Nina L. Nilsson, *Saint Joseph's University*

10:15AM - 11:45AM
SYMPOSIUM

ISLETA

Exploring Teachers' Situated Understandings of Race, Culture, and Identity: Implications for Literacy Teaching and Learning

Chair & Discussant: Mary B. McVee, *University at Buffalo, State University of New York*

While the student population in the U.S. is becoming increasingly diverse, the majority of the teachers in U.S. schools have not been adequately prepared to teach increasing numbers of children from diverse backgrounds. Working in conjunction with a local school district, we developed a series of three interrelated university courses that were designed to provide university graduate credit and professional development to teachers to help them explore their own situated racial, cultural, and linguistic identities, and the roles that their situated identities played in their literacy instruction.

1. **Theoretical Foundations of M-TIP**
Cynthia H. Brock, *University of Nevada, Reno*
James Gavelek, *University of Illinois at Chicago*
2. **Exploring Whiteness: Implications for Literacy Teaching and Learning**
Julie L. Pennington, *University of Nevada, Reno*
3. **Reconceptualizing English and Linguistic Diversity: Exploring Two Teachers' Learning**
Rachel G. Salas, *California State University, Sacramento*
Julie L. Pennington, *University of Nevada, Reno*
Cynthia H. Brock, *University of Nevada, Reno*

10:15AM - 11:45AM
PAPER SESSION

JEMEZ

Literacy Professional Development in Primary Schools

Chair: Nancy Bradley, *Virginia Polytechnic Institute and State University*

1. **Building Teachers' Literacy Knowledge and Pedagogical Practices: Illustrations from Three Primary Schools**
Christina E. van Kraayenoord, *The University of Queensland*
Eileen M. Honan, *The University of Queensland*
Karen B. Moni, *The University of Queensland*
2. **Practices and Perspectives of Primary Language Arts Teachers: A Look in the Impact of Professional Development and Intervention on Instructional Practices**
Nancy Bradley, *Virginia Polytechnic Institute and State University*
3. **The "Collegial Circle" as a Context for Embedded Teacher Professional Development in Primary Grade Literacy Instruction**
Heidi A. Beverine-Curry, *Syracuse University*

10:15AM - 11:45AM
PAPER SESSION

LA CIENEGA

Social Factors in Literacy Development

Chair: Annie M. Moses, *John Carroll University*

1. **How Teacher Mediation during Video Viewing Facilitates Literacy Behaviors**
Debbie Golos, *Utah State University*
Annie M. Moses, *John Carroll University*





2. *Reintroducing "Development" into Theories of the Acquisition and Growth of Early Literacy: Developmental Science Approaches and the Cultural-Historical Perspective of L. S. Vygotsky*
David B. Yaden, Jr., *University of Arizona*
3. *Exploring Children's Reading Competency through an Analysis of Spontaneous Interactional Reading among Peers*
Laura Sterponi, *University of California, Berkeley*

10:15AM - 11:45AM
SYMPOSIUM

LAGUNA

Reconsidering Partnerships for Research: Forging New Paths Together

Chair: Gerald Campano, *Indiana University*

Discussant: Carmen Medina, *Indiana University*

The purpose of this session is to discuss the ethical and methodological implications when doing literacy research that views participants, invoking Kant, as "ends in themselves" rather than "a means to an end." We acknowledge that taking this stance on research is complex and rigorous, yet fosters substantive changes that could not be achieved in any other way. Specifically, we will share what it has meant for us in gaining access to a site, negotiating how the research problem gets defined and who defines it, and reconceptualizing what participation looks like for both the participants and the researcher.

1. *Considerations of Working From a Stance of Horizontalidad*
Gerald Campano, *Indiana University*
2. *Reconsidering the Location of the Research Problem and Negotiating the Parameters of the Research*
Michelle Honeyford, *Indiana University*
3. *Reconsidering What it Means to Gain Access and What Counts as Data*
Sarah VanderZanden, *Indiana University*
4. *Reconsidering How Relationships Matter*
Lenny Sanchez, *Indiana University*
5. *Horizontalidad as a Path to a Better World*
Carmen Medina, *Indiana University*

10:15 AM - 11:45AM
2009 DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD WINNER'S SESSION

MESILLA

The winner of the 2009 Distinguished Scholar Lifetime Achievement Award (announced at Thursday's Plenary Session) will present a session of their choice.

Presenter:
2009 Awardee

10:15AM - 11:45AM
PAPER SESSION

NAMBE

Reading and Writing in Multiple Contexts

Chair: Laurie MacGillivray, *University of Memphis*

1. *Constructing Writing Lives: Former Dropout Students' Perceptions of In- and Out-of-School Writing*
Christopher Worthman, *DePaul University*

2. *"We Talk about A Book We Love": One Shelter Director's Talk of Mothers and Children Living in a Homeless Shelter, Their Literacy Practices, and the Activities She Plans for Them*
Laurie MacGillivray, *University of Memphis*
Amy Ardell, *University of Southern California*
Margie Saucedo Curwen, *Chapman University*
3. *Reading a Teacher's Bodily Action: Discourse Analysis of a Secondary Teacher's Image*
Christine Mallozzi, *University of Kentucky*

10:15AM - 11:45AM
PAPER SESSION

NAVAJO

Struggling Readers

Chair: Thomas G. Gunning, *Central Connecticut State University*

1. *Construction and Implementation of an Aligned System of Placement, Progress Monitoring, and Leveling of Materials for Students Struggling with Decoding Skills and Strategies: An Exploratory Study*
Thomas G. Gunning, *Central Connecticut State University*
2. *Reconceptualizing Literacy for Linguistically Marginalized Students*
Zaline M. Roy-Campbell, *Syracuse University*
3. *Teaching Literacy to Students with Disabilities: Perspectives and Practice of New Special Educators*
Marie Tejero Hughes, *University of Illinois at Chicago*
Michelle Parker-Katz, *University of Illinois at Chicago*
Georgette Lee, *University of Illinois at Chicago*

10:15AM - 11:45AM
PAPER SESSION

PECOS

Family Literacy

Chair: Amy Suzanne Johnson, *University of South Carolina*

1. *A Family Culture of Literate Practice in the Rural South: Uses of Literacy within the Jones Family*
Amy Suzanne Johnson, *University of South Carolina*
2. *Short- and Long-Term Effects of a Family Literacy Intervention on the Vocabulary and Literacy Growth of Children in Pre-Kindergarten to Grade 3*
Jeanne Paratore, *Boston University*
Christine Leighton, *Boston University*
Christina Cassano, *Salem State College*
Barbara Krol-Sinclair, *Chelsea Public Schools*
Lisa O'Brien, *Boston University*
Jessica Smock, *Boston University*
3. *Family Literacy: An Integrative Critical Literature Review*
Catherine Compton-Lilly, *University of Wisconsin - Madison*
Tisha Y. Lewis, *University at Albany, State University of New York*

10:15AM - 10:55AM
ROUNDTABLE

PICURIS

1. *Core Reading Programs: What Teachers' Talk and Practice Can Tell Us if We Listen and Observe*
Francesca Pomerantz, *Salem State College*





II. University Coursework and Field-Based Teacher Education: The Influence on Primary Pre-Service Teachers' Knowledge and Use of Reading Comprehension Strategies in a Year-Long Teacher Education Program

Wayne M. Linek, *Texas A&M University - Commerce*
 Mary Beth Sampson, *Texas A&M University - Commerce*
 I. LaVerne Raine, *Texas A&M University - Commerce*
 Barbara Khirallah, *University of Dallas*
 Susan Szabo, *Texas A&M University - Commerce*

III. From Print to Multimedia: The Changing Landscape of Social Organization and Participation Structures in Classroom Composition

Tara L. Alvey, *Vanderbilt University*

IV. Bullying, Books, and Boys vs. Girls

Wendy M. Smith-D'Arezzo, *Loyola College in Maryland*
 Afra Hersi, *Loyola College in Maryland*

V. Shaping, Reshaping, Unshaping or Not Shaping? Influencing the Theoretical Perspectives about Reading in Pre-Service Literacy Educators

Randal L. Donelson, *The Ohio State University at Newark*
 Erika McCleese, *The Ohio State University at Newark*

VI. What is a Migrant Child? An Inquiry into the Impact of Labels in the Educational Experience of Migrant Farmworking Students

Margarita Harmeson, *New Mexico State University*

VII. Are Adolescents' Conceptions of Reading Constrained by a Print-Based Definition?


Kristin E. Conradi, *University of Virginia*

VIII. The Relationship of Vocabulary Knowledge to the Reading and Science Achievement of Fifth-Grade Students: A Multilevel Analysis

Jennifer D. Montgomery, *Western Kentucky University*

IX.  An Urban University Literacy Clinic: One Path to Building a Better Community

Lori Elliott, *Georgia State University*
 Nancy Lee Daily, *Georgia State University*
 Heather L. Lynch, *Georgia State University*
 Brianne Smyth, *Georgia State University*

X.  History of Literacy Advocacy: Sponsors, Themes, Experiences

Judith Dunkerly, *University of Nevada, Las Vegas*
 Marilyn McKinney, *University of Nevada, Las Vegas*

XI. Between Two Literate Worlds: Korean-American Mothers' Narratives on Their Children's Becoming Biliterate in America

Kwang-ok Song, *The University of Texas at Austin*

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

RUIDOSO

Crossing the Digital Divide: Integrating Technology into the Classroom to Build a Better World

Chair: Rebecca Anderson, *University of Memphis*

The purpose of this alternative symposium is to portray the roles of current culture and processes of technology in the literacy classroom and discuss who controls them, trends in educational technology and online education, and how to train teachers to utilize their own student's technology to create a better classroom and world. Participants will have opportunities to discuss the presentations and findings in small groups as well as share their own experiences and research.

- 1. The Controversies of Developing an Online Reading Program**
 Rebecca Anderson, *University of Memphis*
 Mark W. Conley, *University of Memphis*
- 2. Using Multiple Media to Build Cases of Teaching: A Semiotic Approach**
 Christopher Keyes, *Vanderbilt University*
 Tara L. Alvey, *Vanderbilt University*
 Victoria Risko, *Vanderbilt University*
- 3. Applying Web 2.0 Structures to Case-Based Learning in Pre-Service Literacy Education**
 Charles Kinzer, *Teachers College, Columbia University*
- 4. Pre-Service Secondary Teachers: Bringing Texts and Technology Together**
 Marino Alvarez, *Tennessee State University*

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

SAN MIGUEL

Using Genre Theory to Improve Instructional Texts, Understand Comprehension Strategies, and Design Effective Literacy Instruction for Elementary and Secondary Students

Chair: Robert Calfee, *Stanford University*

Discussants: P. David Pearson, *University of California, Berkeley*
 Mariam Jean Dreher, *University of Maryland*

Through the use of genre theory, our symposium addresses ongoing educational issues. We demonstrate that secondary students can recognize genres used by experts in carefully designed texts, highlight comprehension and learning challenges confronting middle school students by varying the design of persuasive text, and illustrate how, through professional development, both elementary and secondary teachers can learn to teach their students to become aware of and use the generic patterns of text to construct mental representations.

- 1. Creating Well-Designed Texts: Good Reading is Still Damned Hard Writing**
 Marilyn J. Chambliss, *University of Maryland*
 Sharon L. Russell, *University of Michigan*
 Judith Tourney-Purta, *University of Maryland*
- 2. Middle School Students Comprehending, Analyzing, and Evaluating Persuasive Text**
 Tina Leon, *Pennsylvania Public Schools*
- 3. The Effects of Explicit Instruction of Expository Text Structure Incorporating Graphic Organizers on the Comprehension of Third-Grade Students**
 Lynn Newman, *Wilson College*
- 4. Challenging Task in Appropriate Text: County-Wide Programmatic Change to Accelerate Adolescent Struggling Readers' Academic Literacy Performance**
 Sharon L. Russell, *University of Michigan*
 Laura Schiller, *Oakland County Schools*





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

SANDIA

Challenging Traditional Paradigms In Children's and Young Adult Literature: Examining the Literary Canon In New Times

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

This symposium presents three studies that examined classic and award winning texts commonly shared with children and young adults. Each study includes findings from research on how children, adolescents and adults may talk and position themselves with texts traditionally used in the classroom and highlights the complexity multimodalities and new literacies have on what it means to be literate in the 21st century.

1. ***Beyond the Medal: Stories of Disability in Award-Winning Children's Literature***
Chloe Myers, *Western Oregon University*
2. ***"I Like This but I Wouldn't Teach It": Textual Tensions between Adolescent Readers and Secondary Teachers when Approaching Graphic Novels and Adaptations of Traditional Texts***
Marie A. LeJeune, *Western Oregon University*
3. ***Middle School Engagement with the Junior Canon: Traditional Texts Meet Transformative Pedagogies***
Tracy L. Smiles, *Western Oregon University*

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

SANTA ANA

Structural Equation Modeling and Multilevel Modeling in Literacy Research

Chair: Marla Mallette, *Southern Illinois University*

Recent NRC meetings have had research methodology sessions, but were limited by reviewing many procedures. This session is exclusively devoted to two procedures: structural equation modeling and multi-level modeling. The intent is to learn how they work, more than just a basic description. They represent the two greatest recent advances in quantitative methodology. These procedures have become more popular among literacy researchers who are unlikely to have had sufficient exposure to utilize them.

1. ***Structural Equation Modeling***
Richard G. Lomax, *The Ohio State University*
2. ***Multilevel Modeling***
Ann A. O'Connell, *The Ohio State University*

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

SANTO DOMINGO

Program Chair Invited Session—Who Gets Represented in Children's Literature?: Representation of/in/for Marginalized Communities

Chair: Anne Calhoun, *The University of New Mexico*

Members of this panel will discuss the use of representations that influence how children from marginalized communities may relate to reading in the process of attending school or reading books from libraries. As a group we urge educators to truly consider who can better facilitate students' attachments to learning than to have teachers from and authentic pictures of their communities.

Presenters:

- Shawn Secatero, *The University of New Mexico*
Leila Flores, *The University of New Mexico*
Yoo Kyung Sung, *The University of New Mexico*
Elizabeth Noll, *The University of New Mexico*

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

TAOS

Pre-Service Teachers' Subjectivities

Chair: Jenna Min Shim, *University at Albany, State University of New York*

1. ***Sociocultural and Political Literacies in Teacher Education***
Susan V. Piazza, *Western Michigan University*
Leigh A. Hall, *University of North Carolina at Chapel Hill*
2. ***"That's Just Who We Are": Relating Preschool Teachers' Life Histories to Language Practices in the Classroom***
Tanya R. Flushman, *Vanderbilt University*
3. ***Teachers' Durable Dispositions and "Reading" Multicultural Fiction and Film***
Jenna Min Shim, *University at Albany, State University of New York*

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

TESUQUE

An Invitation to Schmooze: Dialogical Self Theory and Literacy Classrooms

Chairs: Bob Fecho, *The University of Georgia*
Judith Lysaker, *Butler University*
Stergios Botzakis, *University of Tennessee at Knoxville*

In this alternative format session, we provide a synthesis of our view of dialogical self theory (Hermans & DiMaggio, 2004) and follow with examples of how we have used this framework in our research. We then break into three groups to use this lens to examine data excerpts from our respective work. Finally, we engage the whole group in a critical dialogue regarding dialogical self theory that would cover its possibilities and complexities for research and practice, particularly for marginalized populations.

An Interactive Dialogue about Literacy and Dialogical Self Theory
Bob Fecho, *The University of Georgia*
Judith Lysaker, *Butler University*
Stergios Botzakis, *University of Tennessee at Knoxville*

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

ZUNI

ELLs' Construction of Meaning through Texts

Chair: Joyce L. Purdy, *Edmonton Public Schools*

1. ***Acquiring English Literacy through "Genre Practice": Accounts of K-8 English Language Learners***
Cynthia McCallister, *New York University*
Kerry Decker, *Public School #126, New York City Department of Education*





Jaela Kim, *Public School #126, New York City Department of Education*
 Ariel Riccardi, *Public School #126, New York City Department of Education*

2. **Classroom Portraits of Reading Engagement in an Urban Elementary School**
 Alejandra Velasco, *University of Southern California*
 Robert Rueda, *University of Southern California*
 Icela Pelayo, *University of Southern California*
3. **Making Meaning through Talk in Guided Reading Groups with English Language Learners**
 Joyce L. Purdy, *Edmonton Public Schools*

11:05AM - 11:45AM
ROUNDTABLE

PICURIS

- I. **Message Boards: A Springboard to Literacy for English Language Learners (and Others, Too)**
 Gilda Martinez, *Towson University*
 Barbara Laster, *Towson University*
 Betty Conte, *Dade County Public Schools*
- II. **Consider the Silences: Teacher Beliefs, Silence, and Voice in the Adult Education Classroom**
 Debbie East, *Ivy Tech Community College*
- III. **Perceptions of Elementary Pre-Service and In-Service Teachers about Writing Instruction**
 Linda E. Pierce, *Utah Valley University*
 Nancy Peterson, *Utah Valley University*
 Stan V. Harward, *Utah Valley University*
 Sue Simmerman, *Utah Valley University*
 Brad Wilcox, *Brigham Young University*
 Timothy G. Morrison, *Brigham Young University*
 Jill Shumway, *Brigham Young University*
 Monica Thomas, *Brigham Young University*
- IV. **The Relationship between the Knowledge and Behaviors of Directors of Child Care Facilities and Classroom Literacy Practices**
 Maria Cahill, *Texas Woman's University*
- V. **Wyoming's Instructional Facilitator Program: An In-Progress Evaluation of Instructional Coaching and Secondary Level Literacy Coaching**
 Leslie S. Rush, *University of Wyoming*
 Suzanne Young, *University of Wyoming*
- VI. **Students' Inquiry into Their Theories of Learning Scientific Vocabulary**
 Tatiana F. Miller, *University of California, Santa Cruz*
- VII. **Learning to Teach Literacy across Three Practicum Settings: A Longitudinal Study of the Developing Knowledge, Dispositions, and Practices in a Field-Based Teacher Preparation Program**
 Melissa Mosley, *The University of Texas at Austin*
 James V. Hoffman, *The University of Texas at Austin*
 Audra K. Roach, *The University of Texas at Austin*
 Katie Russell, *The University of Texas at Austin*
 Melody Zoch, *The University of Texas at Austin*

VIII. **Facing Each Other: Methodological Complexities Surrounding the Study of Adolescents' Literate Identity**
 Mary F. Rice, *Brigham Young University*
 Amanda McCollum, *Brigham Young University*
 Janet Young, *Brigham Young University*

IX. **Digital Literacies Go Home: Parent and Adolescent Views of Technology and Literacy**
 Heather L. Lynch, *Georgia State University*

X. **The Development of Literacy Processing in Higher- and Lower-Achieving First Graders During an Intervention**
 Maribeth Cassidy Schmitt, *Purdue University*
 Polly A. Lee, *Vigo County School Corporation*
 Michael J. Bolz, *Purdue University*

XI. **A Strategy for Multifaceted Reading Comprehension Assessment: Walking with, and Beyond, Traditional Measures**
 Lane Roy Gauthier, *The University of Mississippi*

1:15PM - 2:45PM
ALTERNATIVE FORMAT

ACOMA

Honoring Teacher Voices: Multiple Pathways to Effective Professional Development

Chair: Amy D. Broemmel, *University of Tennessee*
Discussant: Jane Hansen, *University of Virginia*

Teachers, school and district administrators, and university faculty members share their experiences to date developing a framework for professional development that focuses on strengthening teachers' voices and decision-making capacities as the foundation for improving student achievement.

Presenters:

Colleen P. Gilrane, *University of Tennessee*
 Amy D. Broemmel, *University of Tennessee*
 Heather H. Robinette, *Ridge View Elementary School*
 John Steven Dunkin, *Ridge View Elementary School*
 Kevin S. Ayres, *Ridge View Elementary School*
 Gary D. Aytes, *Roane County Schools*

1:15PM - 2:45PM
PAPER SESSION

APACHE

Curriculum and Assessment in Elementary Reading

Chair: Gregory W. Brooks, *Learning Point Associates*

1. **Testing a Model of Print Processing in the Elementary Grades: Implications for Assessment**

Darrell Morris, *Appalachian State University*
 Woodrow Trathen, *Appalachian State University*
 Richard G. Lomax, *The Ohio State University*
 Jan Perney, *National-Louis University*
 Linda L. Kucan, *University of Pittsburgh*
 Elizabeth Frye, *Appalachian State University*
 Devery Mock, *Appalachian State University*
 Robert Schlagal, *Appalachian State University*

2. **Examining Alignment and Quality of School Districts' ELA Curriculum: Results and Implications from Seven School Districts**
 Gregory W. Brooks, *Learning Point Associates*





Danielle Carnahan, *Learning Point Associates*
Rebecca Bates, *Learning Point Associates*

3. *Issues in the Instruction and the Assessment of Informational Text*
Meagan L. Boyle, *National-Louis University*

1:15PM - 2:45PM
PAPER SESSION

COCHITI

Becoming Teachers of Writing

Chair: Kathy Ganske, *Oberlin College*

1. *Improving Pre-Service Teachers' Attitudes Toward Writing: A Comparison of Two University Courses*
Margaret (Peggy) Moore-Hart, *Eastern Michigan University*
Rob Carpenter, *Eastern Michigan University*
2. *Becoming Teachers of Writing: Journeys of Opportunity, Discovery, Hurdles, and Celebration*
Kathy Ganske, *Oberlin College*
3. *In Their Own Voices: Pre-Service Teachers' Perspectives on Pedagogical Practices in a Writing Methods Course*
Susan Martin, *Boise State University*
Sherry Dismuke, *Boise State University*

1:15PM - 2:45PM
INVITED SESSION

ISLETA

Program Chair Invited Session—Funding for Reading Research: Grant Competitions at the Institute of Education Sciences

Chair: Elizabeth R. Albro, *Institute of Education Sciences*

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. Potential applicants should bring questions about their research projects to the session.

1:15PM - 2:45PM
PAPER SESSION

JEMEZ

Perspectives and Ideologies on the Professional Development and Preparation of Literacy Teachers

Chair: JoAnne Vazzano, *Northeastern Illinois University*

1. *Re-Imagining Induction: A Collaborative Network of Encouragement and Support*
Teresa Fisher, *Georgia State University*
2.  *The Competing Ideologies and Countervailing Discourses of Professional Development: Past, Present, and Future*
Mary Beth Hines, *Indiana University*
Jenny Conner, *Indiana University*
3. *Fostering Conversations about Literacy Demonstration Lessons: Extending Teacher-to-Teacher Professional Development*
JoAnne Vazzano, *Northeastern Illinois University*
Janet L. Pariza, *Northeastern Illinois University*

1:15PM - 2:45PM
SYMPOSIUM

LA CIENEGA

Jimns, Neon Signs, and Final Fantasy: Gathering Stories for Literary and Cross-Cultural Insight with Immigrant and Non-Immigrant Youth

Chair: Pat Enciso, *The Ohio State University*

Discussants: Gerald Campano, *Indiana University*
Carmen Medina, *Indiana University*

This symposium considers the theoretical and curricular questions associated with forging a new form of literary study based on children's cultural knowledge—when that knowledge is drawn from immigrant and “receiving” populations, who are often isolated, by school structures and curricula, from one another's distinctive histories and resources related to their languages, reading practices, and identities.

1. *Gathering 'Cultural Data Sets': Research and Practice across Three Sites*
Pat Enciso, *The Ohio State University*
Detra Price-Dennis, *The University of Texas at Austin*
Allison Volz, *The Ohio State University*
2. *Sara's Books: Reading and Performing Intra and Intercultural Literary Knowledge in a Cross-Cultural Story Club*
Tati Durriyah, *The Ohio State University*
Pat Enciso, *The Ohio State University*
3. *"It's All Happenin' Here in My Community": Chris' African American Identity and Literary Interpretations in a Cross-Cultural Story Club*
Allison Volz, *The Ohio State University*
4. *Finding Stories in the Past, Emerging Whole in the Present: Reworking Our Literacy Research, Theory, and Practice*
Gerald Campano, *Indiana University*
Carmen Medina, *Indiana University*

1:15 PM - 2:45 PM

LAGUNA

ALTERNATIVE FORMAT SESSION

Literature Syntheses on Literacy and Diversity

Chair: Lesley Morrow, *Rutgers University*

Discussants: Diane Lapp, *San Diego State University*
Robert Rueda, *University of Southern California*

This Alternative Format Session has been organized to present research syntheses that focus on literacy and diversity with concerns about policy and equity as well. The purpose is to determine how these issues impact on literacy practice. Attention to these issues must be a top priority if national and state goals are to be met for closing the reading achievement gap (IRA, 2002). This is a crucial task, since students need to be more literate today than ever to succeed in the workplace.

1. *Section A - What Do We Know about the Discourse Patterns of Diverse Students*
Karen Spear-Ellinwood, *University of Arizona*
2. *Section A - Family Literacy: Recognizing Cultural Significance*
Patricia Edwards, *Michigan State University*
Jeanne Paratore, *Boston University*
Nancy L. Roser, *The University of Texas at Austin*
3. *Section B - Academic English and African American Vernacular English: Exploring Possibilities for Promoting the Literacy Learning of all Children*
Cynthia H. Brock, *University of Nevada, Reno*





Gwendolyn Thompson McMillon, *Oakland University*
 Julie L. Pennington, *University of Nevada, Reno*
 Dianna Townsend, *University of Nevada, Reno*
 Diane Lapp, *San Diego State University*

4. Section B – Roles of Engagement, Valuing and Identification in Reading Development of Students from Diverse Backgrounds

John Guthrie, *University of Maryland*
 Linda B. Gambrell, *Clemson University*
 Robert Rueda, *University of Southern California*
 Danette A. Morrison, *University of Maryland*

5. Section C – Learning to Read in English: Teaching Phonics to Beginning Readers from Diverse Backgrounds

Linnea Ehri, *The Graduate Center, City University of New York*

6. Section C – Vocabulary Instruction for Diverse Students

Susan Watts-Taffe, *University of Cincinnati*
 Camille Blachowicz, *National-Louis University*
 Peter Fisher, *National-Louis University*

7. Section D – Protecting Our Investment: Induction and Mentoring of Novice Students

Nancy Frey, *San Diego State University*
 Douglas Fisher, *San Diego State University*

8. Section A Small Group – Perspectives about Learning Among Diverse Students

Karen Spear-Ellinwood, *University of Arizona*
 Patricia Edwards, *Michigan State University*
 Jeanne Paratore, *Boston University*
 Nancy L. Roser, *The University of Texas at Austin*

9. Section B Small Group – Special Issues Concerning Literacy

John Guthrie, *University of Maryland*
 Linda B. Gambrell, *Clemson University*
 Robert Rueda, *University of Southern California*
 Danette A. Morrison, *University of Maryland*

10. Section C Small Group – Strategies for Teaching

Linnea Ehri, *The Graduate Center, City University of New York*
 Susan Watts-Taffe, *University of Cincinnati*
 Camille Blachowicz, *National-Louis University*
 Peter Fisher, *National-Louis University*

11. Section D Small Group – Preparing Teachers to Teach Literacy to Diverse Students

Nancy Frey, *San Diego State University*
 Douglas Fisher, *San Diego State University*



1:15PM - 2:45PM

MESILLA

INVITED SESSION

Area Chairs' Invited Session—Research on Comprehension and Comprehension Instruction: Where To From Here?

Chairs: Susan Israel, *CRQ Press*

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

Discussants: Barbara A. Bradley, *The University of Kansas*

Kelly B. Cartwright, *Christopher Newport University*

Kevin Flanigan, *West Chester University of Pennsylvania*

In 2009, the current state of research on comprehension and comprehension instruction was summarized in that Handbook of Research on Reading Comprehension (S. Israel & G. Duffy, Eds., NY: Routledge). Using the Handbook as a basis, this symposium considers the question,

“Where does comprehension research go from here?” Four prominent chapter authors will provide their particular perspectives on what we can expect regarding comprehension research in the next 10 years, and will then sit as a panel to respond to questions and comments from NRCers in the audience.

1. From a Cognitive/Constructivist Perspective

Peter Afflerbach, *University of Maryland*

2. From a Sociocultural Perspective

James Gavelek, *University of Illinois at Chicago*

3. From a Critical Theory/Cultural Perspective

Kathy Au, *University of Hawaii*

4. From an Instructional Perspective

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

1:15PM - 2:45PM

NAMBE

PAPER SESSION

Adolescent Literacy Learning Inside and Outside of School

Chair: Abigail R. N. Janowiec, *University of Minnesota*

1. Literacy Learning in the Afternoon: A Study of Urban Adolescent Girls' Constructions of and Experiences in After-School Reading Groups

Jie Y. Park, *University of Pennsylvania*

2. Literacy Affinity Spaces for Adolescents that Build Positive Academic Identities

Abigail R. N. Janowiec, *University of Minnesota*

3. Investigating the Fabrics of Choice: Adolescents' Redesign of Popular Culture

Donna Mahar, *Empire State College, State University of New York*

1:15PM - 2:45PM

NAVAJO

PAPER SESSION

Preschool Teachers' Beliefs, Practices, and Materials

Chair: Lisa Hammett Price, *Indiana University of Pennsylvania*

1. Preschool Teachers' Literacy Beliefs and Practice

Jacqueline Lynch, *York University*

2. A Qualitative Analysis of Preschool Teachers' Talk During Book Sharing with Storybooks and Expository Books

Lisa Hammett Price, *Indiana University of Pennsylvania*

Barbara A. Bradley, *The University of Kansas*

3. At-Risk Preschool Children: Four Years of Early Reading First

Alanna Rochelle Dail, *University of Alabama*

Lea M. McGee, *The Ohio State University*

1:15PM - 2:45PM

PECOS

PAPER SESSION

Reading in Contemporary Primary Classrooms

Chair: Marjorie Siegel, *Teachers College, Columbia University*

1. Multimodality and School Literacy Success: Local Meanings and Lived Experiences in a Kindergarten Classroom

Marjorie Siegel, *Teachers College, Columbia University*

Stavroula Kontovourki, *European University of Cyprus*





2. **Perceptions of Reading: Perspectives from Third Grade Students**
Michelle Ciminelli, *University at Buffalo, State University of New York*
3. **Critical Language Awareness in Second-Grade Classrooms**
Kristi J. Jones, *Westminster College*
Deana Anderson, *Westminster College*
Janet Dynak, *Westminster College*

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

RUIDOSO

Literacy Research Past, Present, and Future: Multiple Paths to a Better World

Chair: Cynthia H. Brock, *University of Nevada, Reno*
Discussant: Patricia Edwards, *Michigan State University*

The purpose of the session is to explore counterstories from racially diverse populations in a variety of educational settings. The participants in the session used Critical Race Theory (CRT) as a key lens to gather storied experiences from groups who have been traditionally silenced. The CRT study group members at NRC recognized race being ever present in our society, yet there is a tendency to avoid the discussion of race and its impact in educational settings. Beginning with a brief introduction to a CRT historical overview, five paper and alternative presenters will include audience in small, interactive breakout sessions. Finally, the whole group will reconvene for a final discussion about how to apply the CRT and inter-group understandings to create hope and possibility in their own educational settings.

1. **Overview of the Critical Race Theory, Narrative Analysis, and Literature Review**
Judson Laughter, *Vanderbilt University*
Donna King, *Pennsylvania State University*
Toni Williams, *University of North Carolina at Greensboro*
2. **Diverse Faculty and White Students**
Keonghee T. Han, *University of Idaho*
Yongmei Li, *Ball State University*
Xiaoning Chen, *State University of New York at Fredonia*
Jennifer Moon Ro, *State University of New York at Fredonia*
3. **Creating Spaces for Hope and Possibility**
Donna King, *Pennsylvania State University*
4. **Reading in Spanish: Latino Community Cultural Wealth Made Visible Using the Lens of Critical Race Theory**
Shivani Burrows-Goodwill, *University of California, San Diego*
5. **CRT in Teacher Education—Opening the Dialogue**
Marga Madhuri, *University of La Verne*
6. **A White Teacher's Reflections on Race in His Diverse Classroom: A Story of Struggle, Hope, and Possibility**
Jennifer Moon Ro, *State University of New York at Fredonia*

1:15PM - 2:45PM
SYMPOSIUM

SAN MIGUEL

The New Youth and Their Literacies: National and International Perspectives Across School and Community Settings

Chair: Loukia K. Sarroub, *University of Nebraska at Lincoln*
Discussant: Donna E. Alvermann, *The University of Georgia*

Our symposium offers the NRC audience the opportunity to engage with scholars whose research gives significant insight into youth and their textual interactions, popular culture, school-mandated texts, as well as illegitimate school texts, and internet-enabled social networking and multi-modalities in U.S. settings and elsewhere. Salient in each paper is the notion that youth of low-socioeconomic background creatively forge new identities by manipulating and engaging with print, visual, digital, and cosmopolitan literacies in spite of and/or in addition to their lack of school success. The papers indicate that there is a generative power to their literacy learning and practices that can be conceptualized as more sensitive to youthful capacities for well-being and meaning-making. The papers also highlight the importance of examining embedded ideologies in literacy education and how youth consume, subvert, and reproduce these ideologies. Finally, all three papers engage the NRC audience in both micro- and macro-level analyses and implications of youth literacies in a globalized and globalizing world.

1. **From Poser to Producer of Popular Culture: The Logics of Literacy Engagement for Disengaged Students**
Robert Petrone, *University of Nebraska at Lincoln*
2. **"You Can't Read!": Legitimate Selves, Legitimate Texts in a High School Literacy Classroom**
Loukia K. Sarroub, *University of Nebraska at Lincoln*
3. **Global Youth Communicate Online: Studying New Literacies through an International Social Networking Site for Youth**
Glynda Hull, *University of California, Berkeley*

1:15PM - 2:45PM
SYMPOSIUM

SANDIA

The Impact of Federal and State Policy on Adult Literacy Instruction

Chair: Erik Jacobson, *Montclair State University*
Discussant: Sophie Degener, *National-Louis University*

Adult literacy education is vulnerable to changes in policy. Responsibility for instruction can be switched from one area of government to another (e.g., from Education to Labor) and new curricula or forms of accountability are mandated with little input from students and teachers. This symposium will examine the impact of policy on adult literacy education at the national and state level, with a particular focus on shifts in how adult literacy is defined and supported.

1. **Functional Literacy - New Idea or Déjà Vu?: Reflections on Adult Literacy Policy in England**
Amy Burgess, *Lancaster University*
Mary Hamilton, *Lancaster University*
2. **Literacy as Workplace Readiness: New Jersey as a Case Study**
Erik Jacobson, *Montclair State University*
3. **Literacy Practices and Literacy Proficiency: Making Better Connections Between Research and Policy**
Stephen Reder, *Portland State University*
4. **Reopening and Reimagining Second Chances: The Legacy of Welfare Reform and the Possibilities of a New Era**
Kate S. Power, *Towson University*




1:15PM - 2:45PM
SYMPOSIUM
SANTA ANA
The Influence of Reading Instruction on Strategic Reading for First Grade Students
Chair & Discussant: Poonam Arya, *Wayne State University*

This symposium reports how scores on DIBELS influenced reading instruction at two schools, how the instructional focus impacted students' views of reading, and how students' views of reading shaped their reading of texts. Students at the school which emphasized holistic reading instruction viewed reading as a meaning-making activity and used a variety of text user strategies compared with students who were taught using explicit phonics instruction that used more code-breaking strategies as they interacted with stories.

1. ***The Relationship between Fluency Scores and Instructional Methods***
Susan Dandalides, *Wayne State University*
2. ***Children's Perceptions of the Reading Process***
Kelley Winney, *Wayne State University*
3. ***Readings, Retellings, and Texts***
Poonam Arya, *Wayne State University*

1:15PM - 2:45PM
SYMPOSIUM
SANTO DOMINGO
Literacies Remixed: Multiliteracies and New Literacies in the Disciplines
Chair: William Boerman-Corney, *University of Illinois at Chicago*
Discussant: Phil Wilder, *University of Illinois at Urbana-Champaign*

This symposium examines how multiliteracy and New Literacy theory can inform and shape disciplinary reading practices. Individual papers specifically address textual and image-based analysis of paired traditional text and graphic novel text versions of the same primary source; how language arts teachers define and use hip-hop in the classroom as a transformative pedagogical practice; and the use of social networking sites to develop disciplinary literacy in high school history classes.

1. ***Graphic Novels in the Discipline of History: An Analysis of Primary Sources in Traditional Text and Graphic Novel Formats***
William Boerman-Cornell, *University of Illinois at Chicago*
2. ***Hip-Hop in the Classrooms: Transformative Practice or Just Another Fad?***
Jung E. Kim, *University of Illinois at Chicago*
3. ***Social Networking as Discursive Practice: Developing Disciplinary Literacy in History***
Michael Manderino, *University of Illinois at Chicago*

1:15PM - 2:45PM
SYMPOSIUM
TAOS
Fast Literacies: Bending Successful Out-of-School Multiliteracy Experiences Back into School Settings
Chair: Susan Constable, *Otterbein College*
Discussant: Carrie Blosser Scheckelhoff, *Otterbein College*

The goal of this symposium is to offer information about four multiliteracies programs conducted in different contexts: 1) an out-of-school summer filmmaking camp; 2) an after-school filmmaking program modeled after the camp; 3) an in-school content area project with pre-service teachers and elementary students; and, 4) an in-school project based on a content area topic. The presenters will also share the results of a cross-case analysis of data from the individual projects.

1. ***Let's Make Movies: A Summer Camp***
James Welsh, *University of South Florida Tampa*
2. ***Learning Gate After-School Program: Making Movies After the Bell***
Deborah Kozdras, *University of South Florida Tampa*
3. ***Going Green: Pre-Service Teachers and Sixth Grade Students Save the Earth***
Jennifer Jasinski Schneider, *University of South Florida Tampa*
James R. King, *University of South Florida*

1:15PM - 2:45PM
PAPER SESSION
TESUQUE
Literacy Attitudes and Motivation
Chair: Ana Taboada, *George Mason University*

1. ***A Qualitative Look at English Language Learners' Perceptions of Autonomy Support in a Literacy Classroom***
Ana Taboada, *George Mason University*
Julie K. Kidd, *George Mason University*
Stephen M. Tonks, *Northern Illinois University*
2. ***Examining the Relationship between Writing Attitudes and Writing Performance of Struggling Young Writers***
Sharon K. Zumbunn, *University of Nebraska at Lincoln*
Malinda M. Murphy-Yagil, *University of Nebraska at Lincoln*
3. ***How Motivation Constructs Interact to Predict Elementary Students' Reading Performance***
Yonghan Park, *University of Oregon*

1:15PM - 2:45PM
PAPER SESSION
ZUNI
ELLs and Bilingual Learners
Chair: Jayne P. Kraemer, *University of Louisville*

1. ***"Alternative" Bilingual Instruction in the NCLB Context: Cognitive/Linguistic/Instructional Features***
Katherine Hayes, *Los Angeles Unified School District*
Icela Pelayo, *University of Southern California*
Sue Chilton, *Los Angeles Unified School District*
2. ***Creating Common Ground: Merging New Literacy Studies and Freirean Pedagogy in the ELL Classroom***
Jayne P. Kraemer, *University of Louisville*
3. ***Listening to the Bronx: An Exploration of Language, Literacy, and Disciplinary Content at a Newcomer High School***
Julia Emig, *Bard College*





3:00PM - 4:30PM
PAPER SESSION

ACOMA

Professional Development in Content Area Literacy

Chair: Karen Grady, *Sonoma State University*

- 1. Content Area Teachers and Professional Development in Reading: Knowledge, Implementation, and Ongoing Needs**
Vicky I. Zygouris-Coe, *University of Central Florida*
Bonnie Swan, *University of Central Florida*
Lourdes H. Smith, *University of Central Florida*
- 2. Secondary Teachers' Knowledge, Beliefs, and Self-Efficacy to Teach Content Area Reading: A Situated Perspective**
Joyce Fine, *Florida International University*
Zhihui Fang, *University of Florida*
Vicky I. Zygouris-Coe, *University of Central Florida*
Gwyn Senokossoff, *University of South Florida St. Petersburg*
- 3. You Talk about It and You Learn Better: Teachers and Students Reflecting on Academic Literacy**
Karen Grady, *Sonoma State University*
Paula Lane, *Sonoma State University*
Jeffrey White, *Humboldt State University*

3:00PM - 4:30PM
PAPER SESSION

APACHE

Adult Literacy Education

Chair: Sherry Mee Bell, *University of Tennessee at Knoxville*

- 1. Research on Effective Instructional Approaches for Struggling Adult Readers**
Daphne Greenberg, *Georgia State University*
- 2. How Adult Literacy Time, Money, and Instruction Should Be Focused: Views from Learners, Teachers, and Researchers**
Larry J. Mikulecky, *Indiana University*
Donita Massengill Shaw, *The University of Kansas*
Laurel J. Disney, *Michigan State University*
- 3. Delivering Reading Instruction to Adults: Who, What, and (a little about) How**
Steve McCallum, *University of Tennessee at Knoxville*
Sherry Mee Bell, *University of Tennessee at Knoxville*

3:00PM - 4:30PM
SYMPOSIUM

COCHITI

Language Ideologies: Influences on the Development of Latina/o Bilingualism and Biliteracy in Homes, Schools, and Communities

Chair: Joel E. Dworin, *The University of Texas at El Paso*

Discussant: Patrick Smith, *The University of Texas at Brownsville*

The language expectations within Latina/o contexts often seem contradictory. There is the expressed need to promote the fostering of the Spanish language for cultural continuity, while simultaneously minimizing its importance due to the necessity for English skills in U. S. society. This panel will examine Latina/o parents', students' and teachers' language ideologies within various social contexts as they negotiate

language politics and underlying assumptions about the importance or insignificance of their heritage language—Spanish.

- 1. Language Ideologies and Literacy Practices of Former K-12 Bilingual Students**
Joel E. Dworin, *The University of Texas at El Paso*
- 2. Spanish is Our Language but English is Our Need: Latino Parents' Language Values and Educational Decisions**
Jesse S. Gainer, *Texas State University - San Marcos*
Clarena Larrotta, *Texas State University - San Marcos*
- 3. One Program, Multiple Paths to Biliteracy: Dual Language Parents' Language Ideologies and Their Impact on Children's Language and Literate Practices**
Minda Lopez, *Texas State University - San Marcos*
- 4. Latina Teachers' Language Ideologies, Cultural Intuitions, and Instructional Practices**
Veronica Valdez, *The University of Utah*

3:00PM - 4:30PM
PAPER SESSION

JEMEZ

Literature, Teaching, and Culture: Preparing Teachers to Engage Today's Children and Youth

Chair: Janine K. Bixler, *Mount Saint Mary College*

- 1. Supporting Life-Long Reading and Book Talk with Teacher Candidates**
Janine K. Bixler, *Mount Saint Mary College*
Sally A. Smith, *Hofstra University*
Susan Henderson, *Coker College*
Dee Berlinghoff, *Mount Saint Mary College*
-  **2. "Without Fear or Confusion": Emirati and U.S. Students Build Paths toward Understanding through Online Discussions of Children's Books**
Cynthia Schmidt, *University of Missouri - Kansas City*
Patience Sowa, *Zayed University*
- 3. The Role of Children's Literature in Preparing Teachers for Culturally Relevant Pedagogy**
Melissa H. Landa, *University of Maryland*

3:00PM - 4:30PM
PAPER SESSION

LA CIENEGA

Comprehending Informational Texts

Chair: Donna Copsey Haydey, *University of Winnipeg*

- 1. Investigating Different Kinds of Informational Text in Science Literacy and the Impact on Science Learning**
Donna Copsey Haydey, *University of Winnipeg*
Dawn Sutherland, *University of Winnipeg*
- 2. Profiles for Informational Text Comprehension in Second Grade**
Katie Hilden, *Radford University*
- 3. Peer-to-Peer Talk about Newspaper Articles: Supporting Knowledge and Comprehension of an Informational Genre**
Michelle E. Jordan, *The University of Texas at Austin*
Michael Massad, *Austin Independent School District*




3:00PM - 4:30PM
SYMPOSIUM
LAGUNA
Inside Literacy Teacher Education: Lessons from the Field

Chair: Francesca Pomerantz, *Salem State College*

Discussant: Michelle Pierce, *Salem State College*

Five literacy teacher educators engaged in the self-study of their teaching methods present course assignments and assessments, along with the processes used to study and improve their practices. The questions guiding this symposium are: 1) What does literacy teacher education look like inside classroom contexts, both college and K-12 fieldwork settings?, 2) How are literacy teacher educators working to examine and improve their own practices?

1. ***Examining the Long-Term Value of a Case Study Assignment***
Laura Pardo, *Hope College*
2. ***Are We Making a Difference? Assessments to Link Theory and Practice in Reading Teacher Education***
Mary Avalos, *University of Miami*
3. ***Reconstructing Long-Held Beliefs Using Retrospective Miscue Analysis with Pre-Service Teachers***
Joan Theurer, *California State University, Long Beach*
4. ***Preparing Secondary Pre-Service Teachers to Engage English Language Learners in Content Area Classrooms***
Afra Hersi, *Loyola College in Maryland*
5. ***The Teacher Educator as Writer: Research and Practice in the Modeling of Literacy for Pre-Service Teachers***
Douglas Kaufman, *University of Connecticut*

3:00PM - 4:30PM
PAPER SESSION
MESILLA
Examining New Literacies in Multiple Contexts

Chair: Kimberly Lenters, *University of British Columbia*

1. ***Exploring the Limits in New Literacies Research: A Case Study of Literacy-in-Action in a Contemporary Intermediate Classroom***
Kimberly Lenters, *University of British Columbia*
2. ***Creating an Archive of Feelings Through New Literary Practices***
Rebecca J. Luce-Kapler, *Queen's University*
Dennis J. Sumara, *University of Calgary*
Claire Robson, *University of British Columbia*
3. ***Museum Literacies in Mexico City: An Examination of Texts, Spaces, and Practices of Expert Designers***
A. Jonathan Eakle, *The Johns Hopkins University*
Rosa Aurora Chavez-Eakle, *The Johns Hopkins University*


3:00PM - 4:30PM
SYMPOSIUM
NAMBE
Comparing Retellings: Present and Past Research, Future Directions

Chair: G. Pat Wilson, *University of South Florida Sarasota-Manatee*

Discussant: Prisca Martens, *Towson University*

This symposium reports an in-depth analysis of children's retellings of two narratives: *Flossie and the Fox* (McKissack, 1986) (Flossie) and

Precious and the Boo Hag (McKissack & Moss, 2005) (Precious), while providing a historical context regarding research in retellings. Two protocols were used to score the retellings. Findings include differences in the content and form of the retellings, effects of story structure, and variations in scores due to the focus of the scoring protocol.

1. ***The Past: (Re)Telling Research in and with Retellings***
Prisca Martens, *Towson University*
2. ***The Present: Unique Features in Retellings of Flossie and the Fox***
G. Pat Wilson, *University of South Florida Sarasota-Manatee*
3. ***The Present: Unique Features in Retellings of Precious and the Boo Hag***
Poonam Arya, *Wayne State University*
4. ***Building on the Past and Present: Implications for Ongoing Research with Retellings***
G. Pat Wilson, *University of South Florida Sarasota-Manatee*
Poonam Arya, *Wayne State University*
Prisca Martens, *Towson University*

3:00PM - 4:30PM
ALTERNATIVE FORMAT
NAVAJO
Engaged to be Married (But We Haven't Set a Date Yet): Chronicling the Contested Courtship between In-School and Out-Of-School Youth Literacies

Chair: Jen Scott-Curwood, *University of Wisconsin - Madison*

Discussant: Catherine Compton-Lilly, *University of Wisconsin - Madison*

This session examines the tension between the new literacy practices that adolescents are engaging outside the classroom and the multi-faceted inertia that stymies the evolution of literacy curricula. To illustrate, we will share examples of youth-produced digital media and engage participants in hands-on demonstrations. We will show how innovative language arts teachers with scarce resources can build on students' out-of-school, technology-driven literacy practices to transform classroom literacy practices while maintaining critical rhetorical conventions. Session attendees are requested to bring a laptop computer with them to this session.

Presenters:

Todd Lilly, *University of Wisconsin - Madison*

Jen Scott-Curwood, *University of Wisconsin - Madison*

3:00PM - 4:30PM
PAPER SESSION
PECOS
Heritage Language Literacy Practices

Chair: Bryan Ripley Crandall, *Syracuse University*

1. ***An Ethnography of Emergent Writing and Multilingual Literacy in French Immersion and Francophone Programs in Multicultural Classes in Canada***
Danièle Moore, *Simon Fraser University*
Cécile Sabatier, *Simon Fraser University*
2. ***Language and Literacy in a Canadian Native Community: Halq'eméylem Revitalization in a Stó:ló Head Start Program in British Columbia***
Margaret MacDonald, *Simon Fraser University*
Danièle Moore, *Simon Fraser University*





3. ***Becoming Literate in One's Heritage Language: Children's Situated Ethnic Identities and Their Motivation to Acquire the Discourse of Their Parents***

Jung-In Kim, *The University of Texas at Austin*
 Taehee Kim, *The University of Texas at Austin*
 Diane L. Schallert, *The University of Texas at Austin*

3:00PM - 3:40PM

PICURIS

ROUNDTABLE

I. *The Nature of Classroom Environments that Support Elementary Writing Instruction*

Timothy G. Morrison, *Brigham Young University*
 Stan V. Harward, *Utah Valley University*
 Brad Wilcox, *Brigham Young University*
 Linda E. Pierce, *Utah Valley University*
 Sue Simmerman, *Utah Valley University*
 Nancy Peterson, *Utah Valley University*
 Monica Thomas, *Brigham Young University*
 Jill Shumway, *Brigham Young University*

II. *What Fifth-Grade Students Reveal about Their Literacies Through the Writing and Telling of Narratives*

Dennis S. Davis, *Vanderbilt University*

III. *Exploring Young Latina/o Children's Pictures in Illustrated Information Books: A Semiotic Analysis*

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

IV. *Sustainability of Long-Term Professional Development in Secondary Settings: An Ongoing Formative Experiment*

Victoria R. Gillis, *Clemson University*
 Kathy N. Headley, *Clemson University*
 Lisa Jones-Moore, *Clemson University*

V. *Reflections on Practice: Uses of Multimedia Cases in a Literacy Methods Course*

Emily C. Bigelow, *Vanderbilt University*

VI. *Exploring Two Content Area Teachers' Creativity and Use of Multiliteracies in Science and History*

Jennifer J. Wimmer, *University of Nevada, Las Vegas*
 Nancy Walker, *University of La Verne*

VII. *Adolescent English-Language Learners: Effects of Collaborative Narrative Writing on Literacy Learning and Attitude*

Suzanne Langford, *University of Redlands*
 Elizabeth J. Moore, *Applied Inference, Inc.*
 Jamie Pelen, *Redlands High School*
 Sara Adams, *University of Redlands*

VIII. *The Figured Worlds of Adolescents in High School*

Penny Mason, *University of North Carolina at Greensboro*

IX. *Critical Literacy: Education, Oppression, and the (Im)Possibility of Resistance*

Geraldine S. Van de Kleut, *Lambton Kent District School Board*
 Connie L. White, *California State University, Northridge*

3:00PM - 4:30PM

RUIDOSO

ALTERNATIVE FORMAT

Expanding the Toolkits of Teachers and Teacher Educators through Digital Storytelling: Insights, Challenges, and Possibilities

Chair: Carolyn P. Panofsky, *Rhode Island College*
Discussant: Emily N. Skinner, *College of Charleston*

In many schools, children and youth are expected to check their knowledge of and enthusiasm for digital literacies at the classroom door. One pathway for addressing this problem is to engage teacher education students in digital storytelling. The purpose of this session is to share our explorations of digital storytelling in the context of our work as teacher educators at two institutions, and engage in conversations with others engaged in similar work through an overview of the critical action research undertaken, viewings of selected digital stories, interactive work groups examining data on key questions, and a discussion of next steps and future research.

1. *Research Overview*

Carolyn P. Panofsky, *Rhode Island College*
 Marjorie Siegel, *Teachers College, Columbia University*

2. *Digital Storytelling: Examples*

Judith Cramer, *Teachers College, Columbia University*

3. *Work Groups: Design Choices, Pre/Inservice Student Perspectives, and Teacher Educators' Perspectives*

Julie Warner, *Teachers College, Columbia University*
 Mary Coakley, *Teachers College, Columbia University*
 Susannah Flicker, *Teachers College, Columbia University*
 Tiffany DeJaynes, *Teachers College, Columbia University*



3:00PM - 4:30PM

SAN MIGUEL

SYMPOSIUM

The Near Future for Literacy in an Age of Rapid Technological Change: Points of Substantial Disjuncture from Traditional Views of Literacy and Most Urgently Needed New Directions for Research

Chair: Michelle Schira Hagerman, *Michigan State University*
Discussant: P. David Pearson, *University of California, Berkeley*

In a time of rapid technological change, leading researchers address these questions: In five years, what are likely to be viewed as the most critical points of disjuncture between traditional text comprehension and reading comprehension on the Web; and what kinds of new basic and applied research, theory construction, professional development, and methodological innovations are needed to address this rapidly advancing future—now?

1. *Central Issues in The New Literacies of Online Reading Comprehension: Shifting Conceptions of Reading, Instructional Practices, and Assessments*

Donald J. Leu, *University of Connecticut*

2. *Toward New Digital Paradigms in Literacy Research and Curricula*

David Reinking, *Clemson University*

3. *Purposeful, Critical and Flexible: New Standards for Online Thinking, Teaching and Theory*

Julie Coiro, *University of Rhode Island*





4. *Literacies in the 21st Century: In-School and Out-of-School*
Susan R. Goldman, *University of Illinois at Chicago*
5. *Online Reading and Learning: New Theory and Data for Dealing with a Significant Qualitative Shift*
Rand J. Spiro, *Michigan State University*
Michael DeSchryver, *Michigan State University*
Michelle Schira Hagerman, *Michigan State University*

3:00PM - 4:30PM
PAPER SESSION

SANDIA

Constructing Meaning with Texts

Chair: Xiufang Chen, *Rowan University*

1. *Mapping Literate Identities in Literature Discussion*
Paula Wolfe, *University of Wisconsin - Madison*
2. *The Role of Texts in Mediating ELL Students' Participation in Reading Events*
Anne M. Reece, *University of Washington*
3. *Middle Level English Language Learners, Self-Efficacy, and the Social Aspect of Reading: A Multiple-Case Study of English Language Learners' Perceptions about Participating in Literature Circles*
Xiufang Chen, *Rowan University*

3:00PM - 4:30PM
SYMPOSIUM

SANTA ANA

The Problematic Notion of Leadership: How do Adult Sponsors, Leaders, and Teachers Influence and Affect Children's and Young Adults' Experiences, Expressions, and Identities within Literature-Based Small Group Discussions?

Chair: Marie A. LeJeune, *Western Oregon University*

Discussant: Cyndi Giorgis, *University of Nevada, Las Vegas*

This symposium explores how the presence of adults—as sponsors, teachers, and/or leaders of children's and young adults' literature-based discussions influenced the general tone, tenor, and insights drawn during the reading and discussion of the texts. Additionally, this investigation queries the strengths, the weaknesses, and the authenticity of adult-sponsored literature discussions with adolescent and early adolescent or pre-adolescent readers.

1. *"You Were Just Another Girl, Someone Who Knew How to be a Girl...": Reflections on the Personal and Professional Tensions and Identities in an After-School Book Group with Adolescent Girls*
Marie A. LeJeune, *Western Oregon University*
2. *"Getting More than I Deserved": Reflections on the Role of Adult Presence and Purpose in a Literature-Based Discussion with Learning-Disabled Students Reading Postmodern Texts*
Elysha D. O'Brien, *University of Nevada, Las Vegas*
3. *African American Adolescent Girls Use an Online High School Book Club to Talk about Boys, Religion, and Pop Culture*
Benita Dillard, *University of Nevada, Las Vegas*

3:00PM - 4:30PM
ALTERNATIVE FORMAT

SANTO DOMINGO

Using Popular Culture in English Class: The Implications of Dialogism, Heteroglossia, and Chronotope

Chair: Alison Heron-Hruby, *George Mason University*

Discussant: Kevin Leander, *Vanderbilt University*

This session will examine how high school English teachers can use popular culture with students, given the ways that popular culture texts are situated differently than traditional literature texts. The presenters challenge typical interpretive practices of English classrooms with data that demonstrate how adults and adolescents use popular culture texts, both in and out of school. Bakhtin's theory of dialogism—along with the complementary theories of chaos aesthetics, Design, and everyday productive and consumptive activity—serve as theoretical frames for the discussion of the data.


1. *Popular-Film Critique as Chaos: Interpretation beyond Rosenblatt's Transactional Theory*
Alison Heron-Hruby, *George Mason University*
2. *Prioritizing Poetry in the 21st Century: Using Popular Culture Texts to Enhance Response and Authorship*
Sue Ringler Pet, *University of Connecticut*
J. Gregory McVerry, *University of Connecticut*
3. *Roles for Comic Books in the Curriculum*
Stergios Botzakis, *University of Tennessee at Knoxville*

3:00PM - 4:30PM
PAPER SESSION

TAOS

Curriculum Instruction and Leadership

Chair: Richard Thomas Holdgreve-Resendez, *Michigan State University*

1.  *Leadership Content Knowledge in Literacy: A New Path for Instructional Leadership*
Rebecca Overholt, *Tuckerton Elementary School District*
Sandra L. Szabocsik, *Belvidere School District*
William A. Firestone, *Rutgers University*
2. *Macedonian Literacy Curriculum Reform Efforts: A Preliminary Examination*
Richard Thomas Holdgreve-Resendez, *Michigan State University*
3. *Inquiry-Based Instruction and Literacy: Descriptions of Practices in Very High- and Very Low-Socioeconomic Status Second-Grade Classrooms*
Alison K. Billman, *University of California, Berkeley*

3:00PM - 4:30PM
SYMPOSIUM

TESUQUE

Tracing the Discourse of Difference in Literacy Learning

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

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

Exploring the role of "difference" in literacy, this symposium will examine language practices across educational contexts. The first context,





early childhood classrooms, is an effort to examine the ways classroom discourses construct conflict. We then view "effective" Title I and non-Title I remedial reading classrooms to determine the similarities and differences in instructional talk and content. Finally, we will demonstrate how pre-service elementary teachers confront and conceptualize "difference" in both "real" and "imagined" students with disabilities.

1. **"Use Your Words": Coping with Conflict in the Early Years**
Jolyn Blank, *University of South Florida*
Jennifer Jasinski Schneider, *University of South Florida*
2. **The Haves and the Have-Nots: A Comparison of Classroom Reading Instruction in High and Low SES Schools**
Danielle V. Dennis, *University of South Florida*
3. **Conceptualizing Difference: Pre-Service Teachers' Constructions of Disabilities**
Audra Parker, *University of South Florida*
Thomas Crisp, *University of South Florida Sarasota-Manatee*
Patricia Alvarez-McHatton, *University of South Florida*

3:00PM - 4:30PM

ZUNI

PAPER SESSION

Studies of Literacy Specialists and Coaches


Chair: Susan J. Hart, *University of Kentucky*

1. **Examining Primary/Junior Literacy Coaches: Roles and Perspectives**
Jacqueline Lynch, *York University*
Kristen Ferguson, *Nipissing University*
2. **Context, Community, and Collaboration: Exploring How Literacy Coaches and Teachers Negotiate Power**
Susan J. Hart, *University of Kentucky*
3. **Narratives of Collaboration and Negotiation: Reading Specialists' Perspectives Towards Their Work**
Wendy W. Bunker, *Mount St. Mary's University*

3:50PM - 4:30PM

PICURIS

ROUNDTABLE

- I. **Differences in Presentation Formats of Digital Read-Alouds: A Feature Analysis**
Kathleen A. Paciga, *University of Illinois at Chicago*
- II. **Portraits of Practice: Selection of Words for Instruction during Read-alouds**
Karen Kindle, *University of Missouri - Kansas City*
- III. **Visual Literacy and Podcasting**
Anita N. Voelker, *Messiah College*
- IV. **Research Designed to Inspire Critical Conversations about Adolescent Literacy**
Gilda Martinez, *Towson University*
Sharon Pitcher, *Towson University*
Elizabeth Dicembre, *Towson University*
- V.  **Lessons from the Past: Results from Investigations in the John A. Nietz Old Textbook Collection**
Linda L. Kucan, *University of Pittsburgh*

Virginia Jackson, *University of Pittsburgh*
Pam Reagle, *University of Pittsburgh*
Michelle Rimbey, *University of Pittsburgh*
Elissa Shoaf, *University of Pittsburgh*
Eric Wallace, *Carnegie Mellon University*

VI. **Finding a 'Space' Within Which I Can Learn to Read: First Graders' Reactions to Their Reading Histories**

Margaret Vaughn, *University of North Carolina at Greensboro*
Samuel D. Miller, *University of North Carolina at Greensboro*
Beverly Faircloth, *University of North Carolina at Greensboro*

VII. **Stable Discourses, Mobile Pedagogies: Professional Development, New Literacies, and Writing Instruction in Two Bilingual Classrooms**


Lara J. Handsfield, *Illinois State University*
Thomas P. Crumpler, *Illinois State University*

VIII. **Literacy Entrepreneurs: Using New Media to Prepare Secondary Teachers of Writing**

F. Blake Tenore, *Vanderbilt University*
Melanie Hundley, *Vanderbilt University*

IX. **Literacy Instruction for Students with Moderate to Severe Cognitive Disabilities: An Analysis of Parents' Descriptions and Perspectives**

Michelle A. Duffy, *Syracuse University*

X.  **Visual Discourse Analysis of Spanish Heritage Language Students' Multiliterate Practices and Subjectivities: New and Future Spaces in Literacy Research**

Tammy Frederick, *Georgia State University*

XI. **Adolescent Literacy Practice Guides and Policy Reports: Common Themes and Implications for Stakeholders**

Sharon M. Ware, *University of Connecticut*
Michael N. Faggella-Luby, *University of Connecticut*
Ashley Capozzoli, *University of Connecticut*

4:45PM - 6:00PM

BALLROOMS A & B

PLENARY ADDRESS

Chair: Diane Tracey, *Kean University*

- I. **Edward B. Fry Book Award Presentation**
Anne McGill-Franzen, *University of Tennessee at Knoxville*
- II. **Introduction of the Speaker**
Timothy Shanahan, *University of Illinois at Chicago*
- III. **Best of Times, Worst of Times: Research and Change in Urban Schools**
Charles M. Payne, *University of Chicago*



Program Key:



Area Chair Award Sessions



Conference Theme Sessions



Roundtable Sessions

Saturday • December 5, 2009

LITERACY RESEARCH
Past, Present, and Future: Multiple
Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009



Saturday

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Meeting from 7:25a.m. – 8:25a.m.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Program Content Area Chairs. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PROGRAM CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2009 Program Chair. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Meeting. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.



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

ACOMA

Graphica as a Future for Critical Media Studies

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

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

In this symposium, three literacy researchers investigate how graphica, defined as “book length narratives told using a combination of words and sequential art often presented in comic book style” (Fletcher-Spear, Jenson-Benjamin, & Copeland, 2005) offers a format for exploring popular media representations from a critical literacy stance.

1. *Insights into Lifelong Literacy from Adult Comic Book Readers*
Stergios Botzakis, *University of Tennessee at Knoxville*
2. *Comics in the Contact Zone: Students Meet, Clash, and Grapple with Sequential Art*
James Bucky Carter, *University of Texas at El Paso*
3. *Exploring Critical Literacy and Learning with the Graphic Novel American-Born Chinese*
Melissa Schieble, *Hunter College, City University of New York*

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

APACHE

Multiple Paths to Better Worlds: Language Arts and Mathematics Environments Awaken Middle School Learners

Chair: Jamie Marsh, *University of Virginia*

Discussant: Jane Hansen, *University of Virginia*

The presenters, on one research team, studied Writing Across the Curriculum in Grades 5, 6, and 8. Low SES students, whose first languages varied, ended the year as transformed persons, scored successfully on state tests, and appreciated teachers who believed in them. One class became writers for the first time, and the others—as would professional writers—outwitted the restrictions and championed the requirements of the tests. These students traveled multiple paths to better worlds.

1. *Multiple Sociocultural Influences Contribute to the Emergence and Engagement of New Sixth-Grade Writers*
Jamie Marsh, *University of Virginia*
2. *Multiple Approaches to Texts Contribute to the Performance of Fifth-Grade Writers on Their State Language Arts Test*
Kim Lewinski, *University of Virginia*
3. *Multiple Literacy Practices Contribute to the Success of Eighth-Grade Urban Mathematicians on Their State Test*
Jane Hansen, *University of Virginia*

8:30AM - 10:00AM
SYMPOSIUM

COCHITI

“Spanish Is Good, but English Is Better”: The Cultural and Professional Development of Bilingual Teachers

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

Discussant: Jeanne G. Fain, *Vanderbilt University*

With the increasing demand for linguistically diverse teachers, bilingual teacher preparation programs face challenges and opportunities. Because the students within bilingual teacher preparation programs are often themselves from marginalized populations, succeeding in preparation programs often means renegotiating their professional and cultural identities in order to navigate programs and schools designed by dominant ideological systems. In this symposium, the presenters discuss how pre-service teachers in one bilingual teacher certification program grapple with issues of language ideology and deficit beliefs as they develop their professional identities as bilingual teachers.

1. *“I Hate the Word Hispanic”: Navigating Cultural Identities in the Borderlands*
Janine M. Schall, *The University of Texas - Pan American*
2. *“Latino Children Are Separated and Tracked into Different Groups... Makes Them Feel Like Losers”: Developing a Professional Identity*
Alcione Ostorga, *The University of Texas - Pan American*
3. *Deconstructing Anti-Spanish Ideologies in the Rio Grande Valley*
Luz Murillo, *The University of Texas - Pan American*
4. *Pre-Service Bilingual Teachers’ Language Ideologies and Identity in the Rio Grande Valley*
Matilde Sarmiento-Arribalzaga, *The University of Texas - Pan American*

8:30AM - 10:00AM
PAPER SESSION

ISLETA

Examining Comprehension and Word Study Strategies

Chair: Devon Brenner, *Mississippi State University*

1. *Using Word Study for Differentiated Instruction: Strengthening Pre-Service Teachers’ Comfort Level Through Small Group Literacy Instruction*
Amy Thornburg, *Queens University of Charlotte*
Suzanne Horn, *Queens University of Charlotte*
2. *Teaching Teachers How to Teach Comprehension: Using Multiple Intelligences Theory to Help Elementary School Students Better Understand What They Read*
Julie C. Schultz, *Reinhardt College*
3. *Phonics: What Mississippi’s Beginning Teachers are Being Taught Five Years After a State Mandate Requiring More Phonics for Certification*
Devon Brenner, *Mississippi State University*

8:30AM - 10:00AM
PAPER SESSION

JEMEZ

Teachers’ Uses of Technology

Chair: Tami R. Dean, *Illinois State University*

1. *Power and Positioning: Negotiating the Affordances and Limitations of Web 1.0 and Web 2.0 during Literacy Instruction*
Lara J. Handsfield, *Illinois State University*
Tami R. Dean, *Illinois State University*
Kristin Cielocha, *Illinois State University*





- Middle Grades Educators Negotiating (Teaching) Identities and Subjectivities During New Literacies Professional Development**
Emily N. Skinner, *College of Charleston*
Margaret C. Hagood, *College of Charleston*
Mary Provost, *College of Charleston*

-  **Paths to Content Area Literacy: How a One-to-One Laptop Initiative Utilized Laptop Technology**
Leah McKeeman, *Kansas State University*

8:30AM - 10:00AM
PAPER SESSION

LA CIENEGA

Writing in Different Genres and Multiple Modalities

Chair: Rebecca R. Norman, *Michigan State University*

- Elementary Children's Explanation Writing**
Carol A. Donovan, *University of Alabama*
Laura B. Smolkin, *University of Virginia*
- Writing Science/Science Writing: A Theoretical Model of the Writing/Science Process in the Elementary Grades**
Vicki McQuitty, *Syracuse University*
Sharon Dotger, *Syracuse University*
Uzma Khan, *Syracuse University*
- Redesigning Memoir: A Design-Based Investigation of New Literacy Practices and Materiality in an Elementary Classroom's Writing Workshop**
Randy Bomer, *University of Texas at Austin*
Melody Zoch, *University of Texas at Austin*
Ann D. David, *University of Texas at Austin*
Hyounjin Ok, *University of Texas at Austin*

8:30AM - 10:00AM
ALTERNATIVE FORMAT

LAGUNA

Integrating Literacy, Social Studies, and History Curriculum from Three Perspectives:

Chair: Julie L. Pennington, *University of Nevada, Reno*
Discussants: James Gavelek, *University of Illinois at Chicago*
Virginia Goatley, *University at Albany, State University of New York*

This alternative format symposium investigates integrated curriculum related to literacy, history and social studies. The three research projects included in this symposium focus on the integration of literacy, history, and social studies content and skills explored from three different theoretical perspectives as well as points of analysis (e.g., in-service teachers in a professional development setting, children's literature selection, and elementary student responses within a classroom).

- Integrating Historical Content into the Literacy Block: Recursive Critical Race Reflection with In-Service Teachers**
Julie L. Pennington, *University of Nevada, Reno*
Kathryn Obenchain, *University of Texas at Austin*
- Multicultural Children's Literature as an Integral Component of Culturally Responsive Pedagogy: Moving Beyond Event Readings**
Rachel G. Salas, *California State University, Sacramento*

- Historical Understanding Through the Visual: Intermediate Readers Respond to the Illustrations in Contemporary Historical Fiction Picture Books**
Suzette Youngs, *University of Northern Colorado*

8:30AM - 10:00AM
INVITED SESSION

MESILLA

Area Chairs' Invited Session—Key Concepts of the Reading Process and Learning to Read: A Dialog

Chair: Patricia Anders, *University of Arizona*
Discussants: Kenneth S. Goodman, *University of Arizona*
Yetta M. Goodman, *University of Arizona*

Yetta and Ken Goodman will present key concepts of the comprehensive theory of reading and reading development that they have been developing over almost five decades. They will discuss how readers construct meaning using the three language strata and how readers develop that competence. They will draw on their research in miscue analysis, retrospective miscue analysis and Eye Movement Miscue Analysis (EMMA). Their dialog will include discussion of units of language, ambiguity and redundancy and the need for authentic written language in research and practice. They will also discuss reading in non-alphabetic languages.

Panelists:
Jerome Harste, *Indiana University*
Bess Altwerger, *Towson University*
Barbara Flores, *California State University, San Bernardino*
Patricia Anders, *University of Arizona*

8:30AM - 10:00AM
PAPER SESSION

NAMBE

Visualizations and Online Strategy Use

Chair: Kevin Pope, *University of Auckland*

- Online Reading Comprehension Strategies Among General and Special Education Elementary and Middle School Students**
Hsin-Yuan Chen, *Millersville University of Pennsylvania*
- Improving Reading Comprehension on the Internet Needs Glasses, Not Monocles**
Kevin Pope, *University of Auckland*
- Research on Visualizations in Reading**
Linda M. Phillips, *University of Alberta*
Stephen P. Norris, *University of Alberta*



8:30AM - 10:00AM
SYMPOSIUM

NAVAJO

Mapping Future Literacy Research with Pre-Service Teachers of ELLs: Fostering Political and Ideological Clarity through Multimodal Texts

Chair & Discussant: Veronica Valdez, *The University of Utah*

The importance of cultivating social consciousness among pre-service teachers has potential for better serving an increasingly multi-lingual and multi-cultural population. This session presents teacher educators who examine the educational needs and changing opportunities





that impact English Language Learners and their families, schools, and communities. We examine how pre-service teachers with various socially imposed and self-internalized conceptions of race, class, gender and immigrant status can be guided through multi-modal literacy projects that promote equity and excellence.

1. **Project Based Literacy as Pedagogical Tool for Acts of Agency in Teacher Education**
Maria Fránquiz, *University of Texas at Austin*
2. **Mapping Latina Pre-Service Teachers' Literacies through Digital and Visual Texts**
Carol Brochin Ceballos, *The University of Texas at El Paso*
3. **Unveiling Ideologies: Using Literacy Development Timelines and Critical Reflection with Pre-Service Teachers**
Minda Lopez, *Texas State University - San Marcos*

8:30AM - 10:00AM PAPER SESSION

PECOS

Multimodal Multiliteracies and Discussion

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

1. **One Sign Fits All? Interrogating the Theoretical Framework of "New," "Visual," and "Multiliteracies"**
Mark Dressman, *University of Illinois at Urbana-Champaign*
2. **Reading Across Multimodal Texts: Expanding Notions of Disciplinary Literacy**
Michael Manderino, *University of Illinois at Chicago*
3. **Impact of Moodle Literature Discussions on Student Literacy Motivation and Achievement**
Steven Hart, *California State University, Fresno*

8:30AM - 10:00AM ALTERNATIVE FORMAT

PICURIS

Literacy Learning Live: New Methods for Understanding Learning Pathways across Space and Time

Chair: Kevin Leander, *Vanderbilt University*

This project contributes cutting-edge methods and theories for investigating literacy learning as people move across space and time and in and out of formal and informal educational settings. We use the 2009 NRC meeting itself as a site for data collection and analysis, developing "mobility case studies" of faculty and graduate student learning. We will report initial analyses and facilitate conversations about the distributions of learning across the conference and the possibilities of new methods for recording and analyzing lived literacy practices that extend across specific contexts.

Presenters:

Katherine H. Taylor, *Vanderbilt University*
Nathan Phillips, *Vanderbilt University*
Kevin Leander, *Vanderbilt University*

8:30AM - 10:00AM SYMPOSIUM

RUIDOSO

Fostering Children's and Adolescents' Motivation to Read

Chair: Pamela J. Dunston, *Clemson University*

Discussant: Linda B. Gambrell, *Clemson University*

Findings from three studies investigating different strategies aimed at fostering intrinsic motivation to read in elementary and middle school students will be reported. One study examined the role of the classroom teacher and two examined the role of pre-service teachers in motivating elementary school children and middle school adolescents to read children's and young adult literature. Results indicate the teacher, whether inservice or pre-service, affects students' motivation to read.

1. **Fostering Intrinsic Motivation To Read: What the Teacher Does Can Make A Difference**
Linda B. Gambrell, *Clemson University*
Elizabeth Hughes, *Clemson University*
Anna Fulmer, *Clemson University*
Ellen Marie Thomsen, *Clemson University*
2. **Cross-Age Book Clubs: What a Difference a Mentor Makes!**
Susan K. Fullerton, *Clemson University*
Margaret M. Warner, *Clemson University*
3. **It's a Wiki, Wiki World: Pre-Service Teachers and Adolescents Discuss Young Adult Literature**
Pamela J. Dunston, *Clemson University*
Ashley M. Simmons, *School District of Oconee County*



8:30AM - 10:00AM SYMPOSIUM

SAN MIGUEL

Multiple Pathways to Learning to Be Culturally Responsive Literacy Teachers

Chair: Pamela Mason, *Harvard University*

Discussant: Gwendolyn Thompson McMillon, *Oakland University*

This symposium focuses on the experiences of three teacher education programs designed to prepare prospective literacy teachers to work with diverse students. Each program included literacy courses that have a strong social justice orientation and focus on issues of race, culture, and language variations. Collectively, these papers give teacher educators an opportunity to learn from multiple perspectives—pre-service teachers, families, and graduates—how to better prepare pre-service teachers to be culturally responsive literacy teachers.

1. **Preparing Pre-Service Teachers to Be Culturally Responsive Literacy Teachers**
Julie K. Kidd, *George Mason University*
Leah Muccio, *George Mason University*
2. **We Can Talk—We Can Learn: Families and Teachers Educate**
Patricia Ruggiano-Schmidt, *Le Moyne College*
3. **Beliefs and Practices of Teachers Transitioning from a Diverse-Constructivist Graduate Program to Real Classrooms**
Althier M. Lazar, *Saint Joseph's University*
Kathryn Pegler, *Saint Joseph's University*





8:30AM - 10:00AM
PAPER SESSION

SANDIA

Use of Multimodal Texts in Primary and Elementary Classrooms

Chair: Jennifer L. Garrette Lisy, *University of Illinois at Chicago*

- Digital Readers: Advancing eBook Reading and Response**
Lotta C. Larson, *Kansas State University*
- Digital Writing in the Primary Grades: A Synthesis of Research**
Jennifer L. Garrette Lisy, *University of Illinois at Chicago*
- Pedagogies of Multiliteracies: Using Multimodal Texts in Elementary Classrooms**
Dawnene D. Hassett, *University of Wisconsin - Madison*
Jen Scott Curwood, *University of Wisconsin - Madison*

8:30AM - 10:00AM
ALTERNATIVE FORMAT

SANTA ANA

The Handbook of Reading Disability Research

Chair: Maria Cahill, *Texas Women's University*

In this session the co-editors and section editors will discuss the contributions of researchers whose theoretical and applied perspectives on reading disability appear in the recently published Handbook of Reading Disability Research (Routledge) with an emphasis on summary and synthesis.

- The Handbook of Reading Disabilities Research: Overview**
Anne McGill-Franzen, *University of Tennessee at Knoxville*
Richard L. Allington, *University of Tennessee at Knoxville*
Maria Cahill, *Texas Woman's University*
- Section Synopsis: Theoretical Paradigms and Study Methodology; and Development, Assessment, and Intervention Perspectives**
Bill Rupley, *Texas A&M University - Commerce*
Peter Johnston, *University at Albany, State University of New York*
John Elkins, *The University of Queensland*
Jay Samuels, *University of Minnesota*
George Hruby, *Utah State University*
Victoria Risko, *Vanderbilt University*
Susan Hupp, *University of Minnesota*
Patricia Anders, *University of Arizona*

8:30AM - 10:00AM
ALTERNATIVE FORMAT

SANTO DOMINGO

Voice and Visions of Yuyi Morales: Award Winning Illustrator Discusses Her Art

Chair: Jesse S. Gainer, *Texas State University - San Marcos*

Discussant: Mary Esther Huerta, *Texas State University - San Marcos*

This multimodal and interactive session will include an ethnographic interview of Yuyi Morales, an award-winning children's literature illustrator, providing a "lived-through experience" for session attendees to explore the intersections of art, culture, history, and politics as manifested in her art. This session will feature the illustrator talking about her art while showing it. Facilitators will foreground connections relating to research methodology and data analysis in regard to scholarship pertaining to artwork in multicultural children's literature.

Interview and Discussion

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

Mary Esther Huerta, *Texas State University - San Marcos*

Jennifer Battle, *Texas State University - San Marcos*

Yuyi Morales, *Roaring Book Press*



8:30AM - 10:00AM

TAOS

SYMPOSIUM

Reading Picturebooks: Past and Present Research, Implications for the Future

Chair: Prisca Martens, *Towson University*

Discussant: Jerome Harste, *Indiana University*

This symposium examines the findings of a study in which art and reading instruction in a first grade and third grade classroom were integrated in particular ways to learn how the students' understandings of the Elements of Art and Principles of Design and their experience with art materials and techniques used by illustrators related to those students' meaning construction while reading picturebooks. Past research and future implications for instruction will also be presented.

- Understanding Picturebooks**
Ray Martens, *Towson University*
- Reading Picturebooks in First Grade**
Catherine Maderazo, *Towson University*
- Reading Picturebooks in Third Grade**
Keri Croce, *Towson University*
- Reading Picturebooks: Present Learnings, Implications for the Future**
Prisca Martens, *Towson University*





8:30AM - 10:00AM
PAPER SESSION

TESUQUE

Readers and Learners with Special Needs

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

1.  *New Paths to a Better World for Deaf Readers: A Reading Intervention Model for Deaf and Hard-of-Hearing Children and Adolescents*
Rachel L. McCormack, *Roger Williams University*
Bruce Marlowe, *Roger Williams University*
Pam Rush, *READS Collaborative*
Evelyn Rankin, *READS Collaborative*
2. *Predicting Young Immigrant Students' Academic Success*
Lee Gunderson, *University of British Columbia*
Dennis Murphy Odo, *University of British Columbia*
3. *Interactions with ELL Students that Mediate Language and Literacy Learning*
Kimberly A. Wolbers, *University of Tennessee*
Hannah Dostal, *University of Tennessee*

8:30AM - 10:00AM
ALTERNATIVE FORMAT

ZUNI

Standing for Literacy: Teaching in the Context of Change

Chair & Discussant: Susan Florio-Ruane, *Michigan State University*

This session discusses five case studies of teachers who are enacting innovative literacy pedagogy in the tumultuous time of school-based reform. Researchers drew from activity theory and communities of practice to observe teachers and teaching in the local settings of their classrooms as they work in wider contexts of change (i.e. mandated curriculum, changing demographics). We use the metaphor of the "bricoleur" to capture the teacher's identity of strategic, opportunistic problem solver and creative user of resources available in the changing work environment.

Roundtables

- Laura Pardo, *Hope College*
Kathy Highfield, *University of Michigan - Flint*
Jodene Kersten, *California State Polytechnic University, Pomona*
Dara Bacher, *University of Michigan - Dearborn*
Jennifer Berne, *National-Louis University*

10:15AM - 11:45AM
INTEGRATIVE RESEARCH REVIEW

BALLROOMS A & B

A Debate with Ourselves about the Contributions of Literacy Research to Practice and Policy

Chair: Robert T. Jimenez, *Vanderbilt University*

Two teams of prominent literacy scholars* will debate the following proposition: Literacy researchers have not produced a base of knowledge that provides practitioners and policy makers with explicit guidance for improving literacy and literacy instruction. Each team will make an opening statement, offer examples supporting their respective positions followed by a rebuttal from the other team, and then make a closing statement. After each example and rebuttal and after the closing arguments, audience members will use electronic devices to vote for the position they believe to be more convincing. Results will be displayed digitally on a screen in the front of the room. After the debate and voting, audience members will be invited to make comments.

(*Note. All debaters agreed to participate before knowing who would be on their team or what position their team would be assigned. Thus, in the spirit of competitive debates, the positions taken and the arguments made do not necessarily reflect the personal or professional opinions of the respective debaters.)

- I. **Albert J. Kingston Award Presentation**
Diane Corcoran Nielsen, *University of Kansas*
- II. **Moderator**
Diane L. Schallert, *University of Texas at Austin*
- III. **Team 1—Arguing the “Pro” Position (i.e., there is NOT a knowledge base that provides explicit guidance)**
Donna E. Alvermann, *The University of Georgia*
Gerald G. Duffy, *University of North Carolina at Greensboro*
Ernest Morrell, *University of California, Los Angeles*
Marjorie Siegel, *Teachers College, Columbia University*
- IV. **Team 2—Arguing the “Con” Position (i.e., there IS a knowledge base that provides explicit guidance)**
Richard W. Beach, *University of Minnesota*
John Guthrie, *University of Maryland*
Kris Gutierrez, *University of California, Los Angeles*
Elfrieda Hiebert, *University of California, Berkeley*





Appendix I: NRC Leadership and Honorees

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Distinguished Scholar Lifetime Achievement Award Committee

Chair: Lea McGee (2008-2011)

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Early Career Achievement Award Committee

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Edward B. Fry Book Award Committee

Chair: Anne McGill-Franzen (2006 – 2009)

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Co-Chair: Karen Feathers (2006 – 2009)

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Co-Chair: Cynthia Leung (2006– 2009)

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Co-Chair: Kristen Perry (2008 –2009)

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Chair: Erik Jacobson (2007-2010)
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Oscar S. Causey Award Committee

Chair: Deborah Dillon (2007-2010)
University of Minnesota
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NRC Award Recipients

Albert J. Kingston Award

Harry Singer (1985)
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Michael L. Kamil (1989)
M. Trika Smith-Burke (1990)
Edward B. Fry (1991)
Patricia L. Anders (1992)
Jerry Harste (1993)
Jerome A. Niles (1994)
John E. Readence (1995)
Richard Robinson (1996)
Donna E. Alverman (1997)
Ronald P. Carver (1998)
Lea M. McGee (1999)
Lee Gunderson (2000)
Linda B. Gambrell (2001)
James V. Hoffman (2002)
Martha Ruddell (2003)
Peter Mosenthal (2004)
Colin Harrison (2005)
Douglas K. Hartman (2006)
Michael McKenna (2006)
John McEneaney (2007)
P. David Pearson (2008)

Distinguished Scholar Lifetime Achievement Award

Ann Brown (2000-2001)
Louise Rosenblatt (2002)
Marie Clay (2003)
Courtney B. Cazden (2004)
Jerome Bruner (2007)
Brian V. Street (2008)

Early Career Achievement Award

Cynthia Brock (1999)
Joyce Many (1999)
Elizabeth Birr Moje (2000)
Lawrence R. Sipe (2001)

George Kamberelis (2002)
Nell K. Duke (2003)
Rebecca Rogers (2004)
Melanie R. Kuhn (2005)
Beth Maloch (2006)
Sharon Walpole (2007)
Nancy Frey (2008)

Edward B. Fry Book Award

Elizabeth Bernhardt (1995)
Sarah Warshauer Freedman (1996)
David Reinking (1999)
Michael McKenna (1999)
Linda D. Labbo (1999)
Ronald Kieffer (1999)
Sara Warshauer Freedman (2000)
Elizabeth Radin Simons (2000)
Julie Shallhope Kalnin (2000)
Alex Casareno (2000)
The M-Class Team (2000)
Susan Florio-Ruane (2001)
Cynthia Lewis (2002)
Dennis J. Sumara (2003)
Rebecca Rogers (2003)
Michael L. Kamil (2004)
Peter B. Mosenthal (2004)
P. David Pearson (2004)
Rebecca Barr (2004)
Elaine Richardson (2005)
Loukia K. Sarroub (2005)
Guofang Li (2006)
Patricia E. Enciso (2007)
Cynthia J. Lewis (2007)
Elizabeth Birr Moje (2007)
Lawrence R. Sipe (2008)

J. Michael Parker Award

Robin Waterman (2006)
Amy Johnson (2007)
Kristin Perry (2007)
Tisha Y. Lewis (2008)
Amy Trawick (2008)





Appendix I: NRC Leadership and Honorees (cont.)

Oscar S. Causey Award

Arthur S. McDonald (1967)
Albert J. Kingston (1968)
George D. Spache (1969)
George B. Schick (1970)
Homer L. J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. Rankin (1979)
Edward B. Fry (1980)
George R. Klare (1981)
J. Jaap Tuinman (1982)
Joanna P. Williams (1983)
Harry Singer (1984)
S. Jay Samuels (1985)
Philip Gough (1986)
Richard C. Anderson (1987)
Monte Penney (Citation of Merit 1987)
Isabel Beck (1988)
P. David Pearson (1989)
Ronald P. Carver (1990)
Linnea C. Ehri (1991)
John T. Guthrie (1992)
Kenneth S. Goodman (1993)
Shirley Brice Heath (1994)
Robert Ruddell (1995)
Keith E. Stanovich (1996)
Donna E. Alvermann (1997)
Kathryn H. Au (1998)
Rebecca Barr (1999)
Michael Pressley (2000)
Patricia Ann Alexander (2001)
Connie Juel (2002)
Robert Calfee (2003)
Victoria Purcell-Gates (2004)
Steven Stahl (2004)
Annemarie Sullivan Palincsar (2005)
Michael L. Kamil (2006)
Scott G. Paris (2007)
Taffy E. Raphael (2008)

Student Outstanding Research Award

Peter Afflerbach (1985)
Deborah Wells Rowe (1986)
Maribeth Cassidy Schmitt (1987)
Sally Hague (1988)
Joyce Many (1989)
Douglas K. Hartman (1990)
Joyce Holt Jennings (1990)
Sarah J. McCarthey (1991)
J. Michael Parker (1991)
Debra K. Meyer (1992)
Janice F. Almasi (1993)
Janet W. Bloodgood (1994)
Ann Watts Pailliotet (1994)
Jane West (1995)
Kathryn H. Davinroy (1996)
Susan J. Dymock (1997)
Lawrence R. Sipe (1997)
Josephine Peyton Young (1998)
Patrick Manyak (1999)
Emily M. Rodgers (1999)
Rebecca Rogers (2000)
Nancy A. Place (2001)
Kim Bobola (2002)
Yoon-Hee Na (2003)
Rebecca Deffes Silverman (2004)
Megan Madigan Percy (2005)
Antony T. Smith (2006)
Elizabeth Stolle (2007)
Margarita Zisselsberger (2008)
Gary Paul Moser (2008)

NRC Past Presidents

Oscar S. Causey (1952-59)
William Eller (1960-61)
George Spache (1962-64)
Albert J. Kingston (1964-65)
Paul Berg (1967-68)
Alton Raygor (1969-70)
Wendell Weaver (1971-72)
Earl Rankin (1972-74)
Edward B. Fry (1974-76)
Jaap Tuinman (1976-78)
Harry Singer (1978-80)
Frank Green (1980-82)
Irene Athey (1982-84)
Lenore H. Ringler (1984-85)
P. David Pearson (1985-86)
Jerry Harste (1986-87)
M. Trika Smith-Burke (1987-88)
James Hoffman (1988-89)
Gerry Duffy (1989-90)
Robert J. Tierney (1990-91)
Donna E. Alvermann (1991-92)
Rebecca Barr (1992-93)
James Flood (1993-94)
Jane Hansen (1994-95)
Richard Allington (1995-96)
Kathryn H. Au (1996-97)
Martha R. Ruddell (1997-98)
Linda B. Gambrell (1998-99)
Taffy E. Raphael (1999-2000)
Peter B. Mosenthal (2000-01)
Deborah R. Dillon (2001-2002)
Lee Gunderson (2002-2003)
Lea M. McGee (2003-2004)
Donald J. Leu (2004-2005)
Victoria Purcell-Gates (2005-2006)
Patricia A. Edwards (2006-2007)
Norman A. Stahl (2007-2008)

For a complete list of committee members, go online at nrconline.org





Appendix II: NRC 2009 Area Chairs

Program Chair: David Reinking, *Clemson University*

Associate Chair: Patricia L. Anders, *University of Arizona*

Area 1: Pre-Service Teacher Education in Literacy

Julie Kidd, *George Mason University*

Karen Spector, *University of Alabama*

Kristien Zenkov, *George Mason University*

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

Cheryl Dozier, *SUNY Albany*

Ellen McIntyre, *North Carolina State University*

Katherine Stahl, *New York University*

Ruth Wharton-McDonald, *University of New Hampshire*

Area 3: Literacy Instruction and Literacy Learning

Valerie Robnolt, *Virginia Commonwealth University*

Amy Seely Flint, *Georgia State University*

Jennifer Jones, *Radford University*

Area 4: Literacy Assessment, Evaluation, and Public Policy

Les Burns, *University of Kentucky*

Mary Applegate, *Saint Joseph's University*

Courtney Zmach, *American Institutes for Research*

Area 5: Early and Elementary Literacy Processes

Barbara Bradley, *University of Kansas*

Kelly Cartwright, *Christopher Newport University*

Kevin Flanagan, *West Chester University*

Area 6: Adolescent, College, and Adult Literacy Processes

Stergios G. Botzakis, *University of Tennessee*

Heidi Hallman, *University of Kansas*

J. David Gallagher, *Mount Saint Mary College*

Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School

Kristiina Montero, *Syracuse University*

Gwendolyn McMillon, *Oakland University*

Rachelle Washington, *Clemson University*

Area 8: Literacy Learning and Practice in Multi-Lingual and Multi-Cultural Settings

Lori Assaf, *Texas State University - San Marcos*

Xiufang Chen, *Rowan University*

Julia Lopez-Robertson, *University of South Carolina*

Area 9: Text Analysis/Children's, Young Adult, and Adult Literature

Cyndi Giorgis, *University of Nevada Las Vegas*

Miriam Martinez, *University of Texas San Antonio*

Janelle Mathis, *University of North Texas*

Area 10: Literacy Technology and Media

Erica Boling, *Rutgers University*

David Lund, *Southern Utah State University*

Liqing Tao, *City University of New York*

Area 11: Study Groups

Laura Henry, *University of Kentucky*

Nina Nilsson, *Saint Joseph's University*

Area 12: Other Topics

Jackie Malloy, *George Mason University*

Nadjwa Norton, *City University of New York*

Lisa Simon, *City University of New York*





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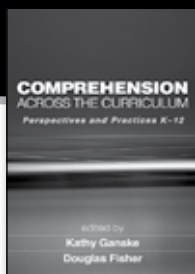
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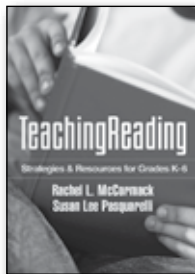
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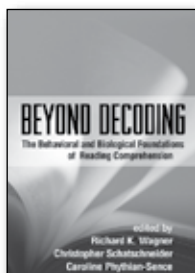
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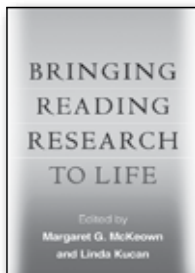
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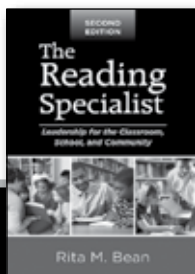
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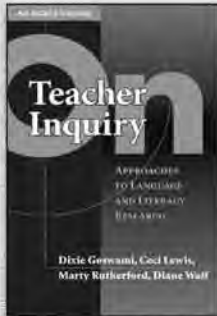
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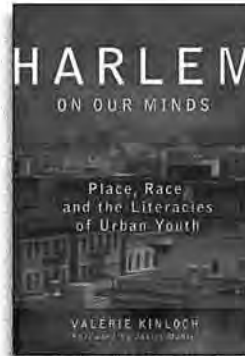
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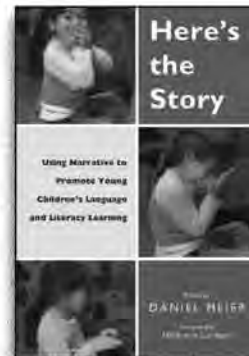
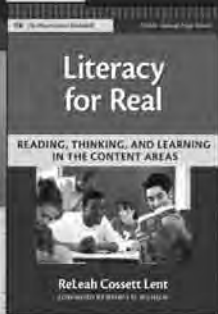
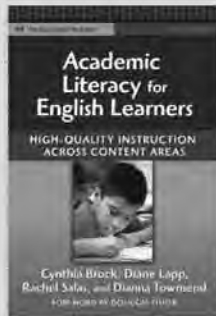
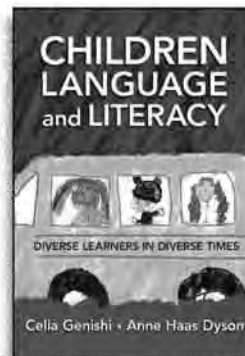
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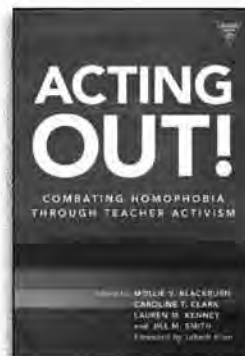
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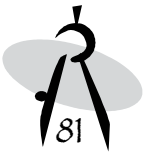
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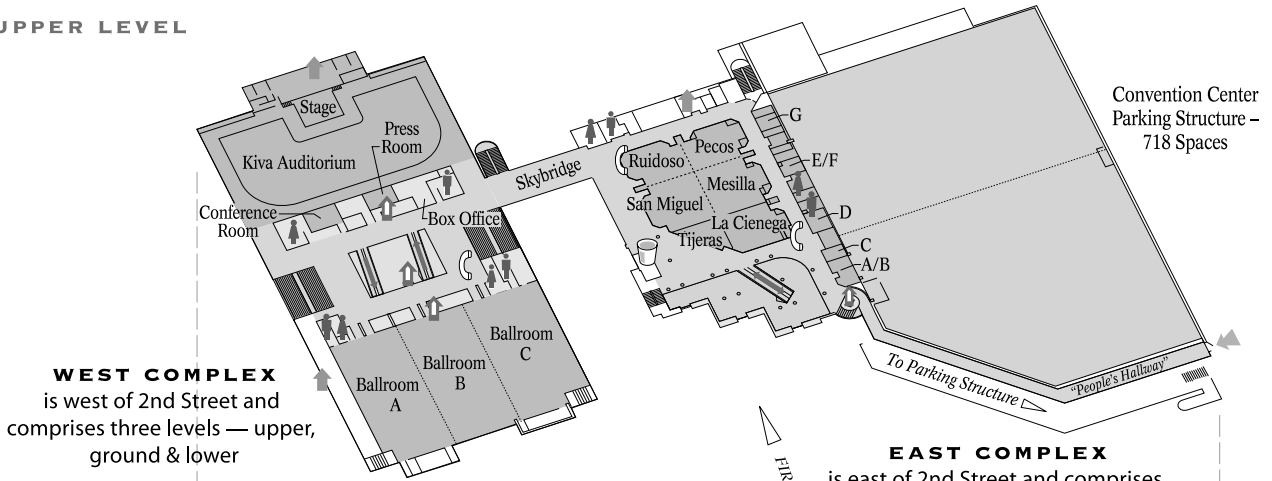
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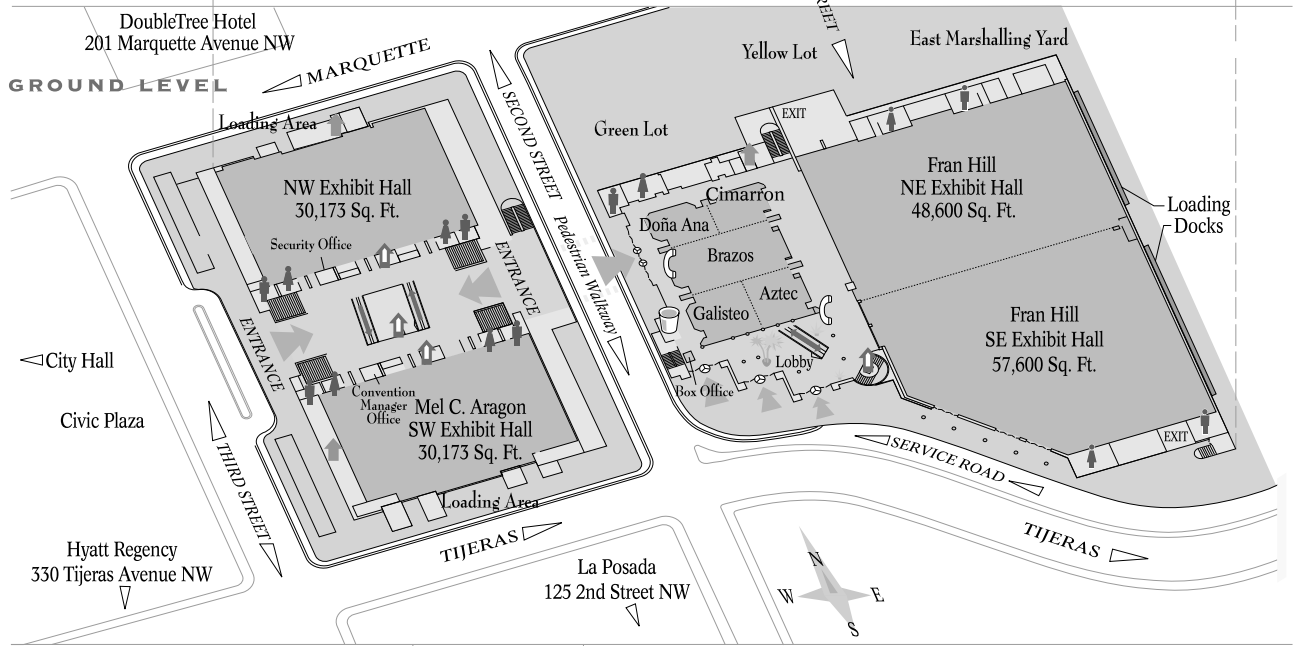




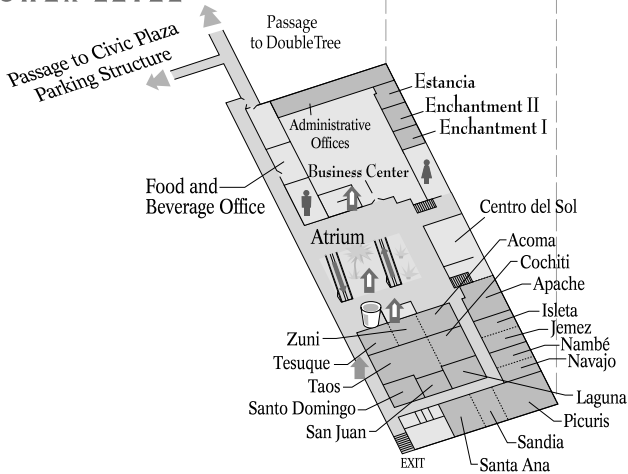
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