

## WELCOME

### Dear NRC/LRA Colleagues and Friends of Literacy,

Greetings! May this be one of the best NRC conferences you have ever attended. Or if you are a new participant, be ready for an amazing experience—according to those of us who have come for many years, NRC is our scholarly home. The Executive Officers, Board of Directors, Headquarters Office (Christopher Roper and his capable crew), and many members have worked hard and thoughtfully to assure that the stage is set for a tremendous experience in Fort Worth, Texas at the 2010 Annual Meeting of the National Reading Conference.

This meeting marks our 60th Anniversary. Sixty years ago, professors of reading met here in Fort Worth with a sense of urgency to share ideas about college and adult reading. Their meeting was important because many first-generation students were coming to college because of the GI Bill. This huge uptick in the number and kinds of students forced colleges and universities to change instruction and presented new opportunities for research. Hence, the National Reading Conference was formed.

This year, 2010—60 years hence—we have returned to Fort Worth to invent our organization once again. Understanding of the reading process is no longer thought of as an autonomous phenomenon; rather, many in literacy see reading (and writing) as far more complex, involving and including social, historical, anthropological, linguistic, and other theoretical and paradigmatic constructs and orientations. Thus, at the end of this conference we will take the final steps toward officially being known as the Literacy Research Association, a decision made by the membership in 2008.

Welcome to the conference. Here you will find the most current, noteworthy and groundbreaking literacy research. Scholars are welcome to share their scholarship and respond to the work of others. Perhaps this invitation is best expressed by sharing the new Vision Statement of the Literacy Research Association:

*“The Literacy Research Association (LRA) is a community of scholars dedicated to promoting research that enriches the knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA is committed to ethical research that is rigorous, methodologically diverse, and socially responsible. LRA is dedicated to disseminating such research broadly so as to promote generative theories, informed practices, and sound policies. Central to its mission, LRA mentors and supports future generations of literacy scholars.”*

This particular program is very rich. We received 763 proposals, of which 541 were accepted for presentation. Each proposal underwent a rigorous review led by an amazing group of area chairs (find their names on page 77 of the program) and the review teams (find a list of all reviewers on pages 78 and 79 of the program).

In addition to presentations selected through the peer review process, two speakers are invited by the Program Chair to speak at Plenary Sessions. This year, Dean Lorrie A. Shepard of the Uni-

versity of Colorado is speaking on Thursday afternoon. Her title is: “Teaching with Integrity in the Face of High-Stakes Testing.”

On Friday, Professor Hilary Janks of the University of the Witwatersrand of South Africa is speaking on: “May You Live in Interesting Times”: Critical Literacy in South Africa. Both of these invited speakers bring perspectives and experience as outsiders to NRC. I encourage you to attend, as their presentations will be enlightening.

In addition to the invited non-member speakers, there are other all-attendee meetings with our members speaking. One such event is the Presidential Address to be presented by Dr. David Reinking (Clemson University) on Wednesday. The title of his talk is: “Beyond the Laboratory and Lens: New Metaphors for Literacy Research.” Another all-participant event is the Oscar S. Causey Address on Thursday morning. Dr. Barbara M. Taylor (Emerita, University of Minnesota), last year’s Oscar S. Causey award winner, will speak. Her title is: “The Power of Collaborative Teaching with Integrity.” Finally, on Saturday morning, an integrative research review is presented by Dr. Catherine Compton-Lilly (University of Wisconsin Madison). Her talk is titled: “Family Literacy across Time: The Field, Families, and Bradford Holt.”

Awards are given at each Plenary Session. I strongly encourage you to attend, indicating your support for the Plenary Sessions.

A new Program Area was added to the conference program this year. After the excellent leadership of Professors Marla H. Mallette and Nell Duke, who developed a special series of research training sessions, we created an Area so that members could propose to present sessions related to their research expertise. To bridge the development of this Program Area, Drs. Mallette and Duke served as chairs.

Also, the conference hotel was carefully selected by the Executive Committee to be easy to navigate and to facilitate talk with friends and colleagues.

Events you will appreciate attending include the Presidential Reception on Wednesday evening. Our anniversary celebration begins at that reception—be ready to raise a glass to toast the NRC. Then on Thursday early evening is the Annual Town Hall Meeting—a place for conference participants to speak about issues both within and outside of NRC that are meaningful to our professional lives. Be prepared to raise questions, listen to responses, and help to direct the organization. Friday evening, we will celebrate the beginnings of the Literacy Research Association with a complimentary dessert reception. Opportunities for brief comments about the meaning of the name change are invited. Hurry back from your dinner to enjoy this event.

Patricia A. Anders  
2010 Program Chair and President-Elect

## IN MEMORIAM

### Edward Bernard Fry

Edward Bernard Fry, a friend and leader in NRC, passed away on September 2, 2010. World War II and service in the Merchant Marine in the Pacific Rim interrupted his college education at Occidental College. He then returned to complete his degree and went on to finish his doctorate at the University of Southern California. He wanted to know more about the flood of veterans returning to college who had difficulty reading and was persuaded by a colleague to attend his first session of NRC. His first academic job was at Loyola University, and from there he moved to Rutgers University, where he served as Chair of the Reading Program for 22 years.

A researcher, Ed Fry was driven by a curiosity that never faded. He was one of the first to develop and investigate computer-assisted instruction and programmed learning. He even wrote a small research-based book on speed reading, an attempt to question the fortunes that people paid for Evelyn Wood's speed-reading course. Ed also designed the diacritical marking system, which was one of the reading techniques tested as part of the landmark First Grade Studies (Bond & Dykstra, 1967). His company, Drier Press, named after his mother's family name, published many materials for teachers and tutors. Ed believed that if materials were not "quick and easy" to use, teachers would never touch them! His *Reading Teachers' Book of Lists* is still in publication today, as is the *Fry Readability Graph*, which he developed—not only to assist teachers to match students to texts—but for other uses such as aiding prisoners who unjustly had been forced to sign statements of guilt that they were unable to read.

Ed Fry was a formidable professor. He tested grad students on the footnotes because he believed that students should know the names of the researchers who did the studies being cited. Yet he also supported his students and helped them learn to join the professional ranks by encouraging them to attend and present at conferences, especially NRC and IRA. He gave P. David Pearson a friendly push to edit the *NRC Yearbook* and me to become NRC treasurer, early in our careers. At conferences, as Martha Rapp Ruddell recently reported, Ed challenged doctoral students at presentations but would sit after sessions or at "vital issues" answering their questions about research. He modeled for colleagues and doctoral students alike his belief that criticism was not meant to be personal but a means of delving deeper into an issue and definitely worthy of a drink at the bar. He spoke his mind, often with a sense of humor and a twinkle

in his eye and always offered an interesting point of view, whether you agreed with him or not.

Ed Fry served as NRC president in 1974-1976 and sat on almost all the NRC committees. Early on when there was no support to edit the *Yearbook*, he became the editor for several years. He won the Oscar S. Causey Award in 1980 and the Albert J. Kingston Award in 1991. He suggested as NRC grew that a management company would be necessary. Subsequently, officers often relied on his good business sense to make sure that NRC had a healthy balance in its account. In recent years he was adamant that NRC should remain a small organization focused on research to promote dialogue amongst members. To him teacher education was the purview of IRA, an organization in which he was quite active. Within NRC he opposed the name change and passing any political resolutions. Ed lobbied against the presence of publishers at conferences because he worried about the potential influence they might have on the organization.

A champion for the underrepresented and poor, in a banquet address Ed asked us, as NRC members, "to look to the left, then look to the right" and realize that NRC needed to recruit a more diverse membership. One of his major accomplishments was helping to set up the university press in Zimbabwe. He also raised enough to support the building of a university staff residence at the university in Zimbabwe. In addition, he sponsored the Edward B. Fry Book Award presented annually by NRC.

NRC has benefitted over so many years from his insights, tireless work, and generosity. As David Reinking put it, "He was an engaging, memorable personality that enriched our field... he was one of a kind."

*M. Trika Smith-Burke, Ed.D. (and friends)  
Retired Professor of Educational Psychology  
New York University*

### Helen J. Harper

Helen J. Harper passed away on August 7, 2010 at the untimely age of 53. A foundation established in her memory will help University of Nevada, Las Vegas Curriculum and Instruction doctoral students complete their dissertations. Donations can be made to the UNLV Foundation at 4505 Maryland Parkway, Box 451006, Las Vegas, NV 89154-1006. Note that the gift is in memory of Helen Harper.

Helen was born in Saskatoon, Canada. She taught secondary-school English Language Arts in two rural Alberta school districts before completing her Master's degree at the University of Calgary with the guidance of Dr. John Willinsky, now at Stanford University. She earned her Ph.D. at the University of Toronto's Ontario Institute for Studies in Education with the supervision of Dr. Roger Simon. Helen's first faculty position was at the University of Western Ontario; she then moved to the University of Nevada, Las Vegas as a professor of Cultural Studies and English Education.

Over the years Helen collaborated on several major funded research projects. Her book publications include *Wild Words/Dangerous Desires: High School Girls and Feminist Avant-Garde Writing* and *Advocacy Research in Literacy Education: Seeking Higher Ground*. She was revising her book, *Resident Aliens: Women Teachers in the Canadian North*, and co-editing the *Journal of Adolescent & Adult Literacy* at the time of her death.

Helen was a high-energy scholar who enjoyed a rich and active intellectual life. She loved education, feminist scholarship, and social and political activism aimed at improving the world. She worked tirelessly to support worthy causes in Canada and the U.S. Her forthright inquiring manner served as a needed catalyst for more than one committee. She thrived on mentoring and talking theory and research with her numerous doctoral students, often doing this while eating lunch in the courtyard lawn outside her office. Helen presented regularly at national and international conferences and was widely sought internationally as a scholar who would raise the bar on students' doctoral committees. She remained close to her former doctoral students and colleagues through e-mail and meetings at international comparative education conferences.

Helen Harper was a valued scholar, mentor, colleague, and friend. She will be deeply missed by her husband, Tom Bean, and her LRA/NRC colleagues.

*David W. Moore  
Arizona State University*

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# 60 YEARS

*Celebrate*

## WELCOME

### **ABOUT LITERACY RESEARCH ASSOCIATION (LRA)**

The Literacy Research Association, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practice. LRA 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, LRA publishes a quarterly journal, *Journal of Literacy Research*, and the *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, LRA maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the LRA Headquarters Office at 7444 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-908-4924, ext. 450, Fax: 414-768-8001, [www.LiteracyResearchAssociation.org](http://www.LiteracyResearchAssociation.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 LRA. Professional books authored by LRA 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 pm on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday from 4:00 pm-6:00 pm and Saturday from 7:00 am-11:00 am. Payment for books can be made via cash, credit card, or check (payable to LRA).

### **CYBER CAFÉ**

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

## SAVE THE DATES



**2011 Annual Meeting  
Jacksonville,  
Florida**

**November 30 - December 3, 2011**

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## MAJOR ADDRESSES

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### Presidential Address – Wednesday, 4:45pm-6:00pm, Texas E & F

#### *Beyond the Laboratory and Lens: New Metaphors for Literacy Research*

David Reinking, *Clemson University*



*David Reinking*

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### Oscar S. Causey Address – Thursday, 10:15am-11:45am, Texas E & F

#### *The Power of Collaborative Teaching with Integrity*

Barbara M. Taylor, *University of Minnesota*



*Barbara M. Taylor*

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### Plenary Address – Thursday, 4:45pm-6:00pm, Texas E & F

#### *Teaching with Integrity in the Face of High-Stakes Testing*

Lorrie A. Shepard, *University of Colorado*



*Lorrie A. Shepard*

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### Plenary Address – Friday, 4:45pm-6:00pm, Forth Worth 4-8

#### *“May You Live in Interesting Times”: Critical Literacy in South Africa*

Hilary Janks, *University of the Witwatersrand*



*Hilary Janks*

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### Integrative Research Review – Saturday, 10:15am-11:45am, Texas E & F

#### *Family Literacy across Time: The Field, Families, and Bradford Holt*

Catherine Compton-Lilly, *University of Wisconsin Madison*



*Catherine  
Compton-Lilly*

# 60 YEARS

## Celebrate

### STUDY GROUPS

WEDNESDAY-SATURDAY 7:30AM - 8:30AM

#### **FORT WORTH 1—Approaches to Video Data Analysis: Exploring New Methods and Directions for Reading Research**

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

#### **FORT WORTH 2—Critical Content Analysis**

Kathy G. Short, *University of Arizona*  
Seemi Aziz, *Oklahoma State University*  
Yoo Kyung Sung, *The University of New Mexico*  
Melissa Wilson, *University of West Indies*

#### **FORT WORTH 3—Word Study: Phonics, Vocabulary, and Spelling**

Donald Bear, *University of Nevada, Reno*  
Camille L. Z. Blachowicz, *National-Louis University*  
Peter Fisher, *National-Louis University*  
Kevin Flanigan, *West Chester University of Pennsylvania*  
Kristin Gehsmann, *Saint Michael's College*  
Lori Helman, *University of Minnesota*  
Marcia Invernizzi, *University of Virginia*  
Dianna R. Townsend, *University of Nevada, Reno*

#### **FORT WORTH 6—Using Formative Experiments to Bridge the Gap Between Research and Practice**

Barbara A. Bradley, *The University of Kansas*  
David Reinking, *Clemson University*  
Gay Ivey, *James Madison University*  
Ana Taboada, *George Mason University*  
Douglas Fisher, *San Diego State University*  
Nancy Frey, *San Diego State University*

#### **FORT WORTH 7—Literacy Coaching**

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

#### **FORT WORTH 8—Adult Literacy Research**

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

#### **SUNDANCE 2—TEACHER EDUCATION RESEARCH**

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

#### **SUNDANCE 2—Online Literacy Teacher Education**

Lane W. Clarke, *Northern Kentucky University*  
Susan Watts-Taffe, *University of Cincinnati*

#### **SUNDANCE 3—Living the Writerly Life in Academia**

Robin R. Griffith, *East Carolina University*  
Elizabeth A. Swaggerty, *East Carolina University*  
Johna Faulconer, *East Carolina University*  
Jan E. Blake, *University of South Florida St. Petersburg*

#### **SUNDANCE 3—Creating Hope and Possibility: How Can We Help Diverse Groups of People Connect More Harmoniously?**

Keonghee T. Han, *University of Idaho*  
Donna King, *Pennsylvania State University*

#### **SUNDANCE 4—Exploring Web 2.0 Spaces and Tools that Foster 21st Century Literacies**

Jonathan T. Bartels, *University of North Carolina at Chapel Hill*  
Todd B. Finley, *East Carolina University*

#### **SUNDANCE 4—Integration of Technology and Literacy: The Good, the Bad, and the Ugly**

David M. Lund, *Southern Utah University*

#### **TEXAS A—Preschool Literacy: Issues and Challenges in Early Reading First**

Renée M. Casbergue, *Louisiana State University*  
April Whatley Bedford, *The University of New Orleans*

#### **TEXAS B—Doctoral Students**

Zoi A. Philippakos, *University of Delaware*  
Jen Scott Curwood, *University of Wisconsin Madison*  
Elizabeth M. Hughes, *Clemson University*

#### **TEXAS C—History of Literacy**

Dixie D. Massey, *University of Washington*  
Lou Ann Sears, *University of Pittsburgh at Greensburg*  
Diane Phelps, *University at Buffalo, State University of New York*  
Peggy Semingson, *The University of Texas at Arlington*

## **TEXAS D—Approaches to Discourse Analysis**

Christine A. Mallozzi, *University of Kentucky*  
Julie Justice, *University of North Carolina at Chapel Hill*

## **TEXAS G—Opening Dialogue, Creating Space, and Applying Motifs from the Developmental Sciences to Conceptions of Reading and Literacy Learning**

Mona W. Matthews, *Georgia State University*  
George Hruby, *University of Kentucky*  
David B. Yaden, *University of Arizona*  
Debbie Golos, *Utah State University*  
Annie M. Moses, *University of Pennsylvania*  
Laura Sterponi, *University of California, Berkeley*

## **TEXAS H—Literacy Lab/Reading Clinic**

Cheryl L. Dozier, *University at Albany, State University of New York*  
B. P. Laster, *Towson University*  
Theresa A. Deeney, *University of Rhode Island*

## **TEXAS I—Writing Instruction in the Primary Grades With Special Guests David L. Coker, Douglas Kaufman, and Charles A. MacArthur**

Noreen S. Moore, *The College of New Jersey*  
Zoi A. Philippakos, *University of Delaware*

## **TEXAS J—Response to Intervention: The Roles of Reading Researchers and Educators**

Lois K. Haid, *Barry University*  
Cynthia Fischer, *Barry University*  
Nancy Maszta, *Barry University*  
Joyce V. Warner, *Barry University*  
Alice F. Snyder, *Kennesaw State University*  
Joanna Marasco, *Barry University*  
David Smith, *Barry University*

# 60 YEARS

## *Celebrate*

### EVENTS AT A GLANCE

Time	Event	Room
<b>TUESDAY, NOVEMBER 30, 2010</b>		
8:00am - 12:00pm	Executive Committee Breakfast & Meeting .....	Texas Boardroom
12:00pm – 6:00pm	Board of Directors Lunch & Meeting .....	Stockyards 1
3:00pm – 8:00pm	Attendee Registration Open .....	2nd Floor
<b>WEDNESDAY, DECEMBER 1, 2010</b>		
7:00am – 6:00pm	Attendee Registration Open .....	2nd Floor
7:30am – 8:30am	Study Groups .....	See pages 6-7
8:00am – 6:00pm	Book Display/Silent Auction/Exhibits .....	2nd Floor
8:00am – 6:00pm	Cyber Café Open .....	Stockyards 3
8:40am – 10:10am	Concurrent Sessions .....	See pages 11-14
10:20am – 11:50am	Concurrent Sessions .....	See pages 15-19
12:00pm – 1:00pm	Newcomers/Graduate Student Lunch .....	Fort Worth 4 & 5 (Advance Registration Required)
1:20pm – 2:50pm	Concurrent Sessions .....	See pages 19-23
3:00pm – 4:30pm	Concurrent Sessions .....	See pages 24-27
4:45pm – 6:00pm	Student Outstanding Research Award Presentation .....	Texas E & F
	J. Michael Parker Award Presentation	
	Presidential Address	
6:00pm – 7:30pm	President’s Reception .....	Texas Ballroom Foyer
<b>THURSDAY, DECEMBER 2, 2010</b>		
7:30am – 8:30am	Yearbook Editorial Board Breakfast .....	Bob’s Restaurant
7:30am – 8:30am	Study Groups .....	See pages 6-7
8:00am – 6:00pm	Attendee Registration Open .....	2nd Floor
8:00am – 6:00pm	Book Display/Silent Auction/Exhibits .....	2nd Floor
8:00am – 6:00pm	Cyber Café Open .....	Stockyards 3
8:40am – 10:10am	Concurrent Sessions .....	See pages 31-35
10:15am – 11:45am	Oscar S. Causey Award Presentation & Address .....	Texas E & F
12:00pm – 1:00pm	Writing for NRC Publications .....	Stockyards 1
12:00pm – 1:00pm	Ethnicity, Race, and Multilingualism Committee Brown Bag Lunch .....	Sundance 1



## THURSDAY, DECEMBER 2, 2010 (CONT.)

12:00pm – 1:00pm	Committee Meetings: Albert J. Kingston Award ..... Fort Worth 1 Distinguished Scholar Award ..... Fort Worth 2 Early Career Achievement Award ..... Fort Worth 3 Edward B. Fry Book Award ..... Fort Worth 6 Ethics ICG ..... Fort Worth 7 International ICG ..... Fort Worth 8 Dual and Multi-Language Literacy ICG ..... Sundance 2 Doctoral Student ICG ..... Sundance 3 Oscar S. Causey Award ..... Texas A Field Council ..... Texas B Policy & Legislative ..... Texas C Publications ..... Texas D Student Outstanding Research Award ..... Texas G Technology ..... Texas H J. Michael Parker Award ..... Texas I
1:20pm – 2:50pm	Concurrent Sessions ..... See pages 36-40
3:00pm – 4:30pm	Concurrent Sessions ..... See pages 41-45
4:45pm – 6:00pm	Early Career Achievement Award Presentation ..... Texas E & F Plenary Address
6:15pm – 7:15pm	Town Hall Meeting ..... Fort Worth 4

## FRIDAY, DECEMBER 3, 2010

7:30am – 8:30am	JLR Editorial Board Breakfast ..... Bob's Restuarant
7:30am – 8:30am	Study Groups ..... See pages 6-7
7:30am – 8:30am	Ethnicity, Race, and Multilingualism Committee Meeting ..... Sundance 1
8:00am – 3:30pm	Book Display/Silent Auction/Exhibits ..... 2nd Floor
8:00am – 6:00pm	Attendee Registration Open ..... 2nd Floor
8:00am – 6:00pm	Cyber Café Open ..... Stockyards 3
8:40am – 10:10am	Concurrent Sessions ..... See pages 49-53
10:20am – 11:50am	Concurrent Sessions ..... See pages 53-57
12:00pm – 1:00pm	Annual Business Meeting ..... Fort Worth 4-5
1:20pm – 2:50pm	Concurrent Sessions ..... See pages 57-61
3:00pm – 4:30pm	Concurrent Sessions ..... See pages 62-66
4:00pm – 6:00pm	Purchase of Silent Auction Books ..... 2nd Floor
4:45pm – 6:00pm	Edward B. Fry Book Award Presentation ..... Fort Worth 4-8 Plenary Address

# 60 YEARS

*Celebrate*

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## SATURDAY, DECEMBER 4, 2010

7:30am – 8:30am	2011 Program Area Chairs' Breakfast .....	Bob's Restuarant
7:30am – 8:30am	Study Groups .....	See pages 6-7
8:00am – 1:00pm	Attendee Registration Open .....	2nd Floor
8:00am – 1:00pm	Purchase of Silent Auction Books .....	2nd Floor
8:00am – 1:00pm	Cyber Café Open.....	Stockyards 3
8:40am – 10:10am	Concurrent Sessions .....	See pages 69-72
10:15am – 11:45am	Albert J. Kingston Award Presentation .....	Texas E & F
	Integrative Research Review	
12:00pm – 2:00pm	Executive Committee Lunch & Meeting .....	Black Angus Boardroom
2:00pm – 6:00pm	Board of Directors Meeting .....	Stockyards 1

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**FORT WORTH 1**

*Why Study Literacy in the Rural U.S. South? A Life History Agenda*

**Chair:** Michele Myers, *University of South Carolina*

**Discussant:** Amy S. Johnson Lachuk, *University of South Carolina*

In this symposium, the authors argue for literacy research focused on the rural Southeastern United States. "Historically considered the reservoir of African American culture in the nation" (Morris & Monroe, 2009, p. 21), the U.S. South is an under-researched region in sociocultural literacy research. The authors present life histories of 3 persons (European American and African American) who live in the region, in order to posit a life history research agenda.

1. *The Intersection of Literacy and Racial Identity in the Rural South*  
Amy S. Johnson Lachuk, *University of South Carolina*
2. *The Crossroads of Literacy with Educational Opportunity*  
Kerrie Ammons, *University of South Carolina*
3. *The Intersection of Race and Family Relationships in the Rural South*  
Michele Myers, *University of South Carolina*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 2**

*Studies of Professional Development and Coaching on Literacy Practice*

**Chair:** Michelle Anguiano, *The University of Texas at San Antonio*

**Discussant:** Kara Moloney, *New Mexico Highlands University*

1. *Testing and Refining a Conceptual Framework of Expert Noticing Ability for Literacy Instruction*  
Sharan A. Gibson, *San Diego State University*
2. *Understanding the Relationship Between Literacy Coaching and Student Reading and Writing Achievement in Grades K-8*  
Susan K. L'Allier, *Northern Illinois University*  
Laurie Elish-Piper, *Northern Illinois University*
3. *Professional Learning Communities: Examining Teacher Talk about Balanced Literacy*  
Susanna M. Steeg, *Arizona State University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 3**

*Scaffolding and Preparing Students for Careers and College*

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

**Discussant:** Carolyn Colvin, *The University of Iowa*

1. *Teachers Prepare Students for Careers and College: "I See You," Therefore I Can Teach You*  
Leslie Patterson, *University of North Texas*  
Carol D. Wickstrom, *University of North Texas*  
Juan J. Araujo, *University of North Texas*  
Chieko Hoki, *Texas Woman's University*
2. *Shall the Last Be First? Indications that Slow RAN of Objects May Be a Benefit in College*  
Richard M. Oldrieve, *Bowling Green State University*  
Mohammed Y. Darabie, *Bowling Green State University*  
Cynthia Bertelsen, *Bowling Green State University*

3. *Rethinking Strategy Instruction for Adult Readers: A Perspective from Teacher Inquiry*  
Yuanzhong Zhang, *University of Arizona*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 6**

*Parental Influence on Early Literacy*

**Chair:** Ying Guo, *The Ohio State University*

**Discussant:** Donna Copesey Haydey, *University of Winnipeg*

1. *Exploring the Relationship of Parental Beliefs, Motivation for Reading and Reading Achievement in Chinese First Graders*  
Qiuying Wang, *Oklahoma State University*
2. *Examining the Efficacy of Comprehension Strategy Instruction during Parent-Child Lap Reading*  
Kathryn L. Roberts, *Wayne State University*
3. *Explanation in Mother-Child Discourse Across Contexts: Shared Book Reading, Co-Viewing of Educational Television, Collaborative Block Play, and Mealtime*  
Susan M. Dougherty, *Rutgers University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 7**

*Critical Literacy Conversations*

**Chair:** Suzanne Evans, *National University*

**Discussant:** Carolyn L. Cook, *Mount St. Mary's University*

1. *Rethinking the Intersections of Emotions and Critical Literacy*  
Candace Ross Kuby, *University of Missouri - Columbia*
2. *Dialogic Text Discussion as a Site for Critical Literacy*  
Maren S. Aukerman, *Stanford University*  
Lorien I. Chambers Schuldt, *Stanford University*
3. *The Role of Multicultural Literature Interactive Read-Alouds on Student Perspectives Toward Diversity*  
Suzanne Evans, *National University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 8**

*New Directions in Data Analysis*

**Chair:** Anne Swenson Ticknor, *East Carolina University*

**Discussant:** Dea Conrad-Curry, *Illinois State University*

1. *Multimodal Data as Social Interaction: Looking at Adolescents' Drawings about Graphic Novels as Data*  
Lyndsay Moffatt, *Lakehead University*
2. *Using Metaphor Analysis as a Research Methodology in Secondary and Postsecondary Literacy Contexts*  
Sonya L. Armstrong, *Northern Illinois University*  
Hope Smith Davis, *Indiana University - South Bend*  
Eric J. Paulson, *Texas State University - San Marcos*
3. *Making a Case for Phenomenological Literacy Research*  
Mark D. Vagle, *The University of Georgia*

**8:40AM - 9:20AM**  
**ROUNDTABLE**

**SUNDANCE 1**

**I. Latino/a Literature Promotes Cultural Understanding among Spanish Language Learners in a Middle School Classroom**

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

**II. Do We Prepare Students for Freshman College Literacy Expectations?**

Josephine Peyton Marsh, *Arizona State University*  
Jayne C. Lammers, *Arizona State University*  
Cynthia Kiefer, *Arizona State University*  
Donna Miller, *Arizona State University*  
Irene Tsoukatos, *Arizona State University*  
Shelly Shaffer, *Arizona State University*  
Jennifer Wojtulewicz, *Arizona State University*  
Amanda Gordenstein, *Arizona State University*

**III. What Background Knowledge Do Pre-Service Teachers Bring to the Classroom: Infusing ELL Strategies in Elementary Literacy Courses**

Larkin Page, *Texas A&M University - Commerce*  
Margie Garcia, *University of Houston - Clear Lake*  
Leslie Haas, *Texas A&M University - Commerce*

**IV. Examining the Role of Project-Based Learning in Pre-Service Teachers' Beliefs and Practices for Disciplinary Literacy**

J. David Gallagher, *Mount Saint Mary College*  
Matt J. Hollibush, *Mount Saint Mary College*

**V. "Spinning, Spinning, Spinning, Yeab": One Expert Special Educator Engaging Students with Disabilities in Talking about Texts**

Amy Feiker Hollenbeck, *DePaul University*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

**SUNDANCE 2**

**The ORCA Project: Developing And Evaluating Three Formats For Online Reading Comprehension Assessment**

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

**Discussant:** Peter Afflerbach, *University of Maryland*

This alternative, structured poster session, presents results from Year 1 of the ORCA Project. The goals of this IES-funded research grant are to: a) develop assessments of online reading comprehension in three different formats; (b) evaluate each instrument's internal assessment characteristics; (c) evaluate the extent to which performance on each format is associated with various student variables; and (d) evaluate the practicality of each assessment format in the eyes of key education decision makers.

**1. Online Reading Comprehension Assessment (ORCA): An Overview of the ORCA Project**

Donald J. Leu, *University of Connecticut*

**2. Results from an Initial Practicality Survey Designed to Inform Development of Online Reading Comprehension Assessments**  
W. Ian O'Byrne, *University of Connecticut*  
Sally Drew, *University of Connecticut*

**3. Using Cognitive Labs to Refine Item Design for Assessments of Online Reading Comprehension in Real-Time Unbounded Internet Environments**

Julie Coiro, *University of Rhode Island*  
Lisa Zawilinski, *University of Connecticut*  
Carita Kiili, *University of Jyväskylä*

**4. The Challenges and Opportunities of a Closed Internet Environment for Assessing Online Reading Comprehension**

Michael Hillinger, *Lexicon Systems*

**5. Using Cognitive Labs to Refine Item Design for Multiple Choice Assessments of Online Reading Comprehension**

Heidi Everett-Cacopardo, *University of Connecticut*  
J. Gregory McVerry, *University of Connecticut*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 3**

**Assessing Specialized Knowledge for Text-Based Discussion: Multiple Methods and Measures**

**Chairs:** Linda Kucan, *University of Pittsburgh*

Annemarie Sullivan Palincsar, *University of Michigan*

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

In this symposium we describe three assessments specific to leading text-based discussions as well as results from using the assessments with pre-service and in-service teachers. The measures include a video viewing task and two forms of a paper-and-pencil assessment (constructed response and a combination of constructed response and multiple choice). We situate our work within current efforts to describe teachers' specialized domain knowledge and the development of assessments specific to that knowledge.

**1. The Video Viewing Task (VVT)**

Tracy Humes-Busse, *University of Pittsburgh*  
Natalie Heisey, *University of Pittsburgh*  
Michelle Ciancosi-Rimbey, *University of Pittsburgh*  
Linda Kucan, *University of Pittsburgh*

**2. The Comprehension and Learning from Text Survey (CoLTS)**

Kristine Schutz, *University of Michigan*  
Rachel Klingelhofer, *University of Michigan*  
Annemarie Sullivan Palincsar, *University of Michigan*

**3. Knowledge Assessment for Pedagogy of Discussion (KAPoD)**

Linda Kucan, *University of Pittsburgh*  
Annemarie Sullivan Palincsar, *University of Michigan*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 4**

***Bridging the Field–Coursework Divide in Teacher Education: An Examination of “Third Spaces”***

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

The purpose of this symposium is to examine several alternative models of pre-service teacher learning in literacy aimed at transcending the well-documented gap between university course work and field-based experiences. Each of the studies reported here involved a “revisiting” of the “spaces” in which pre-service teachers learn and develop their understanding of literacy and literacy instruction.

1. ***“Some Things Kind of Came Together for Me There”: Literacy Teacher Education in Community-Based Field Placements***  
Kate Brayko, *University of Washington*
2. ***Cross-Generational, Correlated Tutoring Experiences in Pre-Service Teacher Preparation***  
Melissa Mosley, *The University of Texas at Austin*  
James V. Hoffman, *The University of Texas at Austin*  
Nancy L. Roser, *The University of Texas at Austin*  
Detra Price-Dennis, *The University of Texas at Austin*  
Ramon Martinez, *The University of Texas at Austin*  
Katharine Chamberlain, *The University of Texas at Austin*  
Katie E. Peterson, *The University of Texas at Austin*  
Kelly Laudenheimer, *The University of Texas at Austin*
3. ***Working on Puzzles of Practice: Contexts that Enhance Teacher Learning***  
Sheila Valencia, *University of Washington*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**TEXAS A**

***A Comparison of Terms: Discourse, Text, Reading, and Literacy in Four Discourse Analysis Methodologies***

**Chair:** Christine A. Mallozzi, *University of Kentucky*  
**Discussant:** Catherine Compton-Lilly, *University of Wisconsin Madison*

The purpose of this symposium is to explore the theoretical underpinnings of different discourse analyses and how important literacy terms change according to those methodologies. Presenters will use four discourse analysis methodologies (content analysis of discourse, Critical Discourse Analysis, multimodal discourse analysis, and critical policy analysis) as the platforms to describe the literacy terms discourse, text, reading, and literacy.

1. ***Content Analysis of Discourse***  
Christine A. Mallozzi, *University of Kentucky*
2. ***Critical Discourse Analysis (CDA)***  
Anne Reece, *University of Washington*
3. ***Multimodal Discourse Analysis***  
Amy Burke, *The University of Texas at Austin*
4. ***Critical Policy Analysis***  
Julie Justice, *University of North Carolina at Chapel Hill*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**TEXAS B**

***Emerging Principles of Research, Teaching, and Learning for Translocal Literacies and Transcultural Citizenship***

**Chair:** Maria E. Franquiz, *The University of Texas at Austin*  
**Discussant:** Cynthia Lewis, *University of Minnesota*

We are interested in the translocal and transcultural literacies that become visible and meaningful for youth, researchers and educators, as we interpret our worlds within the specific locations of our shared lives and learning. What literacy repertoires do we pay attention to, with what research methods, and for what purposes in curricular redesign for teachers, students, and our communities?

1. ***Translocal and Colonial Landscapes: “Scripting” in Critical Literacy Engagements***  
Carmen Medina, *Indiana University – Bloomington*
2. ***Mapping Symbolic Repertoires with Immigrant and Non-Immigrant Youth in Classroom and Informal Settings***  
Patricia Enciso, *The Ohio State University*
3. ***Transforming Margins into Multiple Centers: Transcultural Citizenship as a Catalyst for Negotiating Multiple Communities***  
Juan Guerra, *University of Washington*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**TEXAS C**

***Tracing Trends and Histories: Understanding Literacy Development Over Time***

**Chair & Discussant:** Corrine M. Wickens, *Northern Illinois University*

1. ***A Trend Analysis of Literacy Topics: A Discussion of Variation Over 15 Years***  
Jack Cassidy, *Texas A&M University – Corpus Christi*  
Sherrye D. Garrett, *Texas A&M University – Corpus Christi*  
Corinne M. Valadez, *Texas A&M University – Corpus Christi*
2. ***A History of Early Literacy Development in China during 2500 Years***  
Nancy Pine, *Mount St. Mary’s College*  
Zhenyou Yu, *China Women’s University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**TEXAS D**

***Pre-Service Teacher Learning Situated in Conversation***

**Chair:** Catherine M. Kelly, *St. Catherine University*  
**Discussant:** SuHua Huang, *Midwestern State University*

1. ***Be Your Own Teacher: The Complexities of the Cooperating Teacher-Teacher Candidate Relationship***  
Janet D. Johnson, *Rhode Island College*
2. ***Examining Pre-Service Teachers’ Use of Conversation Scaffolds During Instructional Conversations***  
Connie Buskist, *Auburn University at Montgomery*  
Edna Brabham, *Auburn University*  
Lorie Johnson, *Auburn University*

Angela Randall, *Auburn University*  
 Nancy Nix, *Auburn University*  
 Michelle Tharpe, *Auburn University at Montgomery*

3. ***Learning to Reflect: Novice Teachers' Uses of Discursive Repertoires in Post-Observation Debrief Conversations***  
 Rachael Gabriel, *University of Tennessee at Knoxville*

**8:40AM - 10:10AM**  
**PAPER SESSION**

TEXAS G

***Early Literacy of Preschoolers from Low-Income Homes***

**Chair:** Tanya R. Flushman, *Vanderbilt University*  
**Discussant:** Teddi Martin, *University of North Texas*

1. ***Patterns of Language and Literacy Learning among Low-Income Children: Evidence from the FACES Study***  
 Annemarie H. Hindman, *Temple University*
2. ***Examining the Long-Term Effects of an Early Reading First Intervention on Low-Income Children's Early Literacy and Language Development***  
 Gary Bingham, *Georgia State University*  
 Nicole Patton-Terry, *Georgia State University*  
 Ray Hart, *Georgia State University*
3. ***Emergent Literacy Profiles among Preschoolers from Low-Income Backgrounds: Longitudinal Considerations***  
 Sonia Q. Cabell, *University of Virginia*  
 Laura M. Justice, *The Ohio State University*  
 Jessica Logan, *The Ohio State University*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

TEXAS H

***Talking Back to Books***

**Chair:** Jerome C. Harste, *Indiana University*  
**Discussant:** Jamie Myers, *Pennsylvania State University*

A critical approach to children's and adolescent literature encourages readers to talk back to texts and challenge the interpretations they and others make. Literature study provides an opportunity to disrupt students' commonplace beliefs as they explore other ways of seeing and interpreting the world around them. The three studies in this alternative format session address the issue of how to help students unpack the power relations, intentions, and stereotypes embedded in children's books.

1. ***Talking Back to Gender Bias in Children's Literature***  
 Christine Leland, *Indiana University-Purdue University Indianapolis*
2. ***Outgrowing Ourselves***  
 Jerome C. Harste, *Indiana University*  
 Vivian Vasquez, *American University*
3. ***Picturing Discourses***  
 Peggy Albers, *Georgia State University*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

TEXAS I

***A Legacy in Literacy: Generative Vocabulary***

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

This alternative session provides a forum for looking at the roots, impact and significance of research that informed, and continues to inform, the development of our understanding of generative vocabulary knowledge. In it, we acknowledge the legacy of research on this topic done at the Center for the Study of Reading (CSR) at the University of Illinois, Champaign-Urbana, provide an overview of current research, and an opportunity to discuss possible future developments.

1. ***Review of CSR Research On Generative Word Knowledge***  
 Judith A. Scott, *University of California, Santa Cruz*  
 William Nagy, *Seattle Pacific University*
2. ***Research on Generative Vocabulary Knowledge beyond CSR***  
 James F. Baumann, *University of Missouri - Columbia*  
 Maria Carlo, *University of Miami*  
 Susan Watts-Taffe, *University of Cincinnati*
3. ***Discussion: Forecasting the Future***  
 Judith A. Scott, *University of California, Santa Cruz*  
 William Nagy, *Seattle Pacific University*  
 James F. Baumann, *University of Missouri - Columbia*  
 Maria Carlo, *University of Miami*  
 Susan Watts-Taffe, *University of Cincinnati*

**9:30AM - 10:10AM**  
**ROUNDTABLE**

SUNDANCE 1

- I. ***Creating Spaces For Critical Literacy within A Puerto Rican Classroom: An Ideological Model Of Literacy***  
 Aura E. Gonzalez-Robles, *University of Arizona*
- II. ***Teachers' Experiences Conducting Collaborative Action Research as an Approach to Ongoing Professional Learning***  
 Rhonda L. Nixon, *University of Alberta*
- III. ***One Child Left Behind: A Case Study of an Adult Non-Reader***  
 Gwynne Ash, *Texas State University - San Marcos*
- IV. ***Little Writers - Big Opinions: Assessing the Quality of First Grade Students' Book Reviews***  
 Sara B. McCraw, *University of Delaware*
- V. ***Fostering Word Consciousness in Elementary Classrooms***  
 Jennifer D. Montgomery, *Western Kentucky University*
- VI. ***Using Graphic Organizers to Support Comprehension in an Online Literacy Course***  
 Kathleen A. J. Mohr, *University of North Texas*  
 Matthew Burnside, *University of North Texas*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 1**

*Interventions in Urban Schools: The Impact of Professional Development on Literacy Outcomes*

**Chair:** Matt J. Hollibush, *Mount Saint Mary College*  
**Discussant:** Sally F. Heineke, *Sam Houston State University*

1. *The Impact of a Continuous and Supported Professional Development Program: Case Studies of Three Urban Teachers*  
Maureen V. Spelman, *Saint Xavier University*  
Ruth L. Rohlwing, *Saint Xavier University*
2. *Investigating the Impact of a Collaborative Professional Development Intervention on Literacy Outcomes in a High-Poverty Urban Elementary School*  
Eithne Kennedy, *St. Patrick's College*  
Gerry Shiel, *St. Patrick's College*
3. *Embedded Professional Development with Targeted Reading Intervention: Two Teachers' Experiences*  
Steven J. Amendum, *North Carolina State University*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 2**

*Issues in Large-Scale Assessment*

**Chair:** Rebecca Shankland, *Appalachian State University*  
**Discussant:** Janet R. Young, *Brigham Young University*

1. *Gender Differences in Reading for Students in K-5th Grade*  
Lory Haas, *Sam Houston State University*  
John R. Slate, *Sam Houston State University*
2. *National and International Assessments of Reading Comprehension: Different Measures, Different Explanations of Achievement*  
Luisa Araujo, *Joint Research Center of the European Commission*
3. *Developing a Large-Scale Local ESL Reading Assessment*  
Lee Gunderson, *University of British Columbia*  
Reginald D'Silva, *University of British Columbia*  
Dennis Murphy Odo, *University of British Columbia*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 3**

*Reading Motivation and Perceptions among ELLs*

**Chair:** Mary K. Kallus, *Eastern New Mexico University*  
**Discussant:** Diane L. Schallert, *The University of Texas at Austin*

1. *Examining Differences in Reading Motivation between Students Enrolled in Two-Way Dual Language Programs and Those in All-English Classrooms*  
Susana E. Franco-Fuenmayor, *Texas A&M University*  
Brooke E. Kandel-Cisco, *Butler University*  
Yolanda N. Padron, *Texas A&M University*
2. *Perceptions of First and Second Language Learning and Literacy Development of 3rd and 4th Grade Hmong Students*  
Amy R. Frederick, *University of Minnesota*  
Megan C. Mahowald, *University of Minnesota*

3. *Culturally Responsive Instruction: Exploring Latino Literacy Motivation and Engagement in One Urban Middle School Classroom*  
Javier E. Hernandez, *California State University, Los Angeles*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 6**

*Attitudes, Interest, and Recreational Reading*

**Chair:** Laura M. Jiménez, *Michigan State University*  
**Discussant:** Kathleen D. Moxley, *Central Michigan University*

1. *Transformations in Young Children's Literacy Competency Beliefs and Attitudes and Motivation toward Literacy in a Summer Camp*  
Janet C. Richards, *University of South Florida Tampa*  
Susan Bennett, *The University of Mississippi*
2. *Fourth Graders' Interest Levels in Expository Text Topics: Highs, Lows, and Differences by Gender and Prior Knowledge*  
Laura M. Jiménez, *Michigan State University*
3. *Exploring Teachers' Concepts and Practices about Recreational Reading*  
Pelusa Orellana, *Universidad de los Andes*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 7**

*Middle and High School Literacy Programs: Coaches and Specialists*

**Chair:** Karen F. Thomas, *Western Michigan University*  
**Discussant:** Leigh A. Hall, *University of North Carolina, Chapel Hill*

1. *The Balkanization of the High School Literacy Coach: Searching for an Identity*  
Nancy L. Stevens, *Marquette University*
2. *Influences Affecting the Work of Literacy Specialists in Middle and High Schools: The Views of Specialists and District-Level Supervisors*  
Elizabeth Sturtevant, *George Mason University*  
Kimberly M. Kopfman, *George Mason University*
3. *An Adolescent Literacy Initiative: Reading Next Providing Middle School Students' and Teachers' Voices and Choices*  
Karen F. Thomas, *Western Michigan University*  
Lauren Freedman, *Western Michigan University*  
Donald Pearson, *Benton Harbor Area Schools*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 8**

*Race Matters*

**Chair:** Tisha Y. Lewis, *Georgia State University*

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

- 1. *Seeing the Strange in the Familiar: Unpacking Racialized Practices in Early Childhood Settings***  
Sally Brown, *Georgia Southern University*  
Mariana Souto-Manning, *Teachers College, Columbia University*
- 2. *"Did They Hang Him from a Tree?" Using Critical Literacy and Drama Pedagogy to Influence Children's Consciousness of Race and Racism in an Early Childhood Classroom***  
Terry Husband, *Illinois State University*
- 3. *The Relevance of Malcolm X for Critical Literacy Theory and Practice***  
Jairus Joaquin, *The University of Georgia*

**10:20AM - 11:50AM**  
**ALTERNATIVE FORMAT**

**STOCKYARDS 1**

***Going 'Meta' on Methodology: Drawing Attention to Four Important Approaches to Literacy Research***

**Chairs:** Marla H. Mallette, *Southern Illinois University*  
Nell K. Duke, *Michigan State University*

An important focus in any field must be the methods scholars in that field use to conduct their work. It is incumbent upon us to 'go meta' about our methods, examining their appropriateness for the purposes to which they're put, scrutinizing the quality of their implementation, and keeping abreast of developments in those methods. The purpose of this session is to engage in this process for methodologies that have received relatively little attention among literacy scholars.

- 1. *Content Analysis***  
James V. Hoffman, *The University of Texas at Austin*  
Melissa Wilson, *The University of Texas at San Antonio*  
Ramon Martinez, *The University of Texas at Austin*  
Misty Sailors, *The University of Texas at San Antonio*
- 2. *Narrative Inquiry***  
M. Kristiina Montero, *Wilfrid Laurier University*  
Rachelle D. Washington, *Clemson University*
- 3. *Mixed Methodologies***  
Anthony Onwuegbuzie, *Sam Houston State University*  
Marla H. Mallette, *Southern Illinois University*
- 4. *Methods Unique to Digital Contexts***  
Christine Greenhow, *University of Maryland, College Park*

**🗣️ 10:20AM - 11:00AM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. *How Do Finnish Pre-Service Teachers View Instruction Recommended in Textbook Materials in Light of the National Core Curriculum?***  
Riitta Liisa Korkeamäki, *University of Oulu*  
Mariam Jean Dreher, *University of Maryland, College Park*

**II. *An Introspective Look at Sustained Professional Development: Hearing Teachers' Voices***

Victoria R. Gillis, *Clemson University*  
Kathy N. Headley, *Clemson University*  
Lisa Jones-Moore, *Clemson University*

**III. *Literacy as Leverage for School Improvement***

Mary Ann Poparad, *National-Louis University*  
Sharon Frost, *National-Louis University*

**IV. *Development of an Observational Instrument to Measure Reading Engagement During Independent Reading***

Lunetta Williams, *University of North Florida*  
Katrina Hall, *University of North Florida*  
Wanda B. Hedrick, *University of North Florida*

**V. *Examining Patterns of Growth in Vocabulary and Phonological Awareness in the Preschool and Kindergarten Years: An Individual Growth Modeling Approach***

Christina Cassano, *Boston University*

**VI. *Rising Above Risk: An Examination of the Literacy Practices and Factors Supporting the Resiliency of an "At-Risk" Adolescent***

Crystal Shelby-Caffey, *Southern Illinois University*  
Shannon Clapsaddle, *Southern Illinois University*

**10:20AM - 11:50AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 2**

***Learning from Graphic Novels: Word and Images Meet***

**Chair:** Thomas DeVere Wolsey, *Walden University*

**Discussant:** Kelly Chandler-Olcott, *Syracuse University*

Graphic novels and related forms may not be generally recognized in schools, but such graphica may offer entrée into students' lives and also promote valuable literacy practices. Research employing think-aloud protocols to explore students' covert cognitive work with graphic-based texts, case study research exploring pedagogical practices in a school for the Deaf community and in fifth-grade classrooms, and survey research studying teacher perceptions of graphic novels as useful instructional media are presented.

- 1. *What's the Story? What Student Think-Alouds Reveal About Graphic Novel Reading***  
Nancy Frey, *San Diego State University*
- 2. *Using Comics to Build English Language Skills in Deaf Students***  
Linda Smetana, *California State University, East Bay*  
Dana Grisham, *California State University, East Bay*
- 3. *Teachers' Perceptions of the Graphic Novel as an Instructional Tool***  
Diane Lapp, *San Diego State University*  
Douglas Fisher, *San Diego State University*  
Thomas DeVere Wolsey, *Walden University*
- 4. *Graphica: Boys' Attitudes and Teachers' Beliefs***  
Cheryl Wozniak, *San Lorenzo Unified School District*



**10:20AM - 11:50AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 3**

**Enhancing Pre-Service Teachers' Knowledge of Early Literacy Instruction**

**Chair:** Virginia Goatley, *University at Albany, State University of New York*

**Discussant:** Marjorie Lipson, *The University of Vermont*

This symposium reports on the collaborative development of instructional materials for use in pre-service early literacy courses and an assessment of the materials' impact on pre-service teachers' knowledge. Teacher educators from ten colleges/universities collaborated and served as participants as they used the materials in their courses. Papers will report on the effects of the professional development, the impact of the course materials, and the experiences of the educators in developing and using the materials.

**1. Impact of Professional Development for Teachers on Children's Early Literacy Development**

Donna Scanlon, *University at Albany, State University of New York*

Kimberly Anderson, *University at Albany, State University of New York*

Lynn Gelzheiser, *University at Albany, State University of New York*

**2. Impact of Changes in Literacy Course Content in Teacher Education Programs on Pre-Service Teachers' Knowledge**

Kimberly Anderson, *University at Albany, State University of New York*

Virginia Goatley, *University at Albany, State University of New York*

Donna Scanlon, *University at Albany, State University of New York*

Lynn Gelzheiser, *University at Albany, State University of New York*

**3. Teacher Educators' Perspectives on the Pre-Service Materials**

Jan Hartney-McChesney, *St. Joseph's College*

Mary Shea, *Canisius College*

Maria Ceprano, *Buffalo State College, State University of New York*

Cheryl A. Kreutter, *State University of New York College at Geneseo*

Clara Beier, *State University of New York College at Fredonia*

Elizabeth Tynan, *University at Buffalo, State University of New York*

Catherine O'Callaghan, *Iona College*

Kathleen Hinchman, *Syracuse University*

**10:20AM - 11:50AM**  
**SYMPOSIUM SESSION**

**TEXAS A**

**Mapping Multiple Literacies Across Transnational Spaces**

**Chair:** Patricia Enciso, *The Ohio State University*

**Discussant:** Robert T. Jiménez, *Vanderbilt University*

The importance of mapping the literacy practices of students, teachers, and communities across transnational spaces has the potential for shaping how educators better serve an increasingly multilingual, multi-cultural student population. In this session, literacy researchers examine how social, cultural, textual and linguistic resources across transnational borders have the potential to disrupt deficit ideologies that shape how

educators view children who engage in literacy practices often invisible in official literacy curriculum.

**1. Mapping the Linguistic Landscape of Mexican Transnational Communities**

Patrick H. Smith, *The University of Texas at El Paso*

Luz A. Murillo, *The University of Texas Pan American*

**2. Neplantera Teachers: Mapping Pedagogical Challenges between Texas and Puerto Rico**

Maria E. Franquiz, *The University of Texas at Austin*

**3. Mapping the Transnational Literacies of Latina Pre-Service Teachers**

Carol Brochin Ceballos, *The University of Texas at El Paso*

**4. Mapping Multiple Literacies in Literary Engagement**

Carmen Medina, *Indiana University - Bloomington*

**10:20AM - 11:50AM**  
**ALTERNATIVE FORMAT**

**TEXAS B**

**How to Read and Respond to a Manuscript: Advice from Journal Editors about Enhancing your Contributions to Editorial Review Boards**

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

This session for prospective or current editorial review board or proposal review committee members positions a manuscript review as a unique genre requiring address of the particular needs of its audiences: editors and manuscript writers. Issues discussed include: 1) the reviewer's role as a teacher, 2) how to speak directly to authors, 3) how to provide essential details, 4) how to align commentary with recommendations, and 5) where reviews fit into the overarching decision-making process.

**10:20AM - 11:50AM**  
**SYMPOSIUM SESSION**

**TEXAS C**

**Strategies for Supporting English Language Learners in an Early Reading First Program**

**Chair:** Carin Neitzel, *Vanderbilt University*

**Discussant:** Mariela Paez, *Boston College*

This symposium will describe and report results from an Early Reading First-funded project, highlighting features designed to meet the needs of prekindergarten children learning English as another language. Four papers discuss concept maps as curricular planning tools, a family bookreading program using dual language texts, a community-based summer program designed to reinforce language and literacy skills, and overall pre/posttest results for ELLs on standard language and literacy measures.

**1. Conceptually Driven Instruction: The Use of Concept Mapping with Coaches and Teachers**

Tanya R. Flushman, *Vanderbilt University*

**2. The Family Backpack Program: Child and Family Responses to Dual Language Story Books**

Deborah Wells Rowe, *Vanderbilt University*

Jeanne Fain, *Middle Tennessee State University*

Andrea K. McGrath, *Vanderbilt University*

- 3. *Lift-Off: A Community-Based Collaboration to Support and Maintain Language and Literacy Learning***  
Carin Neitzel, *Vanderbilt University*

- 4. *Assessment of Project Effects on ELL Children's Language and Literacy Development***  
David K. Dickinson, *Vanderbilt University*

**10:20AM - 11:50AM**

**TEXAS D**

**ALTERNATIVE FORMAT**

*The Reading Brain: Research-Based Questions and Related Classroom Practices*

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

This Alternative Format will enjoin attendees in a discussion of the "reading brain" and "brain-based" instructional methods and materials. While it is easy to use such terms, it is much more challenging to understand the functions of the brain during the reading process and how to facilitate cognitive processes to expedite literacy learning. Doctoral students will share selected research-to-practice questions and offer practical classroom applications related to: phonological processing, fluency, phonics, vocabulary, comprehension, and spelling.

**Presenters:**

Kathleen A. J. Mohr, *University of North Texas*  
Rebecca Putman, *University of North Texas*  
Chase Young, *University of North Texas*  
Laura Slay, *University of North Texas*  
Ragina D. Shearer, *University of North Texas*  
Andrea Bailey, *University of North Texas*

**10:20AM - 11:50AM**

**TEXAS G**

**PAPER SESSION**

*Sticky Problems in Research*

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

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

- 1. *"I Can't Think of Anything Else to Say. Do You Have Any Questions?": A Reflexive Look at the Interview in One Qualitative Research Study of Pre-Service Teachers***  
Anne Swenson Ticknor, *East Carolina University*
- 2. *Constrained Use of Constrained Measures***  
Robert Calfee, *Stanford University*
- 3. *Creating an Evidence Base for Practice***  
Danielle R. Carnahan, *Learning Point Associates*  
Chris Rauscher, *Learning Point Associates*

**10:20AM - 11:50AM**

**TEXAS H**

**ALTERNATIVE FORMAT**

*Point, Counter-Point, and Hyper-Point: Exploring Digital Literacies, Pedagogies, and Practices in British, Irish, and U.S. Classrooms*

**Chair:** Bridget Dalton, *Vanderbilt University*

**Discussant:** Katina Zammit, *University of Western Sydney*

This alternative session brings together researchers from Ireland, the U.K., the U.S., and Australia to engage the audience in thinking about digital literacies. Our intent is to examine specific enactments of digital

literacies instruction and student outcomes in each local context, and with the audience, look across the studies to identify commonalities and differences and generate implications for research and practice. Mishra & Koehler's technology integration model (2006) will provide a unifying frame for discussion.

- 1. *When Multimodal Readers become Multimodal Composers: Learning from 5th Grade Students and Their Teachers***  
Bridget Dalton, *Vanderbilt University*  
Blaine Smith, *Vanderbilt University*
- 2. *Exploring Instructional Activities, Pedagogies, and Scaffolds that Aided the Development of Online Literacies in Ireland and the U.S.***  
Bernadette Dwyer, *St. Patrick's College*  
Jill Castek, *University of California, Berkeley*
- 3. *From 'Death by PowerPoint' to Collaborative Critique of Multimedia Hypertexts: How UK Teachers are Learning to Love the Interactive Whiteboard***  
Colin Harrison, *University of Nottingham*

**10:20AM - 11:50AM**

**TEXAS I**

**SYMPOSIUM SESSION**

*Approaches to Examining Depth of Word Knowledge of Elementary and Middle School Students*

**Chair:** Dianna R. Townsend, *University of Nevada, Reno*

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

In recent years there has been resurgence in research on vocabulary, particularly in relation to reading comprehension. To date, however, there have been far more studies on vocabulary breadth than vocabulary depth. The three studies in this proposal all offer new approaches for examining students' depth of vocabulary knowledge and provide insights into the continua on which students' word knowledge develops.

- 1. *Looking at Gains Made by Word Generation Participants: Examining Stability and Depth of Vocabulary Knowledge***  
Joshua F. Lawrence, *Harvard University*  
Lauren Capotosto, *Harvard University*  
Claire White, *Strategic Educational Research Partnership*  
Catherine E. Snow, *Harvard University*
- 2. *Comprehension, Linguistic Acquisition, and Vocabulary in English and Spanish (CLAVES): Results from the First Year of a 2-Year Longitudinal Study***  
Rebecca Silverman, *University of Maryland*  
Patrick Proctor, *Boston College*
- 3. *The Relationship between Middle School Students' Depth of Word Knowledge of Content-Area Words and Academic Achievement***  
Dianna R. Townsend, *University of Nevada, Reno*  
Alexis Filippini, *San Francisco State University*

**10:20AM - 11:50AM**  
**ALTERNATIVE FORMAT**

**TEXAS J**

**Adult Literacy Paradigms in Dialogue**

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

This alternate session will examine six different paradigms that help frame adult literacy research. Presenters will work in pairs to demonstrate how competing paradigms (e.g., sociocultural and psycholinguistic models) address key questions and to highlight the strengths and weaknesses of each approach. Making typically implicit discussions about these paradigms explicit will create an opportunity to explore the ways in which different approaches might be complementary and to identify where they are simply incommensurable.

- 1. What is Literacy?**  
Kristen H. Perry, *University of Kentucky*  
Bill Muth, *Virginia Commonwealth University*
- 2. How Do We Assess Literacy?**  
Amy R. Trawick, *Appalachian State University*  
Stephen Reder, *Portland State University*
- 3. What are the Goals of Adult Literacy?**  
Erik Jacobson, *Montclair State University*  
Larry Mikulecky, *Indiana University - Bloomington*

**11:10AM - 11:50AM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. Testing Ecologies—Teacher Voices Disrupt the A Priori**  
Jan E. Blake, *University of South Florida St. Petersburg*  
Teaching in the Rural America: Lessons in Literacy  
Professional Development  
Anne E. Gregory, *Boise State University*  
Mary Ann Cahill, *Boise State University*
- II. Transforming Literacy Instruction: The Path of a Successful Urban Elementary School**  
Sharon M. Peck, *State University of New York College at Geneseo*
- III. Digital Literacy Practices among Young Children**  
Emily Bigelow, *Vanderbilt University*
- IV. Using Insights from the Writer to Support Increased Understanding about Writing Competency**  
Carole Janisch, *Texas Tech University*  
Amma Akrofi, *Texas Tech University*  
Mellinee Lesley, *Texas Tech University*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 1**

**Attitudes Towards and Conceptions of Content Area Literacy**

**Chair:** Kendra M. Hall-Kenyon, *Brigham Young University*  
**Discussant:** Julie W. Ankrum, *University of Pittsburgh at Johnstown*

- 1. Teachers' Attitudes toward Teaching Reading in Content Areas: Pre-Service vs. In-Service Teachers**  
Kay K. Hong-Nam, *Texas A&M University - Commerce*  
Mary Swanson, *Northeastern State University*

- 2. (Re)conceptualizing Content Area Literacy: Encouraging Pre-Service and In-Service Teachers to Explore Interdisciplinary Instruction**

Charlotte Frambaugh-Kritzer, *Arizona State University*  
Elizabeth Petroelje Stolle, *Grand Valley State University*

- 3. Reading is NOT an Elective**

Jacqueline Ferguson, *Texas A&M University - San Antonio*  
Jenny C. Wilson, *Texas A&M University - San Antonio*  
Anita C. Pickett, *The University of Texas at San Antonio*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**FORT WORTH 2**

**Explorations in Multimodal Digital Composing: Lessons from Students, Teachers, and Researchers**

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

This symposium provides portraits of teaching and learning through new literacies in three settings: high school English and Social Studies classes, a 5th grade science unit, and a university-level new literacies course. In particular, we will highlight digital multimodal composing practices within these classrooms. The symposium will also explore theoretical and pedagogical aspects of multimodality as we present a framework for multimodal literacy practices.

- 1. Digital Video Composing as Student Learning Tool: Findings from a Two-Year Study in Urban Schools**  
Suzanne Miller, *University at Buffalo, State University of New York*
- 2. Narrative Analysis of Multimodal Digital Stories**  
Mary McVee, *University at Buffalo, State University of New York*
- 3. Communicating Multimodally: The Influence of Teacher and Student Interactions in the Context of a Science Unit**  
Lynn Shanahan, *University at Buffalo, State University of New York*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 3**

**Engaging Adolescents in Relevant Literacies**

**Chair:** Dea Conrad-Curry, *Illinois State University*  
**Discussant:** Theresa Rogers, *University of British Columbia*

- 1. The Images are the Context: A Content Analysis of the Usefulness of Graphic Novels for Teaching Disciplinary Literacy Skills for High School History Instruction**  
William Boerman-Cornell, *University of Illinois at Chicago*
- 2. Distinguishing LGBTQ Literature for Middle Grades**  
Corrine M. Wickens, *Northern Illinois University*  
Linda Wedwick, *Illinois State University*
- 3. Using Blogs to Teach the Tools of Progressive Literary Pedagogy**  
Amanda Haertling Thein, *University of Pittsburgh*  
Tim Oldakowski, *University of Pittsburgh*  
DeAnn Long Sloan, *University of Pittsburgh*

1:20PM - 2:50PM

ALTERNATIVE FORMAT

FORT WORTH 6

*Creating Literacy Leaders: Elementary Principal as Chief Literacy Officer*

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

**Discussant:** Bonnie L. Hoewing, *Gateway Community College*

Traversing the fields of literacy and leadership research, the purpose of these two intertwined studies was to highlight literacy leadership among elementary principals. Creating literacy leaders has not been a primary goal of traditional principal preparation programs; school districts struggle with the multifarious issues equipping elementary principals to lead literacy initiatives and supervise literacy instruction. The purpose of these two intertwined studies was to highlight the essential nature of literacy leadership regarding elementary principals.

1. *Purpose*

Margaret-Mary Sulentic Dowell, *Louisiana State University*  
Bonnie L. Hoewing, *Gateway Community College*

2. *Theoretical Frame*

Margaret-Mary Sulentic Dowell, *Louisiana State University*

3. *Inventing the Elementary Principal as Chief Literacy Officer: Study 1 Methods*

Margaret-Mary Sulentic Dowell, *Louisiana State University*

4. *Results and Findings*

Margaret-Mary Sulentic Dowell, *Louisiana State University*

5. *Characteristics of Elementary Principal as Chief Literacy Officer: Study 2 Methods*

Bonnie L. Hoewing, *Gateway Community College*

6. *Preliminary Results and Findings*

Bonnie L. Hoewing, *Gateway Community College*

7. *Significance to the Field and Implications*

Margaret-Mary Sulentic Dowell, *Louisiana State University*

8. *Audience Interactions*

Bonnie L. Hoewing, *Gateway Community College*

1:20PM - 2:50PM

PAPER SESSION

FORT WORTH 7

*Expository Texts in Early Childhood and the Primary Grades*

**Chair:** Vicki McQuitty, *Syracuse University*

**Discussant:** Peter Dewitz, *Educational Consultant*

1. *An Examination of Third Graders' Use of Strategies to Read Narrative and Expository Texts*

Linda E. Martin, *Ball State University*  
Sherry Kragler, *University of South Florida Polytechnic*

2. *Getting the Bigger Picture: Children's Utilization of Graphics in Text*

Rebecca R. Norman, *Mount Saint Mary College*  
Kathryn L. Roberts, *Wayne State University*

3. *An Integrated Literacy/Science Framework in Early Childhood*

Tanya R. Flushman, *Vanderbilt University*

1:20PM - 2:50PM

PAPER SESSION

FORT WORTH 8

*Knowledge Shaping Literacy Practices*

**Chair:** Kathryn Ciechanowski, *Oregon State University*

**Discussant:** Alanna Rochelle Dail, *Syracuse University*

1. *Responding to Jamie Burke: Utilizing a Funds of Knowledge Framework to Reconceptualize the Literacies of Adolescents Diagnosed with Autism*

Beverly L. Schieman, *University of North Carolina at Chapel Hill*

2. *A Study of Academic Language and Literacy: Exploring What Counts as Knowledge in Bilingual Third Grade Content Area Classes*

Kathryn Ciechanowski, *Oregon State University*

3. *Perspectives of African Male English Language Learners on Their Writing In and Out of High School English Classrooms*

Bryan R. Crandall, *Syracuse University*

🗣️ 1:20PM - 2:00PM

ROUNDTABLE

SUNDANCE 1

I. *Making the Leap from "Lab Coat" Research to Research in Practice: Examining New Teachers' Use of Action Research in Their Literacy Instruction*

Sheila Benson, *West Virginia University*  
Meadow S. Graham, *West Virginia University*

II. *Metacognition and Social Constructivism: Teachers' Perceptions, Beliefs, and Attitudes about English Language Learners in Content Areas*

Wayne Linek, *Texas A&M University - Commerce*  
Leslie Haas, *Texas A&M University - Commerce*  
Susan Glaeser, *Texas A&M University - Commerce*

III. *Children Demonstrating Their Storybook Comprehension Using an Interactive, Hands-On Progress Monitoring Tool*

Andrea DeBruin-Parecki, *Old Dominion University*  
Katie Squibb, *Old Dominion University*

IV. *Informational Text: Why is it Still Missing from Elementary Classrooms?*

Mariam Jean Dreher, *University of Maryland, College Park*  
Sarah B. Zelinke, *University of Maryland, College Park*

V. *Negotiating the Demands of High-Stakes Testing: Graduate Students' Experiences as Teachers Preparing Students for Standardized Assessments*

Andrew P. Huddleston, *The University of Georgia*

VI. *Adolescent ELL Characteristics and Needs*

Mary Jane Boynton, *George Mason University*  
Ana Taboada, *George Mason University*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**SUNDANCE 2**

*Working through Issues of Pedagogy and Technology with Pre-Service Literacy Teachers: Affordances and Complexities*

**Chair & Discussant:** Donna E. Alvermann, *The University of Georgia*

Technology-based literacy practices afford opportunities for literacy and literacy teacher education such as online courses and increasing pre-service teachers' use of multimodal literacy practices in K-12 classrooms. However, bringing online literacies into literacy teacher preparation is also riddled with economic, pedagogical, and ethical complexities. This symposium investigates how these forces interplay in the design and facilitation of pre-service education courses in literacy and special education.

1. *Exploring Notions of "Technology" in Elementary Education: Pre-Service Teacher Perceptions Regarding Teaching and Learning with Digital Tools*  
Shannon Haley-Mize, *University of Southern Mississippi*
2. *Learning to Teach Process Writing by Participating in an On-Line Pre-Service Literacy Methods Course*  
Devon Brenner, *Mississippi State University*  
Angela Mulkana, *Mississippi State University*
3. *Service-Learning in Pre-Service Education: Bridging University and Communities through a Computer-Based After-School Creative Writing Program*  
John Bishop, *University of Southern Mississippi*
4. *Expanding the Definitions of Text and Reading in the Secondary Content Areas: Helping Pre-Service Teachers Redefine Literacy as a Vehicle for Content Knowledge*  
Robyn Seglem, *Illinois State University*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**SUNDANCE 3**

*Pleasure and Desire in Literacies: Studies of Literacy Learning*

**Chair:** Carolyn Colvin, *The University of Iowa*

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

Our symposium responds to conversations about literacy's affective qualities in sociocultural research. Building from work with affect (Boldt and Salvio, 2006), we focus on desire and pleasure. The presenters share insights from ethnographic studies examining the convergence of in- and out-of-school learning for children, adolescents, young adults, and adults. Following brief presentations, a youth literacies scholar considers implications for analyzing pleasure, literate practice, and engagement. Substantial time is reserved for interaction with session attendees.

1. *"I'm Bored! We Had More Fun in School Today!": Pleasurable Literacy Learning in Multiple Spaces*  
Lindsay Laurich, *The University of Iowa*
2. *Literacy Engagement and Play for Adolescents: "It's a Break from School even though We're in School"*  
Stacy R. Peterson, *The University of Iowa*
3. *"You Don't Even Realize You're Learning": Literate Play in an Academic Support Program*  
Aimee Mapes, *Duke University*
4. *When Engagement with Literacy Becomes Matters of Desire*  
Carolyn Colvin, *The University of Iowa*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**SUNDANCE 4**

*Text Complexity for K-2 Learners: Multiple Considerations for Optimal Learning*

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

**Discussant:** James W. Cunningham, *University of North Carolina at Chapel Hill*

Much of the effort to improve primary grade reading instruction relates to the challenge of providing readers with texts to support their reading development. Scholars agree on the importance of providing students with meaningful texts they can read accurately. This symposium includes three papers that take a critical look at current practices for determining the appropriateness of particular texts for certain readers, addressing essential questions about measuring texts and readers, in research and in practice.

1. *Investigating Elements of Science Text: Can We Propose a Model of Informational Text Accessibility for Beginning Readers?*  
Alison K. Billman, *University of California, Berkeley*  
Carrie Strohl, *University of California, Berkeley*
2. *Beyond the Decodable Text and Leveled Book Paradigms: What Beginning Readers Really Need*  
Heidi A. Mesmer, *Virginia Polytechnic Institute and State University*  
James W. Cunningham, *University of North Carolina at Chapel Hill*  
Elfrieda H. Hiebert, *University of California, Berkeley*
3. *Examining the Constructs of Text Readability and Text Difficulty, in Research and in Practice*  
Juliet L. Halladay, *The University of Vermont*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**TEXAS A**

*Three Inquiries into Literacy in the Lifeworld*

**Chair:** Tracy Swinton Bailey, *University of South Carolina*

**Discussant:** Amy S. Johnson Lachuk, *University of South Carolina*

In this symposium, we seek to address how literacy instruction can mediate between students' lifeworlds and school by considering students' lives as rooted within their local communities. We see the resources embedded within youth's communities that inform their habits, dispositions, and shape their taken-for-granted views of the world as "lifeworld resources." Analyzing data from various research projects, we forefront the interplay between place and literacy.

1. *Coffee with a Side of Semiotics*  
Rebecca G. Harper, *University of South Carolina*
2. *A Mandate for Community Literacy*  
Tracy Swinton Bailey, *University of South Carolina*
3. *100 People Project: Lifeworld-Grounded English Instruction*  
Michelle Lloyd-Peay, *University of South Carolina*

1:20PM - 2:50PM

**ALTERNATIVE FORMAT**

TEXAS B

*Toward Technology in Teacher Education: Literacy Innovations, Questions, and Opportunities*

**Chair:** Christopher S. Keyes, *Vanderbilt University*

This symposium's purpose is to demonstrate forms of technology integrated into teacher education. Challenges associated with online teaching, methods for creating robust instruction and dynamic collaborations, a design process for implementing web-based professional development for literacy instruction, methods for capturing teachers' generative learning, and the use of electronic transactions to support faculty development at the college level will be shared. Participants will be able to share their own experiences and research.

1. **Q&As about Online Teaching and Learning: Seven Experienced Instructors' Answers**  
Rebecca S. Anderson, *University of Memphis*  
John F. Bauer, *University of Memphis*  
Janna S. Robertson, *University of North Carolina at Wilmington*
2. **The Design and Implementation of a Professional Development Website for Literacy Teachers**  
Charles K. Kinzer, *Teachers College, Columbia University*  
Herbert J. Rieth, *The University of Texas at Austin*  
Cathy N. Thomas, *University of Missouri*
3. **Learning to Teach across Digital and Face-to-Face Communities: Examining Discourse and Participatory Practices**  
Victoria J. Risko, *Vanderbilt University*
4. **STEM Faculty Reorienting Teaching Practices Electronically**  
Marino C. Alvarez, *Tennessee State University*

1:20PM - 2:50PM

**PAPER SESSION**

TEXAS C

*Beliefs and Practices of Teachers and Administrators*

**Chair:** Deborah J. Augsburger, *Lewis University*

**Discussant:** Kathryn S. Pegler, *Neumann University*

1. **Obstacles Experienced by Novice Teachers while Implementing a Research-Based Literacy Program in a Rural School District**  
Elizabeth (Betsy) A. Baker, *University of Missouri*  
Joanne Smith, *University of Missouri*  
Jeni Davis, *University of Missouri*
2. **Witnessing Identities Connecting to Motivate for Reading**  
Norman Unrau, *California State University, Los Angeles*  
Gigi Ragusa, *University of Southern California*  
Erica Bowers, *California State University, Fullerton*
3. **Administrators' Literacy Beliefs and Leadership Behaviors as Reflected in Early Childhood Practice**  
Maria Cahill, *Texas Woman's University*

1:20PM - 2:50PM

**SYMPOSIUM SESSION**

TEXAS D

*Making Meaning through Meaningful Tasks: Literacy Instruction that Matters*

**Chair & Discussant:** Leah Calvert, *Indiana University of Pennsylvania*

This symposium highlights research focused on guiding students to make meaning of literacy events through involvement in meaningful tasks. Meaningful tasks include those that are designed to be authentic or personally relevant. Research suggests that instruction that is personally and culturally relevant can positively influence engagement and achievement. The three studies included in this symposium incorporated open and/or authentic tasks to engage elementary and middle school students in making meaning during literacy instruction.

1. **Students' Engagement in Literacy Tasks**  
Seth Parsons, *George Mason University*  
Sarah Cohen, *Lynbrook Elementary School*  
Allison E. Ward, *Winthrop University*
2. **Real Audiences: Sharing Texts with Adult Pen Pals**  
Jacquelynn A. Malloy, *George Mason University*  
Elizabeth M. Hughes, *Clemson University*
3. **Creating Tasks to Enhance Strategic Online Reading with 7th Graders**  
Angela M. Rogers, *University of South Florida*  
Kathy R. Robbins, *Southern Indiana University*  
Amos O. Simms-Smith, *George Mason University*  
Jacquelynn A. Malloy, *George Mason University*

1:20PM - 2:50PM

**SYMPOSIUM SESSION**

TEXAS G

*Orthographic Knowledge in Multiple Languages: The Spelling Development in English of Chinese and Korean Foreign Language Learners, and the Development of Spanish among Chilean Spanish Speakers*

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

**Discussant:** Karen L. Ford, *University of Virginia*

This symposium explores orthographic development in multiple literacies. Two studies examine orthographic development of Chinese and Korean-speaking English foreign language learners to understand the sequence of orthographic development, crosslinguistic transfer, and the influence of instruction in learning English orthography. The third study examines the orthographic development of Spanish speakers from Chile to examine orthographic development and to support the validation of a Spanish spelling inventory.

1. **The Orthographic Knowledge of Mandarin Chinese Speakers Learning English as a Foreign Language**  
Wei Xu, *University of Nevada, Reno*  
Donald Bear, *University of Nevada, Reno*  
Clairin DeMartini, *Nevada State College*
2. **The Orthographic Knowledge of Korean Speakers Learning English as a Foreign Language**  
Keonghee T. Han, *University of Idaho*  
Donald Bear, *University of Nevada, Reno*  
Clairin DeMartini, *Nevada State College*

3. **Word Study Connections: Exploring a Model of Orthographic Development in Spanish**  
Lori Helman, *University of Minnesota*  
David Parker, *University of Minnesota*

**1:20PM - 2:50PM**  
**ALTERNATIVE FORMAT**

TEXAS H

**Issues in Writing and Using Latino Children's Literature: Developing a Research Agenda**

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

While the growing Latino student population has been accompanied by increasing research into educational issues that affect Latinos, there is still a lack of quality research to guide theory and instruction. In this session, sponsored by Ethnicity, Race, and Multilingualism Committee, the presenters will discuss major research that has been conducted in the areas of Latino literature and literacies and will then invite the audience to break into small groups to discuss and begin to develop an agenda of future research that will expand our knowledge base.

1. **Bilingual Literature and Linguistic Issues**  
Julia M. Lopez-Robertson, *University of South Carolina*
2. **Teacher Knowledge about Latino Literature**  
Jeanne Fain, *Middle Tennessee State University*
3. **Children's Responses to Latino Literature in the Classroom**  
Janine Schall, *The University of Texas - Pan American*

**1:20PM - 2:50PM**  
**PAPER SESSION**

TEXAS I

**The Role of Professional Development on Content Teachers' and Literacy Teachers' Developing Understandings and Actions**

**Chair:** Mark W. Conley, *University of Memphis*  
**Discussant:** Tamby Allman, *Texas Woman's University*

1. **The Role of Texts/Readings in Shaping and Changing In-Service Teachers' Conceptions of Literacy**  
Patricia A. Edwards, *Michigan State University*  
Nicole M. Martin, *Michigan State University*  
Maria Selena O. Protacio, *Michigan State University*  
Abu Bakar M. Razali, *Michigan State University*
2. **"Crossing Borders": Science Teachers Learning to Teach the Language of Science**  
Jennifer D. Patrick, *University of Florida*  
Zhihui Fang, *University of Florida*
3. **Content Area and English Teacher Adaptive Actions During Literacy Instruction: Their Reasons and Their Relation to Student Tasks**  
Gail E. Musante, *Binghamton University, State University of New York*  
Kathy Kear, *Binghamton University, State University of New York*  
Marianne Lawson, *Binghamton University, State University of New York*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

TEXAS J

**Understanding Pictures and Words: Insights into Reading Graphic Narratives**

**Chair:** Stergios Botzakis, *University of Tennessee*  
**Discussant:** Melissa B. Schieble, *Hunter College, City University of New York*

Many educators advocate reading graphic narratives, but few studies about actual reading practices currently exist. These presentations consist of empirical research done with students and adults who read graphic narratives and move toward theorizing and portraying their readings. They focus on different groups of readers, from middle school males in a graphic novel book club, to high school students in an after-school reading group, to adults who regularly read comic books.

1. **Examining Adolescent Males' Responses to Graphic Novels: A Multiple Case Study of Eighth-Grade Males in a Graphic Novel Book Club**  
Karen Gavigan, *University of North Carolina at Greensboro*
2. **Scatterbrained Reading: A Case Study of Six Students in a Graphic Novel Reading Group**  
Sean Connors, *University of Arkansas at Fayetteville*
3. **Learning about Literacy from Adult Comic Book Readers**  
Stergios Botzakis, *University of Tennessee*

**2:10PM - 2:50PM**  
**ROUNDTABLE**

SUNDANCE 1

- I. **A Differentiation Model: Exploring Its Use by Middle-Level Language Arts Teachers and Its Benefits for Students**  
Mary F. Roe, *Washington State University*  
Jane E. Kelley, *Washington State University*
- II. **Intertextuality and Reading Comprehension**  
Jong-Yun Kim, *University of Maryland*
- III. **Closing the Curriculum Gap: An Audit of Academic Text Readiness at One Community College**  
Sonya L. Armstrong, *Northern Illinois University*  
Joanne Kantner, *Joliet Junior College*  
Norman A. Stahl, *Northern Illinois University*
- IV. **Elementary School Children's Written Scientific Explanations**  
Carol A. Donovan, *University of Alabama*  
Laura B. Smolkin, *University of Virginia*
- V. **A Study of Writing Instruction in Exemplary and Recognized Schools Identified by the Texas High Stakes Test (TAKS)**  
Melinda Miller, *Sam Houston State University*  
Helen Berg, *Sam Houston State University*
- VI. **Reading the Heart: Love, Literacies, and the Pre-Service Teacher**  
Sarah Bridges-Rhoads, *The University of Georgia*

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

**FORT WORTH 1**

*Teaching Teacher Talk: Studies of Professional Development on Classroom Discourse*

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

**Discussant:** Carolyn Ann Walker, *Ball State University*

- 1. *The Process of Socially Constructing and Negotiating Meaning through Video Case Study Conversations***  
Poonam Arya, *Wayne State University*  
Tanya Christ, *Oakland University*
- 2. *Fostering the Language of Coaching While Debriefing Video-Recorded Strategy Lessons***  
JoAnne Vazzano, *Northeastern Illinois University*  
Janet L. Pariza, *Northeastern Illinois University*

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

**FORT WORTH 2**

*Literacy Learning in Kindergarten*

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

**Discussant:** Mary C. Shake, *University of Kentucky*

- 1. *Investigating Kindergarteners' Listening Comprehension Skills: Fictional Stories and Informational Texts***  
Doga Sonmez, *Clark University*
- 2. *The Effect of Focused Instruction Delivered by the Classroom Teacher on the Vocabulary and Narrative Development of Kindergarten Children***  
Diane C. Nielsen, *The University of Kansas*  
Lisa D. Friesen, *The University of Kansas*
- 3. *Dialogic Inquiry in a Shared Reading Experience: Emergent Minds at Work***  
Jennifer A. Schiller, *University at Buffalo, State University of New York*

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

**FORT WORTH 6**

*Adolescent Literacy and Teacher Knowledge and Development*

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

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

- 1. *Literacy Coaching in an Urban High School: The Gradual Release of Responsibility Model***  
Barbara Moss, *San Diego State University*  
Diane Lapp, *San Diego State University*  
Douglas Fisher, *San Diego State University*  
Nancy Frey, *San Diego State University*  
Maria Grant, *California State University, Fullerton*  
Aida Allen, *Health Sciences High School and Middle College*  
Heather Anderson, *Health Sciences High School and Middle College*  
Dina Burow, *Health Sciences High School and Middle College*
- 2. *Developing a Literacy Knowledge Measure for Teachers of Adolescents***  
Carla K. Meyer, *Appalachian State University*  
Sharon Walpole, *University of Delaware*

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

**FORT WORTH 7**

*Teachers' Critical Literacy: Reading and Being Read*

**Chair:** Mindy Legard Larson, *Linfield College*

**Discussant:** Lane W. Clarke, *Northern Kentucky University*

- 1. *Pre-Service Teachers Respond to And Tango Makes Three: Deconstructing Disciplinary Power and the Heteronormative in Teacher Education***  
Mindy Legard Larson, *Linfield College*  
Donna Kalmbach Phillips, *Pacific University*
- 2. *Locating Heteronormativity: A Critical Discourse Analysis of Pre-Service Teachers' Views on Teaching LGBT Literature***  
Melissa B. Schieble, *Hunter College, City University of New York*
- 3. *Body Texts: Reading Tattooed Teachers in Context***  
Christine A. Mallozzi, *University of Kentucky*

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

**FORT WORTH 8**

*Studies of Technology Use for Effective Professional Development*

**Chair:** Jen Scott Curwood, *University of Wisconsin Madison*

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

- 1. *Studying the Online Implementation of a Course in Literacy Coaching***  
Mark W. Conley, *University of Memphis*  
Linda Kennard, *Memphis City Schools*
- 2. *A Synergy that Closes the Early Reading Gap: Webcam-Coaching Targeting Both Professional Learning and Struggling Readers—A Targeted Reading Intervention***  
Marnie C. Ginsberg, *University of North Carolina at Chapel Hill*  
Lynne Vernon-Feagans, *University of North Carolina at Chapel Hill*  
Steven J. Amendum, *North Carolina State University*  
Kirsten Kainz, *University of North Carolina at Chapel Hill*  
Amy M. Hedrick, *University of North Carolina at Chapel Hill*
- 3. *Raising the Bar: Technology Professional Development for Preschools***  
Jennifer G. Lisy, *University of Illinois at Chicago*  
Kathleen A. Paciga, *University of Illinois at Chicago*

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

**STOCKYARDS 1**

*Technology in the Literacy Classroom*

**Chair:** Stacy Haynes-Moore, *The University of Iowa*

**Discussant:** Carol J. Delaney, *Texas State University*

- 1. *Results from a National Survey on Teacher Characteristics Associated with the Integration of ICT in Literacy Classrooms***  
Amy C. Hutchinson, *Iowa State University*
- 2. *Using Web 2.0 to Engage Induction Teachers in Online Professional Learning Communities***  
Amy C. Hutchinson, *Iowa State University*  
Jamie Colwell, *Clemson University*



3:00PM - 3:40PM  
ROUNDTABLE

SUNDANCE 1

**I. Teacher Practices and Student Writing Engagement in K-6 Classrooms in Eight Western School Districts**

Stan V. Harward, *Utah Valley University*  
Nancy Peterson, *Utah Valley University*  
Susan Simmerman, *Utah Valley University*  
Linda E. Pierce, *Utah Valley University*  
Brad Wilcox, *Brigham Young University*  
Timothy Morrison, *Brigham Young University*  
Bryan Korth, *Brigham Young University*  
Jill Shumway, *Brigham Young University*  
Monica Thomas, *Brigham Young University*

**II. The Voices Behind the Statistics: Struggling Male Readers Talk about Reading**

Lynn Rudd, *Kent State University*  
Kathleen Dunn, *Kent State University*  
Taher Shawsh, *Kent State University*  
Mary Nolan, *Kent State University*  
Amal Laba, *Kent State University*

**III. Understanding Teacher Agency During Literacy Instruction**

Margaret Vaughn, *University of North Carolina at Greensboro*  
Beverly Faircloth, *University of North Carolina at Greensboro*  
Scott Howerton, *University of North Carolina at Greensboro*

**IV. Comprehension Instruction for Elementary and English-Language Learners: A Content Analysis of Professional Literacy Texts**

Margie Garcia, *University of Houston - Clear Lake*  
Mary Beth Sampson, *Texas A&M University - Commerce*

**V. Case by Case: Expanding Our Understanding of Reflexivity and the Role of Research in Contributing to Teacher Practice**

Ann D. David, *The University of Texas at Austin*  
Melody Zoch, *The University of Texas at Austin*  
Amber Futch Funderburgh, *Del Valle Independent School District*  
Diana Garcia, *San Marcos Independent School District*

**VI. "It's All about the Kinds of Questions I Ask Kids!": Literacy Coaching and the Metacognitive Development of Classroom Reading Teachers**

Misty Sailors, *The University of Texas at San Antonio*  
Dennis Davis, *The University of Texas at San Antonio*  
Michelle Anguiano, *The University of Texas at San Antonio*

3:00PM - 4:30PM  
PAPER SESSION

SUNDANCE 2

*Content Area Literacy: Learning, Connections, and Identity*

**Chair:** Thomas DeVere Wolsley, *Walden University*  
**Discussant:** Roni Jo Draper, *Brigham Young University*

- 1. Mathematics Teacher Education in Content Area Reading**  
Elizabeth Friese, *The University of Georgia*  
Donna E. Alvermann, *The University of Georgia*
- 2. Linking Literacy and Science: Making Natural and Authentic Connections through Instruction and Assessment**  
Kendra M. Hall-Kenyon, *Brigham Young University*  
Leigh K. Smith, *Brigham Young University*  
Beth Borup, *Brigham Young University*
- 3. The Transformative Pathways of Secondary Teacher Literacy Identity: Pre-Service Coursework, Student Teaching, and Induction**  
Ellen Spitler, *Dowling College*

3:00PM - 4:30PM  
PAPER SESSION

SUNDANCE 3

*Social and Cognitive Strategies for Using Standard English*

**Chair:** Amanda Godley, *University of Pittsburgh*  
**Discussant:** Ellen McIntyre, *North Carolina State University*

- 1. Bidialectal African American Adolescents' Views on Code-Switching In and Out of School: When, Where, Why**  
Amanda Godley, *University of Pittsburgh*  
Allison Escher, *University of Pittsburgh*
- 2. Why Bilingual Environments Should Facilitate Learning for Second Language Learners: A Cognitive Load Perspective**  
Robert Rueda, *University of Southern California*  
Icela Pelayo, *University of Southern California*

3:00PM - 4:30PM  
SYMPOSIUM SESSION

TEXAS A

*Problematising What is "Appropriate": Trauma Narratives in School Spaces*

**Chair:** Elizabeth Dutro, *University of Colorado at Boulder*  
**Discussant:** April Whatley Bedford, *The University of New Orleans*

Drawing on scholarship of critical literacy and trauma studies, this presentation describes a conceptual framework to illuminate what happens when stories of trauma surface in classroom contexts. The researchers will present qualitative case studies from middle school classrooms and teacher education courses and demonstrate how multimodal literacies opened up new sociopolitical spaces and how both youth and teacher education students began to reconsider what topics are "appropriate" for school.

- 1. A Framework for Analyzing Trauma Narratives in the Classroom**  
Angela M. Wiseman, *North Carolina State University*
- 2. Telling Stories of Trauma through Poetry: Two Middle School Girls Claim "Narrative Control"**  
Kelly Wissman, *University at Albany, State University of New York*
- 3. Learning through Trauma Narratives in Teacher Education**  
Stephanie Jones, *The University of Georgia*

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

**TEXAS B**

*Assessment Issues in the Preparation of Pre-Service Teachers*

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

**Discussant:** Lois K. Haid, *Barry University*

- 1. Response to Intervention (RtI): Comparing the Involvement of Faculty in Three States**  
Latisha Hayes, *University of Virginia*  
Jodi Welsch, *Frostburg State University*  
Jennifer Jones, *Radford University*  
Valerie Robnolt, *Virginia Commonwealth University*  
Sharon Green, *Fairleigh Dickinson University*
- 2. Evolution of an Undergraduate Reading Clinical Experience**  
Mary K. Kallus, *Eastern New Mexico University*
- 3. Students' Perceptions of Reading Assessments Designed Where Choice of Passage and Motivating Reading Topics are Offered**  
Deborah R. Dillon, *University of Minnesota*  
Catherine M. Kelly, *St. Catherine University*  
Megan C. Mahowald, *University of Minnesota*  
David G. O'Brien, *University of Minnesota*

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

**TEXAS C**

*Transforming Teacher Preparation with Digital Pedagogies: Outcomes and Lessons Learned*

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

**Discussant:** Jeanne Gerlach, *The University of Texas at Arlington*

This symposium shares research on the use of digital pedagogies in teacher preparation in literacy methods courses at a large public university. Understanding the context and outcomes of incorporating digital pedagogies warrants our attention because of the increasing presence of online instruction as well as the desire of many instructors to learn about effectively incorporating technology. The researchers will present findings from studies that examine both online coursework and "hybrid" coursework (online and on campus).

- 1. Advantages of Blogging for Pre-Service Elementary Teachers in a Literacy Assessment Course**  
Peggy Semingson, *The University of Texas at Arlington*
- 2. Learning from our Mistakes: What Matters when Incorporating Blogging as Active Learning in the Content Literacy Classroom**  
Joy Wiggins, *The University of Texas at Arlington*  
Holly Hungerford-Kresser, *The University of Texas at Arlington*
- 3. "We Need to Blog with Them?": Using Blogging as a Tool for Fostering Cross-Disciplinary Collaboration in a Teacher Preparation Program**  
Kim Ruebel, *The University of Texas at Arlington*  
Carla Amaro-Jiménez, *The University of Texas at Arlington*
- 4. Online Writing Groups as a Forum for Teachers' Learning**  
Kathleen Tice, *The University of Texas at Arlington*

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

**TEXAS D**

*Language Development*

**Chair:** Maria Cahill, *Texas Woman's University*

**Discussant:** Sheila Benson, *West Virginia University*

- 1. The Writing Development of Three Young Chinese-Speaking ELLs**  
Xun Zheng, *University of Illinois at Urbana-Champaign*  
Sarah McCarthey, *University of Illinois at Urbana-Champaign*
- 2. Family Literacy on the Defensive: Is There Life After Even Start?**  
David B. Yaden, *University of Arizona*  
Jeanne R. Paratore, *Boston University*
- 3. Discussions Accelerate the Language Development of English Language Learners**  
Jie Zhang, *University of Illinois at Urbana-Champaign*  
Richard C. Anderson, *University of Illinois at Urbana-Champaign*  
Kim Nguyen-Jahiel, *University of Illinois at Urbana-Champaign*

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

**TEXAS G**

*Examining Biliteracy in Classrooms and Communities*

**Chair:** Joel E. Dworin, *The University of Texas at El Paso*

**Discussant:** Patrick H. Smith, *The University of Texas at El Paso*

This symposium will examine biliteracy through three different studies that have been influenced by sociocultural perspectives. The main goal of the session is to demonstrate the importance of research in biliteracy and its significance for researchers, teachers and students, both within and outside of classroom contexts.

- 1. Writing in Two Languages in an Elementary Classroom: Implications for Bilingual Teachers**  
Joel E. Dworin, *The University of Texas at El Paso*
- 2. Bilingual Graduate Students Negotiating Academic Literacies on the U.S.-Mexico Border**  
Erika Mein, *The University of Texas at El Paso*
- 3. Developing Biliteracy as Social Capital Within and Without Schooling**  
Patrick H. Smith, *The University of Texas at El Paso*

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

TEXAS H

*Chronicling the History of NRC through the Voices of Past Presidents*

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

In this alternative session, we present the history of NRC through a video presentation entitled, "Chronicling the History of NRC through the Voices of Past Presidents." The video is then followed by a panel session with 14 past presidents of the organization. Our hope is that this session will facilitate better understandings of where we are as an organization by understanding the history of NRC and its development.

**Video Presentation:**

Patricia A. Edwards, *Michigan State University*  
Maria Selena O. Protacio, *Michigan State University*  
Rebecca R. Norman, *Mount Saint Mary College*  
Nicole M. Martin, *Michigan State University*  
Lisa K. Hawkins, *Michigan State University*  
Abu Bakar M. Razali, *Michigan State University*

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

TEXAS I

*Understanding Adolescent Perceptions of Digital Literacy Spaces*

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

**Discussant:** Kristen H. Perry, *University of Kentucky*

1. *Problematizing Internet Access: Use and Perceptions of Low-Income Youth in Argentina, Chile, and Brazil*  
Eliane Rubinstein-Avila, *University of Arizona*
2. *"My Teachers and Parents Just Don't Get It": Understanding Youth Digital Literacy Spaces in Home and at School*  
Hannah R. Gerber, *Sam Houston State University*
3. *Collaborative Literacies: Studying Sims Fan Fiction from a Design Perspective*  
Jayne C. Lammers, *Arizona State University*

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

TEXAS J

*Reading for Information in Online Text*

**Chair:** John E. McEneaney, *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 texts. Results are presented from two studies, followed by a small group break-out session. The alternative format is designed to prompt conversation around complex cognitive and social processes of online reading comprehension gleaned from video data collection and analysis.

1. *Making Meaning with Money: Efferent Reading at Amazon.com*  
John E. McEneaney, *Oakland University*  
Carmela A. Romano Gillette, *Oakland University*  
Yeaton Clifton, *Oakland University*  
Wendy A. Farkas, *Oakland University*
2. *Exploring Comprehension Processes and Dialogic Interactions among Three Dyads of Adolescents Reading Online to Solve Information Problems*  
Lizabeth A. Guzniczak, *Oakland University*  
Julie Coiro, *University of Rhode Island*  
Jill Castek, *University of California, Berkeley*
3. *Break-Out Gallery Walk*  
John E. McEneaney, *Oakland University*  
Carmela A. Gillette, *Oakland University*  
Yeaton Clifton, *Oakland University*  
Lizabeth A. Guzniczak, *Oakland University*  
Julie Coiro, *University of Rhode Island*  
Jill Castek, *University of California, Berkeley*

**3:50PM - 4:30PM**  
**ROUNDTABLE**

SUNDANCE 1

- I. *Constructing Meaning with Informational Texts: Teacher Supports and Student Responses in Primary Grade Informational Text Read-Alouds*  
Jessica L. Hoffman, *Miami University*
- II. *Negotiating Competing Discourses: How Teachers Take Up Multimodal Literacies in School Curricula*  
Ting Yuan, *Teachers College, Columbia University*  
Mei Ying Tan, *Teachers College, Columbia University*  
Marjorie Siegel, *Teachers College, Columbia University*
- III. *Creating a Space: A Critical Review of Literacy Research on African American Adolescent Females*  
Gholdy Muhammad, *University of Illinois at Chicago*
- IV. *Pre-Service Secondary Teachers' Reading Knowledge Change in a Reading Education Course*  
Ting Shen, *University of Florida*  
Jiahang Li, *University of Maryland, College Park*

**NEXT ANNUAL MEETING**  
**JACKSONVILLE, FL**  
**NOV. 30-DEC. 3, 2011**

**V. *The Cognitive Processes of Sixth-Grade Students of Varying Spanish and English Proficiencies while Writing Persuasive Letters***

Christine Leighton, *Emmanuel College*

**VI. *Mispronouncing Haute Couture: A Teacher's Journey through the Literacies of Fashion***

Maria T. Leos, *Texas Tech University*

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

**TEXAS E & F**

**PRESIDENTIAL ADDRESS**

**Chair:** Patricia A. Anders, *University of Arizona*

**I. *Welcome***

Patricia A. Anders, *University of Arizona*

**II. *Student Outstanding Research Award Presentation***

Marla Mallette, *Southern Illinois University Carbondale*

**III. *J. Michael Parker Award Presentation***

Erik Jacobson, *Montclair State University*

**IV. *Introduction of Speaker***

Donna E. Alvermann, *University of Georgia*

**V. *2010 Presidential Address—Beyond the Laboratory and Lens: New Metaphors for Literacy Research***

David Reinking, *Clemson University*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

**FORT WORTH 1**

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

**Chair:** Marla H. Mallette, *Southern Illinois University*

One of the purposes of the Student Outstanding Research Award Committee is to increase graduate student participation in LRA through mentoring, recruitment, and retention strategies. The purpose of this symposium session is to reveal how student researchers can submit their work for consideration for the Student Outstanding Research Award. The members of the Student Outstanding Research Award Committee would like to increase the number of students participating at LRA and the number of applicants for the award.

1. *Preparing and Submitting a Student Research Paper*  
Alanna Rochelle Dail, *Syracuse University*
2. *What Reviewers are Looking for in an Outstanding Student Research Paper*  
Antony Smith, *University of Washington Bothell*
3. *Advice for Preparing an Outstanding Student Research Paper from Past Recipients*  
Elizabeth Petroelje Stolle, *Grand Valley State University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 2**

*Studies of Data-Driven School Reform in Literacy*

**Chair:** Maureen V. Spelman, *Saint Xavier University*

**Discussant:** Tamie Pratt-Fartro, *University of Mary Washington*

1. *Practitioner Inquiry and Large-Scale Educational Reform*  
Mary Beth Hines, *Indiana University*  
Jenny Conner, *Indiana University*  
Jim Morrison, *Indiana University*  
Rani Park, *Indiana University*
2. *Using School-Based Assessment Data to Inform Professional Development and Enhance Students' Literacy Development*  
Susan I. McMahon, *National-Louis University*  
Elizabeth Cardenas-Lopez, *National-Louis University*
3. *Exploring the Role of Data-Driven Decision-Making in Whole-School Reform Implementation*  
Alysia D. Roehrig, *Florida State University*  
Jeannine Turner, *Florida State University*  
Sarah McElhaney, *Florida State University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 3**

*New Literacies Studies: Teachers' Practices and Perspectives*

**Chair:** Janet L. Pariza, *Northeastern Illinois University*

**Discussant:** Nancy Brynelson, *California State University, Sacramento*

1. *Between Continuity and Change: Fostering New Literacy Practices through Professional Development*  
Jen Scott Curwood, *University of Wisconsin Madison*

2. *Juxtaposing Words and Images: Using Digital Narratives to Capture Teachers' Conceptions of Literacy*  
Catherine M. Weber, *Arizona State University*
3. *"It Makes Me Feel Empowered, Capable, and Stupid": Teachers' Lived Experiences of New Literacies Integration*  
Jennifer Wimmer, *Brigham Young University*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

**FORT WORTH 6**

*Three Digital Games that Support Middle Grade Reading*

**Chair:** Naomi Hupert, *Education Development Center/Center for Children and Technology*

This session will introduce attendees to digital tools developed by three different projects using gaming technology to support middle-grade reading. Each project draws on research to inform the development of digital games and targets a different content area. The presentation will include a brief large-group presentation covering the theoretical foundations for this work followed by a small-group rotation through each project station where participants can try games and hear about pilot testing and development.

1. *Possible Worlds*  
Naomi Hupert, *Education Development Center/Center for Children and Technology*  
Cornelia Brunner, *Education Development Center, Inc.*
2. *Mission U.S.*  
Bill Tally, *Education Development Center, Inc.*  
Jim Diamond, *Education Development Center, Inc.*
3. *Gates Games for Literacy*  
Katie Culp, *Education Development Center, Inc.*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**FORT WORTH 7**

*Home and School Contexts for Vocabulary Learning*

**Chair:** Susan B. Neuman, *University of Michigan*

**Discussant:** David K. Dickinson, *Vanderbilt University*

This symposium follows 80 randomly selected kindergartners into their homes and classrooms to study their opportunities for vocabulary learning. Paper 1 provides an analysis of parent-child interactions in the home in relation to children's vocabulary and comprehension skills. Paper 2 follows these children into their schools to examine vocabulary instruction provided by teachers. Paper 3 analyzes support for vocabulary instruction provided by comprehensive reading curricula. Together the presentations suggest wide variations in children's vocabulary learning opportunities by socioeconomic status.

1. *Opportunities to Learn Vocabulary at Home: The Contribution of Parents*  
Susan B. Neuman, *University of Michigan*
2. *Opportunities to Learn Vocabulary at School: The Contribution of Teachers*  
Tanya S. Wright, *University of Michigan*
3. *Opportunities to Learn Vocabulary at School: The Contribution of Curricula*  
Julie Dwyer, *University of Michigan*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 8**

*College Reading and Writing*

**Chair:** Yuanzhong Zhang, *University of Arizona*

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

1. *A Longitudinal Study of the Effects of College Reading Instruction and Academic Performance*  
Elene S. Demos, *Central Connecticut State University*  
Helen Abadiano, *Central Connecticut State University*
2. *Does Accuracy Matter? Examining the Miscues of Proficient and Less than Proficient Adult Readers*  
Joan L. Theurer, *California State University, Long Beach*
3. *The Locus of Agency in a College Developmental Reading and Writing Class: A Metaphor Analysis Study*  
Eric J. Paulson, *Texas State University - San Marcos*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

**STOCKYARDS 1**

*Systemic Change to Organize Schools for Improvement*

**Chair:** Lesley M. Morrow, *Rutgers University*

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

This Alternative Format Symposium is presented by the Reading Hall of Fame (RHF). RHF members will present topics that reflect their research over the years within the framework of Systematic Change to Organize Schools for Improvement. Different from other discussions of school improvement, this symposium will focus on the rationale that it is the interactivity of many elements for meaningful improvement to occur.

1. *Paper Presentations*  
P. David Pearson, *University of California, Berkeley*  
Diane Lapp, *San Diego State University*  
Rita Bean, *University of Pittsburgh*  
Linda Gambrell, *Clemson University*  
Robert Calfee, *Stanford University*  
Kenneth Goodman, *University of Arizona*  
Lesley M. Morrow, *Rutgers University*
2. *Discussion Groups with a Facilitator*  
Donna E. Alvermann, *The University of Georgia*

**8:40AM - 9:20AM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. *A Synthesis of Research on Word Study for Adult Learners*  
Donita Massengill Shaw, *The University of Kansas*
- II. *Dictation, Transcription, and Reflection: Prompting English Language Learner Metalinguistic Awareness*  
Ondine Gage Serio, *University of California, Santa Cruz*
- III. *A Penguin, a Pony, and a Part: An Examination of Pre-Service Teachers' Views on Banned and Challenged Books*  
Carolyn L. Carlson, *Washburn University*

**IV. Conceptualization of Multicultural Literature: Two Inquiries into Elementary and Secondary Pre-Service Teachers' Beliefs**

Pamela Segal, *University of Maryland, College Park*  
Jiahang Li, *University of Maryland, College Park*

**V. "Finally...I Get to Be Me: I Can Finally Be Myself": GLBT Girls Using Self-Sponsored Literacies in Socially Collaborative Ways to Explore Ways of Being Gendered and Female**

Candice Moench, *Wayne State University*  
Kattie Hogan, *Wayne State University*

**VI. Choice or Concession: Middle School Teachers' Perceptions and Practice in Selecting and Sharing Adolescent Literature**

Johna Faulconer, *East Carolina University*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 2**

*Inviting Adolescent Literacy Back to School*

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

**Discussant:** Kristien Zenkov, *George Mason University*

Three studies explore literacy practices of adolescents in and out of school and consider how outside-school literacies inform teachers' work. One examined how a ninth grade reading teacher drew on students' outside literacy practices in her class. Another explored high school students' literacy practices in- and out-of-school and their connections among literacy practices. Another examined youths' compositional practices in theatre companies as they designed characters multimodally and contrasts those practices to experiences composing in school.

1. *Borderzones in Adolescents' Literacy Practices*  
Randy Bomer, *The University of Texas at Austin*
2. *Literate Lives In and Out of School*  
Allison Skerrett, *The University of Texas at Austin*  
Michelle Fowler-Amato, *The University of Texas at Austin*  
Anni Lindenberg, *The University of Texas at Austin*
3. *Serious Play: Exploring Multimodal Literacies in Drama Companies for Young Adults*  
Treavor Bogard, *The University of Texas at Austin*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 3**

*A Legacy in Literacy: Variations on Collaborative Reasoning Across Context, Text Type, and Academic Level*

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

**Discussant:** Patricia A. Alexander, *University of Maryland, College Park*

This symposium includes studies that have been influenced by Richard C. Anderson's work on collaborative reasoning, an approach to classroom discussion that moves away from the traditional teacher-directed recitation lesson and encourages students to grapple with ideas together. These papers are linked by a focus on student-centered discussions and yet are meant to show the breadth of influences that Anderson has had

on literacy research. The discussant will offer a perspective highlighting Anderson's legacy.

- 1. Teachers' Scaffolding of Children's Collaborative Reasoning Discussions**  
May Jadallah, *Illinois State University*  
Richard C. Anderson, *University of Illinois at Urbana-Champaign*  
Brian W. Miller, *University of Illinois at Urbana-Champaign*  
Tzu-Jung Lin, *University of Illinois at Urbana-Champaign*  
Kim Nguyen-Jahiel, *University of Illinois at Urbana-Champaign*  
Kay Grabow, *Urbana School District*
- 2. How Third-Graders Make the Newspaper Meaningful through Student-Led Discussions**  
Michelle E. Jordan, *The University of Texas at Austin*
- 3. Resistance Phenomena in Collaborative Online Discussions**  
Soonah Lee, *The University of Texas at Austin*  
The D-Team, *The University of Texas at Austin*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

**SUNDANCE 4**

*At the Intersection of Literacy and Technology: Research and Developments from the Literacy Achievement Research Center*

**Chairs:** Douglas K. Hartman, *Michigan State University*  
Nell K. Duke, *Michigan State University*

The words literacy and technology are increasingly paired in today's world of research, practice, and policy. The nature of this pairing can vary considerably from one study to another. In this alternative format session, we juxtapose eight studies that represent varying ways literacy and technology have been paired. This alternative format session begins with overviews of the eight studies, followed by poster sessions with multimedia elements, and concludes with an open discussion.

- 1. The Transformation of Reading and Writing: From Offline to Online Conceptions**  
Paul Mark Morsink, *Michigan State University*  
Jinjie Zheng, *Michigan State University*  
Douglas K. Hartman, *Michigan State University*
- 2. Teaching EFL through New Technologies in Chinese Elementary School**  
Guofang Li, *Michigan State University*  
Alan Wu, *Michigan State University*  
Jung Jin Kang, *Michigan State University*
- 3. Fourth- and Fifth-Grade Students Tutoring Younger Students to Evaluate Websites**  
Shenglan Zhang, *Winona State University*  
Nell K. Duke, *Michigan State University*
- 4. Implementing and Evaluating a Web-Based Technology to Support Expository Reading and Writing Performance in Middle School**  
Troy Mariage, *Michigan State University*  
Carol Sue Englert, *Michigan State University*  
Paul Mark Morsink, *Michigan State University*  
Nicole M. Martin, *Michigan State University*  
Kara Sevensma, *Michigan State University*  
Kimberly Fitzer, *Michigan State University*  
Cynthia M. Okolo, *Michigan State University*

- 5. Writing about History: Effects of a Web-Based History-Learning Environment in Middle School**  
Cynthia M. Okolo, *Michigan State University*  
Andrew VanEgmond, *Michigan State University*  
Emily Bouck, *Purdue University*  
Carrie Anna Courtad, *Illinois State University*  
Carol Sue Englert, *Michigan State University*  
Anne M. Heutsche, *Michigan State University*
- 6. Exploring New Literacies in a Teacher Education Course: Developing Conceptions and Instructional Approaches**  
Cheryl Rosaen, *Michigan State University*  
Marjorie Terpstra, *Calvin College*
- 7. Video-Based Response and Revision: Pre-Service Teachers Using Web-Based, Social Networking Tools**  
Samantha Caughlan, *Michigan State University*  
Mary M. Juzwik, *Michigan State University*
- 8. Advanced Cognitive and Metacognitive Processes for Deep Learning on the Web**  
Rand J. Spiro, *Michigan State University*  
Michael DeSchryver, *Michigan State University*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**TEXAS A**

*Harnessing the Power of Qualitative Work: Coordinating Analysis across Sites*

**Chair:** Enid M. Rosario Ramos, *University of Michigan*  
**Discussant:** Elizabeth Moje, *University of Michigan*

Three researchers coordinated analysis across individual sites of investigation. We explore the power of increasing our sample sizes, looking for unifying variables and analyzing similar data with similar frames across different study sites.

- 1. Rationales for Multisite Coordination**  
Malayna Bernstein, *West Virginia University*
- 2. Challenges of Multisite Coordination**  
Megan Guise, *California Polytechnic State University, San Luis Obispo*
- 3. Affordances of Multisite Coordination**  
Kimberley Gomez, *University of Pittsburgh*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**TEXAS B**

*Making Teaching Real: Authentic Experiences in Literacy Teacher Education*

**Chair:** Elizabeth M. Hughes, *Clemson University*  
**Discussant:** Michael C. McKenna, *University of Virginia*

Recent critiques of teacher education question the role of education programs in effectively preparing teachers. Researchers have called for systematic studies to provide evidence of the efficacy of teacher education programs. The purpose of this symposium is to present four studies that investigate our own practice as teacher educators. The university courses involved in these research studies used authentic tasks to develop a deeper understanding of essential skills and dispositions.

- 1. Resolve and Resiliency: Visioning as a Means of Enhancing Pre-Service Teachers' Adaptability**  
Seth Parsons, *George Mason University*  
Jacquelynn A. Malloy, *George Mason University*  
Roya Qualls Scales, *Western Carolina University*  
Margaret Vaughn, *University of North Carolina at Greensboro*  
Beverly Faircloth, *University of North Carolina at Greensboro*
- 2. Developing Adaptive Teachers in Online, Graduate-Level Literacy Courses: Transfer to Classroom Teaching**  
Dixie D. Massey, *University of Washington*  
Terry Atkinson, *East Carolina University*  
Robin R. Griffith, *East Carolina University*
- 3. Helping Pre-Service Teachers Understand Autism through Fiction Book Reading**  
Elizabeth M. Hughes, *Clemson University*  
Sarah Hunt-Baron, *Clemson University*
- 4. The Memoir Project: Discovering the Writing Teacher Within**  
Leah Calvert, *Indiana University of Pennsylvania*

**8:40AM - 10:10AM**

**TEXAS C**

**ALTERNATIVE FORMAT**

*Learning to See: Literacy Researchers as Practicing Artists*

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

**Discussant:** Nicole Pourchier, *Georgia State University*

In this alternative session, three literacy researchers explore why we became interested in the practices of art-making, and discuss the insights that art as one of the language systems used to communicate gives us about research, teaching and learning. We argue that significance of studying art as a language system is an important approach to literacy education that honors multiple forms of expression and increases educational accessibility to greater numbers of students.

- 1. Break-Out Sessions**  
Jerome C. Harste, *Indiana University*
- 2. Framework**  
Peggy Albers, *Georgia State University*
- 3. Demonstration**  
Teri Peitso-Holbrook, *Georgia State University*

**8:40AM - 10:10AM**

**TEXAS D**

**SYMPOSIUM SESSION**

*In Many Languages: Literacy Learning and Practices in Diverse Language Communities*

**Chair:** Jesse S. Gainer, *Texas State University - San Marcos*

**Discussant:** Minda M. López, *Texas State University - San Marcos*

The United States is home to over 600 languages; teaching, learning, and maintaining them is complex. Three papers address the needs/desires of various communities to pass on their language/literacy/culture while maintaining family and community connections in formal/informal learning settings. Study one maximizes literacy opportunities offered by Vietnamese and Korean community-based heritage language programs. Study two presents efforts building bilingual pre-service teachers' Spanish written proficiency. Study three focuses on intergenerational literacy between Latino teenagers and their parents.

- 1. Maintaining Our Languages: Teachers' Literacy Practices in Community Heritage Language Programs**  
Veronica E. Valdez, *The University of Utah*
- 2. "My Written Spanish is Good But Not Great..." Using Mini-Lessons to Improve the Spanish Written Proficiency of Pre-Service Bilingual Teachers**  
Kimberley Cuero, *The University of Texas at San Antonio*
- 3. Intergenerational Reading: Latino Parents and Their Teenage Children Constructing Knowledge through Dialogue and Language Negotiation**  
Clarena Larrotta, *Texas State University - San Marcos*

**8:40AM - 10:10AM**

**TEXAS G**

**ALTERNATIVE FORMAT**

*Film School: Technology as Provocation for Oral Reading Fluency*

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

In this session, researchers share two classroom-based case studies exploring the use of digital movie-making technology as a provocation for the development of oral reading fluency. In what ways do specific digital movie-making tools lend themselves to the development of oral reading fluency strategies and skills? How is the oral reading work embedded in these projects influenced by students' experiences with and expectations for the sound of language in television and film?

- 1. "Take Three!": Photo Story Fluency**  
Carrie Blosser Scheckelhoff, *Otterbein University*  
Susan Constable, *Otterbein University*
- 2. Fairy Tale Films: Using Stop Motion Animation to Build Visual and Oral Fluency**  
Jenifer Jasinski Schneider, *University of South Florida Tampa*  
Diedre Allen, *University of South Florida Tampa*

**8:40AM - 10:10AM**

**TEXAS H**

**ALTERNATIVE FORMAT**

*Meaningful and Significant Texts for Adolescents in Middle and High School: Mediating Tensions between Students' Needs and Gatekeeping Texts*

**Chair:** Gwynne Ash, *Texas State University - San Marcos*

In this alternative format session, we will discuss and debate the merits of different types of texts for literary and literacy instruction in the secondary (middle and high school) classroom. We see this discussion as a way to mediate varied viewpoints and work toward a more effective solution for both text selection and literacy instruction. How we mediate these tensions, through text selection and instruction, is crucial to guide students in becoming critical text users and analysts.

- 1. Meaningful and Significant to Whom?**  
Gwynne 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*  
Jodi Holschuh, *Texas State University - San Marcos*
- 2. State of the States**  
Jessica Ford, *University of Wyoming*



**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**TEXAS I**

***Power, Agency, and Control: Issues of 21st Century Literacy Standards and Mandates Facing Urban Literacy Classrooms***

**Chair & Discussant:** Nancy Rankie Shelton, *University of Maryland, Baltimore County*

This symposium shares findings from a year-long study at an urban school. Findings illuminate the disconnect between federally mandated literacy initiatives and 21st century literacy standards (NCTE, 2008) that schools face. Classroom observation and interview data reveal complexities related to power, agency, and control with regard to literacy instruction and assessment. The data from this school illuminates a larger issue related to fostering the development of 21st century competencies equitably.

1. ***21st Century Literacy Curriculum and Assessment in an Era of Federal Mandates***  
Bess Altwerger, *Towson University*
2. ***Power, Agency, and Control across the 21st Century Literacy Continuum***  
Jessica V. Palladino, *Towson University*
3. ***Issues of Power, Agency, and Control in Urban Literacy Classrooms***  
Janese Daniels, *Towson University*  
Cheryl North-Coleman, *University of Maryland, Baltimore County*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**TEXAS J**

***Writing in Early Childhood: Social, Embodied, and Multimodal Aspects of Composing***

**Chair:** Deborah Wells Rowe, *Vanderbilt University*  
**Discussant:** Maria Ghiso, *Teachers College, Columbia University*

This symposium explores how young children strategically appropriate social, linguistic, visual, material, and embodied resources to compose multimodal texts. Paper 1 analyzes 2-year-olds' construction of written genres through social, bodily and material interactions with adults and siblings. Paper 2 analyzes how preschoolers use multimodal and embodied strategies to respond to adult invitations to write. Paper 3 explores how kindergarteners strategically used design to enact popular media themes in multimodal texts.

1. ***The Early Construction of Genres***  
Lesley Lancaster, *Manchester Metropolitan University*
2. ***The Social Negotiation of Invitations to Write in Preschool***  
Deborah Wells Rowe, *Vanderbilt University*
3. ***Light Sabers and Electric Eels: Mediation, Modes, and Discourses in Kindergarten Design Activity***  
Karen Wohlwend, *Indiana University*

**9:30AM - 10:10AM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. ***A Case Study of a Teacher's Developing Pedagogical Understandings of Metacognition***  
Nance S. Wilson, *University of Central Florida*  
Tammy Stafford, *University of Central Florida*
- II. ***Exploration of Cultural Authenticity in International Children's Literature***  
Mi-Kyoung Chang, *University of Arizona*
- III. ***Unintended Connections and Unanticipated Thinking: Forging Socially Constructed Identities as Readers and Writers during Teacher Read-Alouds in an Eighth-Grade Classroom***  
Lettie K. Albright, *Texas Woman's University*  
Cheryl Taliaferro, *University of North Texas*  
Margaret Compton, *Texas Woman's University*
- IV. ***Considering Different Models of Course/Practicum Experiences on Pre-Service Teacher Learning***  
Sally F. Heineke, *University of Alabama*  
Charlotte Mundy, *University of Alabama*  
Carol A. Donovan, *University of Alabama*  
Lee Freeman, *University of Alabama*
- V. ***The "Other" Immigrant: Unaccompanied Children and Their Need for Access to Literacy—A Critical Review of Literature***  
Alexis Cullerton, *University of Illinois at Chicago*
- VI. ***Incidental Learning through Moving Picture Books***  
Maria Cahill, *Texas Woman's University*  
Anne McGill-Franzen, *University of Tennessee*  
Jennifer Lubke, *University of Tennessee*

**10:15AM-11:45AM**  
**OSCAR S. CAUSEY ADDRESS**

**TEXAS E & F**

**Chair:** Robert T. Jiménez, *Vanderbilt University*

- I. ***Oscar S. Causey Award Introduction***  
Deborah R. Dillon, *University of Minnesota*
- II. ***Oscar S. Causey Award Presentation for the 2010 Awardee***  
Barbara M. Taylor, *University of Minnesota*
- III. ***Introduction of Speaker***  
Kathryn H. Au, *SchoolRise, LLC*
- IV. ***2010 Oscar S. Causey Address—The Power of Collaborative Teaching with Integrity***  
Barbara M. Taylor, *University of Minnesota*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 1**

*Theorizing Literacy Teacher Education: Policy, Relationships, and Social Class*

**Chair:** Janet D. Johnson, *Rhode Island College*

**Discussant:** Kristin Gehsmann, *Saint Michael's College*

1. *Teachers' Transactions with Policy: Reconceptualizing the Discourse of Policy*  
Trevor T. Stewart, *Appalachian State University*
2. *"Coauthoring a Chapter in an Anthology having 30 Editors": The Relational Dimensions of Learning to Teach*  
Rob Simon, *University of Toronto*
3. *Class-Sensitive Literacy Pedagogies: Theorizing the Precarious*  
Mark D. Vagle, *The University of Georgia*  
Stephanie Jones, *The University of Georgia*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**FORT WORTH 2**

*Exploring the Past from a New Perspective: Using a Multigenre Approach for Historical Research about Pioneers in the Reading Field*

**Chair:** Virginia Hall, *University of Pittsburgh*

**Discussant:** Douglas K. Hartman, *Michigan State University*

Many doctoral programs include a course that focuses on the historical development of reading research. In this symposium, we present a unique assignment designed to engage students in historical research about reading pioneers and to report the results in a multigenre project. Topics cover the legacies of prominent figures including William S. Gray, Samuel T. Orton, and Arthur I. Gates. Experiences with the multigenre project provide evidence that such projects create a context for deep learning and engagement.

1. *William S. Gray*  
Virginia Hall, *University of Pittsburgh*
2. *Samuel T. Orton*  
Michelle Rimbey, *University of Pittsburgh*
3. *Arthur I. Gates*  
Elissa Shoaf, *University of Pittsburgh*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 3**

*Development of Literacy Teacher Beliefs in Practice Over Time*

**Chair:** Rhonda Goolsby, *Texas A&M University*

**Discussant:** Lane Roy Gauthier, *University of Mississippi*

1. *The Importance of Practice: Impacting Pre-Service Teachers' Beliefs about the Teaching of Writing through a Practice-Based Approach*  
Stephanie S. Kane-Mainier, *University of Pittsburgh*  
Susanna L. Benko, *University of Pittsburgh*
2. *The Transition to Teaching Reading: Knowledge, Beliefs, and Identities of Novice Teachers of Reading*  
Catherine M. Kelly, *St. Catherine University*

3. *The Emergence and Development of Pre-Service Teachers' Professional Belief Systems about Reading and Reading Instruction*

Deanna M. Stoube, *St. Ambrose University*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 6**

*Case Studies of Professional Development: Perspectives and Impacts*

**Chair:** Ruth L. Rohlwing, *Saint Xavier University*

**Discussant:** Judy A. Abbott, *Stephen F. Austin State University*

1. *Relationships of Power and Resistance in Three Literacy Coaching Programs*  
Kristen A. Ferguson, *Nipissing University*
2. *Helping First Grade Teachers Focus on Reading Comprehension: A Case Study of a Professional Development Initiative*  
Linda Griffin, *Rutgers University*
3. *Teachers' Perceptions of an Alternative Form of Professional Development*  
Kimberly Anderson, *University at Albany, State University of New York*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 7**

*Cognition and Self-Efficacy in Reading and Writing*

**Chair:** Jen Scott Curwood, *University of Wisconsin Madison*

**Discussant:** Amy Vetter, *University of North Carolina at Greensboro*

1. *Distributed Cognition: A Promising Framework for Critical Research in English Education*  
Mary Louise Gomez, *University of Wisconsin Madison*  
Melissa B. Schieble, *Hunter College, City University of New York*  
Jen Scott Curwood, *University of Wisconsin Madison*
2. *A New Measure of Writing Self-Efficacy*  
Roger Bruning, *University of Nebraska, Lincoln*  
Michael Dempsey, *University of Nebraska, Lincoln*  
Douglas Kauffman, *University of Nebraska, Lincoln*  
Sharon Zumbrunn, *University of Nebraska, Lincoln*
3. *What Students Think They Do and What They Actually Do When They Read*  
Monica S. Yoo, *University of California, Berkeley*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**FORT WORTH 8**

*Cultivating New Teachers for Diverse Classrooms*

**Chair:** Mariana Souto-Manning, *Teachers College, Columbia University*

**Discussant:** Rachele D. Washington, *Clemson University*

In this symposium, three teacher educators of color present ways to prepare early childhood to secondary literacy educators from a diversities perspective (Genishi & Goodwin, 2008). We share ways in which literacy teacher education programs can prepare teachers to embrace diverse classrooms as they take up critical perspectives with literature to promote alternative reading positions and practices for analyzing texts.

1. ***The Critical Role of Realistic Fiction Books in Preparing Teachers for Diverse Classrooms***  
Mariana Souto-Manning, *Teachers College, Columbia University*
2. ***"Who Else Will Address These Issues If We Don't?" Pre-Service Teachers Learn to Develop Critical Perspectives in Literacy Education***  
Detra Price-Dennis, *The University of Texas at Austin*
3. ***"You Hafta PUSH": Using Urban Fiction to Move English Education Pre-Service Teachers Beyond Critical Pedagogy as Method but Toward Action***  
Marcelle Haddix, *Syracuse University*

**1:20PM - 2:50PM  
SYMPOSIUM SESSION**

**STOCKYARDS 1**

***Research on the Work of Literacy Coaches and Changes in Teacher Practice***

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

**Discussant:** Deborah R. Dillon, *University of Minnesota*

This set of papers explores research on the nature of coaches' work and whether they are able to make differences in teachers' practices. As such, these papers add to the development of a model(s) of effective coaching. The papers also demonstrate for researchers, policymakers, and state or school district personnel the range of methodologies being used to explore the work of coaches: statistical analyses, mixed-method designs, and qualitative methods to analyze coaching in school reform.

1. ***The Relationships between Coaching and Instruction in the Primary Grades: Evidence from High-Poverty Schools***  
Sharon Walpole, *University of Delaware*  
Michael C. McKenna, *University of Virginia*
2. ***Performance-Based Assessment of Literacy Coaching: Development and Pilot Results***  
Gina Biancarosa, *University of Oregon*  
Anthony S. Bryk, *Carnegie Foundation for the Advancement of Teaching*  
Sharon Greenberg, *Education Consultant*  
Ken Cor, *Stanford University*  
Edward Haertel, *Stanford University*  
Irene Fountas, *Lesley University*  
GaySu Pinnell, *The Ohio State University*  
Patricia Scharer, *The Ohio State University*  
Emily Dexter, *Lesley University*
3. ***Discussion-Based Protocols and Literacy Coaching: Exploring Methods for Balancing Responsive and Directive Coaching Work***  
Jacy Ippolito, *Salem State College*

**👉 1:20PM - 2:00PM  
ROUNDTABLE**

**SUNDANCE 1**

- I. ***Investigating the Influences of Discourses in English Teacher Candidates' Identity Development***  
F. Blake Tenore, *Vanderbilt University*
- II. ***Go Forth: Preadolescent Male Perceptions of Honorable Manhood***  
Debby Zambo, *Arizona State University*  
Cory Hansen, *Arizona State University*
- III. ***Problem-Based Learning in Online Literacy Instruction: A Focus on Students' Perceptions and Responses***  
Johna Faulconer, *East Carolina University*  
Terry Atkinson, *East Carolina University*
- IV. ***Exploring Beginning Teachers' Perceptions: A Secondary Analysis of Tracking***  
Wendy J. Linz, *University of Memphis*  
Rebecca S. Anderson, *University of Memphis*
- V. ***Developing Common Language: Genre and Subgenre in Young Adult Texts***  
Kristen M. Nichols-Besel, *University of Minnesota*
- VI. ***Oral Language and Social Literacies in the Classroom***  
Susan V. Piazza, *Western Michigan University*

**1:20PM - 2:50PM  
SYMPOSIUM SESSION**

**SUNDANCE 2**

***Critical Reflection: Beyond the 4 Fs (Food, Fun, Fiesta, and Fashion)***

**Chair:** Mary A. Petron, *Sam Houston State University*

**Discussant:** Debra Price, *Sam Houston State University*

This symposium proposes four presentations addressing pre-service teachers' perceptions on diversity in their teacher preparation programs. Each of the four presentations represents a different stage in the teacher preparation program at one Southwestern University: an introductory multicultural education course, the field-based literacy methods, the field-based content methods, and student teaching.

1. ***Pre-Service Teachers' Reflections on Cultural Diversity***  
Ivy Haoyin Hsieh, *Sam Houston State University*  
Helen Berg, *Sam Houston State University*
2. ***Using Diversity as a Lens for Reflection with Literacy Pre-Service Teachers***  
Debra Price, *Sam Houston State University*  
Donna Cox, *Sam Houston State University*  
Mary Robbins, *Sam Houston State University*
3. ***Multicultural Books: Catalyst for Reflection***  
Joyce McCauley, *Sam Houston State University*  
Joan Williams, *Sam Houston State University*
4. ***TWS: Capstone Reflection***  
Melinda Miller, *Sam Houston State University*  
Nancy Votteler, *Sam Houston State University*

1:20PM - 2:50PM  
PAPER SESSION

SUNDANCE 3

*Assessment of Vocabulary and Word Recognition*

**Chair:** Jennifer Jones, *Radford University*

**Discussant:** Peter Dewitz, *Educational Consultant*

1. ***Investigating the Reliability and Validity of the Core Phonics Survey***  
D. Ray Reutzel, *Utah State University*  
Parker C. Fawson, *Utah State University*  
Lori Brandt, *Utah Valley University*
2. ***Adequacy of Standardized Vocabulary Measures with Diverse Preschool Populations: A Review of the Literature***  
Barbara J. Peterson, *University of South Florida Tampa*
3. ***Vocabulary Assessment in Early Childhood: How Does Format Impact Children's Expressions of Word Meaning Knowledge?***  
Tanya Christ, *Oakland University*  
Ashelin Currie, *Oakland University*  
James Cipielewski, *Oakland University*

1:20PM - 2:50PM  
SYMPOSIUM SESSION

SUNDANCE 4

*Toward Supporting All Children and Youth's Literacy Development: Paradigms, Policy, and Pragmatics*

**Chair:** Amy Petersen, *University of Northern Iowa*

**Discussant:** Kathleen Hinchman, *Syracuse University*

This symposium responds to Hinchman's 2009 keynote address where she posed the question "Who is responsible?" for young people's development of literacy, including those historically designated as having special needs. Paper presentations address the paradigm shift required if literacy instruction is to address all children's capacities, share a synthesis of existing research relating to the effective implementation of "response to intervention" (RTI), and address the literacy needs of students defined as having significant developmental disabilities.

1. ***Presuming Competence in Inclusive Literacy Pedagogy: Theorizing Connections between Multiple Literacies and Disability Studies Perspectives***  
Kelly Chandler-Olcott, *Syracuse University*  
Chris Kliewer, *University of Northern Iowa*  
Amy Petersen, *University of Northern Iowa*
2. ***RTI and Students with Disabilities: A Research Synthesis and Qualitative Exploration***  
Nancy Frey, *San Diego State University*  
Richard Allington, *University of Tennessee at Knoxville*  
Douglas Fisher, *San Diego State University*
3. ***Literacy Development for Students with Significant Developmental Disabilities: A Comprehensive Conceptual Model***  
Chris Kliewer, *University of Northern Iowa*  
Amy Petersen, *University of Northern Iowa*  
Amy Staples, *University of Northern Iowa*  
Evette Edmister, *University of Northern Iowa*  
Jennifer Garrett, *University of Northern Iowa*

1:20PM - 2:50PM  
SYMPOSIUM SESSION

TEXAS A

*21st Century Literacy Tools in the Bilingual Classroom*

**Chair:** Linda Prieto, *Midwestern State University*

**Discussant:** Enid M. Rosario Ramos, *University of Michigan*

Two approaches for developing visual literacy skills (Heinrich et al., 1999) involves learners reading or decoding visuals. Decoding requires interpreting and creating meaning from visual stimuli such as are provided in children's illustrated books. Another approach is to help learners write or encode visuals as a tool for communication such as in illustrating of self- or class-authored texts. Presenters show how bilingual (Spanish/English) learners appropriated the authoring craft to create their own authored/illustrated texts.

1. ***Traveling on the Bilingual Highway: Educators Paving a Road Toward Conocimiento***  
Maria E. Franquiz, *The University of Texas at Austin*
2. ***Nepantla: Writing and Visually Representing in the Space Between Ideas***  
Toni Avila, *The University of Texas at Austin*
3. ***Powerful Literature and Powerful Connections***  
Angie Zapata, *The University of Texas at Austin*
4. ***A Glog Encounter: Students Authoring Digital Posters***  
Linda Pachicano, *Taylor Independent School District*
5. ***21st Century Literacy Tools in the Bilingual Classroom***  
Enid M. Rosario Ramos, *University of Michigan*

1:20PM - 2:50PM  
SYMPOSIUM SESSION

TEXAS B

*What are the Benefits of a Multi-Faceted Professional Development Program?*

**Chair:** Lesley M. Morrow, *Rutgers University*

**Discussant:** Rita Bean, *University of Pittsburgh*

This symposium will begin with a description of the professional development plan. This plan was a multi-faceted professional development initiative to enhance guided reading instruction and center activities. The program includes weekly study groups, peer observations, workshops, individual coaching sessions, and a University literacy course taught on site for those who chose to take it. The setting is a low-SES northeast community with 75% African-American and 25% Hispanic children. The project was initiated by one of the principals in this elementary school and designed with the administration, reading coaches, teachers, three professors, and one Ph.D. student. Qualitative data were collected and will be discussed in the session.

1. ***Literacy Study Groups and Upper Elementary Classroom Practice***  
Jeanine M. Beatty, *Rutgers University*
2. ***What Benefits Exist from Primary Teachers Observing and Discussing Their Guided Reading and Center Practices***  
Lesley M. Morrow, *Rutgers University*  
Jennifer DelNero, *Rutgers University*
3. ***Creating Connections: The Power of Reflective Conversations***  
Heather Casey, *Rider University*
4. ***Literacy Coaching as a Vehicle for Professional Development Integration***  
Diane Tracey, *Kean University*

**1:20PM - 2:50PM**  
**ALTERNATIVE FORMAT**

**TEXAS C**

***Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Bridge Theory to Practice***

**Chair:** Deborah G. Litt, *Trinity University*

**Discussant:** Victoria J. Risko, *Vanderbilt University*

During three rounds of concurrent small group sessions, members of the Teacher Education Research Study Group will describe an assignment, activity, or structure they have found to be particularly effective in developing strong literacy teachers. They will also share the findings of their research on the practice.

**Presenters:**

- Kathy Ganske, *Vanderbilt University*
- Leigh A. Hall, *University of North Carolina at Chapel Hill*
- Julie Kidd, *George Mason University*
- Karen J. Kindle, *University of Missouri - Kansas City*
- Diane Lapp, *San Diego State University*
- Lotta Larson, *Kansas State University*
- Deborah G. Litt, *Trinity University*
- Susan Martin, *Boise State University*
- Leah McKeeman, *Kansas State University*
- Nancy Place, *University of Washington Bothell*
- Victoria J. Risko, *Vanderbilt University*
- Cynthia M. Schmidt, *University of Missouri - Kansas City*
- Antony Smith, *University of Washington Bothell*
- Karen Smith, *University of Manitoba*
- Patience Sowa, *Zayed University*
- Carolyn Ann Walker, *Ball State University*
- Linda Wold, *Loyola University Chicago*
- Thomas DeVere Wolsey, *Walden University*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**TEXAS D**

***Librarians and Stories***

**Chair:** Amanda Haertling Thein, *University of Pittsburgh*

**Discussant:** JoAnne Vazzano, *Northern Illinois University*

1. ***The Portrayal of Deaf Characters in Children's Picture Books***  
Debbie Golos, *Utah State University*  
Annie M. Moses, *John Carroll University*
2. ***Analysis of Award-Winning Multicultural Literature through the Lens of Multicultural Education***  
Bogum Yoon, *Binghamton University, State University of New York*  
Claudia Haag, *Texas Woman's University*  
Anne Simpson, *Texas Woman's University*  
Sabrina Izbrand, *Texas Woman's University*
3. ***Concierges, Sherpas, and Cruise Directors: The Unrecognized, Underused Role(s) of School Librarians in Literacy Learning***  
Nancy F. Knapp, *The University of Georgia*  
Mary Ann Fitzgerald, *The University of Georgia*

**1:20PM - 2:50PM**  
**ALTERNATIVE FORMAT**

**TEXAS G**

***Transfer and Transformation: What Reading Clinic/Literacy Lab Graduates' Current Practices and Contexts Mean for Clinic/Lab Instruction***

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

This alternative session first engages participants in discussions focused on: (1) understanding the range of ways reading clinic/literacy lab graduates transfer clinic/lab instructional practices and transform their school contexts, and (2) characteristics and elements of clinical preparation that support transfer and transformation. Following these discussions, in small work groups, participants will examine disjunctures graduates face between clinics/labs and their educational contexts to design clinical experiences/practices that assist graduates in developing transferring and transformative practices.

1. ***Transfer and Transformation***

Theresa A. Deeney, *University of Rhode Island*

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

B. P. Laster, *Towson University*

2. ***Clinic/Lab Tools that Promote Transfer and Transformation***

Mary DeKonty Applegate, *Saint Joseph's University*

Lee Dubert, *Boise State University*

Dolores Gaunty-Porter, *Vanguard University*

Debra Gurvitz, *National-Louis University*

Stephanie McAndrews, *Southern Illinois University Edwardsville*

Stephan Sargent, *Northeastern State University*

3. ***Preparing Lab/Clinic Graduates to Work through Disjunctures***

Jeanne Cobb, *Coastal Carolina University*

Meagan Eeg, *Northeastern State University*

Tammy Milby, *Virginia Commonwealth University*

Tammy Ryan, *Jacksonville University*

Aimee L. Morewood, *West Virginia University*

Mary Swanson, *Northeastern State University*

**1:20PM - 2:50PM**  
**ALTERNATIVE FORMAT**

**TEXAS H**

***Perspectives on Professional Development in Adult Literacy***

**Chair:** Bill Muth, *Virginia Commonwealth University*

We investigate the preparedness of adult literacy practitioners from multiple perspectives, including literacy learners, program administrators at State and local levels, and the practitioners themselves. Complex technical, pedagogical, cultural, and ethical issues are examined in four contexts—refugee programs, on-line delivery systems, LGBT learners, and pre-service credentialing. After researchers present, leaders from local literacy councils and others in the audience will engage in a practitioner-researcher dialogue.

1. ***Literacy and ESL Programs for Adult Refugees: How Prepared Are Tutors and Instructors?***

Kristen H. Perry, *University of Kentucky*

Susan J. Hart, *University of Kentucky*

2. **Preparing for the GED Online: Lessons Learned from Experienced Teachers and Adult Learners**

Larry Mikulecky, *Indiana University - Bloomington*  
Donita Massengill Shaw, *The University of Kansas*

3. **LGBT Students in Adult Literacy: Practitioner and Student Perceptions and Implications for Professional Development**

Daphne Greenberg, *Georgia State University*  
Krista Hilton, *Georgia State University*

4. **The (Mis)alignment of Credentialing Standards, Position Requirements, and Professional Development in Adult Literacy**

Bill Muth, *Virginia Commonwealth University*  
Adam Nathanson, *Virginia Commonwealth University*  
Sarah Lane, *Virginia Commonwealth University*

1:20PM - 2:50PM

TEXAS I

**ALTERNATIVE FORMAT**

**Response to Intervention: Collaborative Efforts among Multiple Stakeholders**

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

Response to Intervention (RTI) is a problem-solving framework used to assess, identify, instruct, and monitor students' progress in an effort to address students' needs based upon data-driven decision making. Key to successful implementation of RTI is collaboration among various stakeholders in the change process. Stakeholders often include state-level Department of Education staff, college faculty, and district- and school-level personnel. This alternative format session examines the RTI process through the various stakeholders involved with RTI change processes.

1. **Case Studies of Department of Education Stakeholders**

Valerie Robnolt, *Virginia Commonwealth University*  
Jennifer Jones, *Radford University*  
Latisha Hayes, *University of Virginia*

2. **Bridging Theory into Practice: College Faculty Collaboration**

Jodi Welsch, *Frostburg State University*  
Sharon Green, *Fairleigh Dickinson University*  
Kevin Flanigan, *West Chester University of Pennsylvania*  
Susie Leahy, *University of Richmond*

3. **RTI in the Primary Grades: Consequences of RTI in an Urban Setting**

Katherine Stahl, *New York University*  
Annette Keane, *New York University*

4. **RTI in the Intermediate Grades: Teaching for Achievement in Two Urban Schools**

Heidi A. Mesmer, *Virginia Polytechnic Institute and State University*  
Jennifer Jones, *Radford University*  
Eric Mesmer, *Radford University*  
Lynn Jacomen, *Roanoke City Public Schools*  
Lauren Elizabeth Catherwood, *Virginia Polytechnic Institute and State University*  
Jennifer Dean, *Roanoke City Public Schools*  
Joseph Salmon, *Roanoke City Public Schools*  
Ashleigh Fisher, *Roanoke City Public Schools*  
Lorna Myers, *Roanoke City Public Schools*

1:20PM - 2:50PM

TEXAS J

**PAPER SESSION**

**Writing Experiences for Adolescent ELLs**

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

**Discussant:** Mary A. Avalos, *University of Miami*

1. **Mediated Writing Instruction for Adolescent English Learners: Examining Three Secondary Teachers**

Lori C. Assaf, *Texas State University - San Marcos*  
Gwynne Ash, *Texas State University - San Marcos*

2. **Unsung Voices: Adolescent Korean ESL Students' Experiences with Academic Writing and Identity (Re)construction**

Cheonghwa Cheong, *University at Albany, State University of New York*

3. **Reframing Student Engagement: Examining Identity, Agency, and Power in a Dual-Language Writing Workshop**

Faryl Kander, *Arizona State University*

🗣️ 2:10PM - 2:50PM

SUNDANCE 1

**ROUNDTABLE**

I. **Negotiating the Art of Collaboration in a Summer Reading Practicum**

Keli A. Garas-York, *Buffalo State College, State University of New York*

Myrtle I. Welch, *Buffalo State College, State University of New York*

II. **Exploring the Role of the Teacher in Scaffolding Striving Readers' Participation and Discourse in Discussions about Text**

Kristin Bourdage Reninger, *Otterbein University*

Debbie Delozier, *Southwestern City Schools*

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

III. **Teachers as First Responders in Selecting Literature for Classroom Use: Rosenblatt Invites Understandings into Literature Selections for Contemporary Classrooms**

Janelle Mathis, *University of North Texas*

Andrea Bailey, *University of North Texas*

Lois Knezek, *University of North Texas*

Tami Morton, *University of North Texas*

April Sanders, *University of North Texas*

Ragina Schearer, *University of North Texas*

Mandy Stewart, *University of North Texas*

IV. **Literacy Experiences in the Homes of Students Diagnosed with Mild Intellectual Disabilities and Their Relation to Reading Comprehension Outcomes**

Endia J. Lindo, *University of North Texas*

V. **The Implementation of a Literacy Coach: One Teacher's Obstacles and Successes with Moving into the Role of a Coach**

Aimee Gallagher, *University of Nevada, Reno*

Julie Pennington, *University of Nevada, Reno*

VI. **Digital Natives?: Interviews with Primary Grade Students**

Jennifer G. Lisy, *University of Illinois at Chicago*

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

**FORT WORTH 1**

*Teachers' Voices in the Use of Literacy Practices in Secondary Schools*

**Chair:** Sharon M. Pitcher, *Towson University*

IRA (1999), NRC (Alvermann, 2001) and NCTE (2007) defined what type of instruction adolescents need. Researchers suggest that instead of these practices, many teachers are being forced to use mandated curriculum, which disengages students. Other recommendations include involving parents, use of reading coaches, and content area literacy instruction. The presenters will share the results from a survey to find out from teachers in five diverse sites the progress of these recommendations.

1. *Pilot Study Overview*  
Elizabeth Dicembre, *Towson University*
2. *What Was Learned from the Pilot Study*  
Gilda Martinez, *Towson University*
3. *Revision of the Survey*  
Victoria R. Gillis, *Clemson University*  
Carol J. Delaney, *Texas State University - San Marcos*
4. *Data from Multiple Sites*  
Sharon M. Pitcher, *Towson University*  
Victoria R. Gillis, *Clemson University*  
Carol J. Delaney, *Texas State University - San Marcos*  
Nancy T. Walker, *University of La Verne*  
Krishna Seunariningsingh, *University of West Indies*
5. *Conclusions and Invitation for Involvement*  
Victoria R. Gillis, *Clemson University*

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

**FORT WORTH 2**

*Innovative Teacher Education Practices Using Digital Environments and Literature*

**Chair:** Michael L. Manderino, *University of Illinois at Chicago*

**Discussant:** Audra K. Roach, *The University of Texas at Austin*

1. *Digital Storytelling as Reflective Practice in Teacher Education: Examining the Double Bind that Occurs for Pre-Service Teachers in Literacy Methods Courses*  
Lori A. Norton-Meier, *University of Louisville*  
Corey Drake, *Iowa State University*
2. *Building Pre-Service Teachers' Awareness and Understanding of Diversity through Adolescent Literature*  
Deborah J. Augsburger, *Lewis University*  
Dorene Huvaere, *Lewis University*  
Christopher Palmi, *Lewis University*  
Jackie White, *Lewis University*  
Jennifer Woods, *Lewis University*
3. *Becoming Critical: Investigating Critical Talk between Pre-Service English Teachers and Middle School Students in Online Literature Discussions*  
Joellen Maples, *St. John Fisher College*  
Susan L. Groenke, *University of Tennessee at Knoxville*

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

**FORT WORTH 3**

*Instruction and Intervention: Influences on Reading Development*

**Chair:** Beth Maloch, *The University of Texas at Austin*

**Discussant:** Amy Feiker Hollenbeck, *DePaul University*

1. *The Influence of Kindergarten and First-Grade Literacy Instruction on the Third- and Fifth-Grade Students' Reading Achievement: Findings from the Early Childhood Longitudinal Study—Kindergarten Class, 1998-1999*  
Sophia S. Y. Huang, *University of San Francisco*
2. *A Comparison of Skills vs. Strategies Instruction in First Grade*  
Sharon Walpole, *University of Delaware*  
Michael C. McKenna, *University of Virginia*  
Zoi A. Philippakos, *University of Delaware*  
David L. Coker, *University of Delaware*
3. *The Role of Teaching Assistants in Supporting At-Risk Readers: A UK Perspective*  
Gill E. Johnson, *University of Nottingham*  
Colin Harrison, *University of Nottingham*

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

**FORT WORTH 6**

*The Social and Cultural Contexts of Education*

**Chair:** Sara Ann Beach, *The University of Oklahoma*

**Discussant:** Jane Hansen, *University of Virginia*

1. *Towards a Theory of Opportunity for Engaged Literacy Learning*  
Sara Ann Beach, *The University of Oklahoma*  
Angela Ward, *University of Saskatchewan*  
Julie Collins, *University of Central Oklahoma*  
Allison Geary, *The University of Oklahoma*
2. *Wyoming's Instructional Facilitator Program: Roles and Responsibilities of Secondary-Level Literacy Coaches*  
Leslie S. Rush, *University of Wyoming*  
Jessica Ford, *University of Wyoming*
3. *Addressing Academic, Social, and Affective Growth through Literacy Instruction*  
Jo Worthy, *The University of Texas at Austin*  
Anna Consalvo, *The University of Texas at Austin*

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

**FORT WORTH 7**

*Literacy Instruction at the Secondary Level*

**Chair:** Francine C. Falk-Ross, *Pace University*

**Discussant:** Melody Zoch, *The University of Texas at Austin*

- 1. *Problems with Fidelity: Translating READ 180 into a Rural School Setting***  
Devon Brenner, *Mississippi State University*
- 2. *Stop, Drop, and Read: Comparing Scaffolded Silent Reading with Traditional SSR***  
Chandra West, *Auburn University*  
Bruce Murray, *Auburn University*
- 3. *Pre-Service Teachers' Consideration of the Usefulness of Media Projects for Students' Literacy Development***  
Francine C. Falk-Ross, *Pace University*  
Christine Clayton, *Pace University*  
David Babicz, *Pace University*

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

**FORT WORTH 8**

*Environmental Influences on Early Literacy Learning*

**Chair:** Diane C. Nielsen, *The University of Kansas*

**Discussant:** Joyce Jennings, *Northeastern Illinois University*

- 1. *Quality of the Preschool Literacy Environment and Children's Literacy Development: Moderating Role of Child Characteristics***  
Ying Guo, *The Ohio State University*  
Laura M. Justice, *The Ohio State University*  
Joan Kaderavek, *The University of Toledo*
- 2. *Examining the Effects of Summer Break on the Early Literacy Skills of Preschoolers from Low SES***  
Andrea Molzhon, *Virginia Commonwealth University*  
Maria Kuznetsova, *Virginia Commonwealth University*  
Christopher Chin, *Virginia Commonwealth University*  
Yaoying Xu, *Virginia Commonwealth University*
- 3. *Relationships between Preschoolers' Interest, Background Knowledge, and Listening Comprehension in a Digital Storybook Environment***  
Kathleen A. Paciga, *University of Illinois at Chicago*

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

**STOCKYARDS 1**

*Coaching, Teaching and Learning: Outcomes and Next Steps for Research on the Professional Development of Reading Teachers*

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

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

Literacy coaching has been described as "hot" in recent international reports. However, until recently there has been little empirical evidence that demonstrated the relationship between coaching and the improvement in classroom practices of reading teachers. Additionally, there also has been a void in the literature that ties coaching to student reading achievement, especially reading achievement. In this symposium, three

studies will be presented that make direct connections between coaching, teaching, and student reading achievement.

- 1. *Coaches and Coaching in Reading First Schools: A Reality Check***  
Rita Bean, *University of Pittsburgh*  
Jason A. Draper, *University of Pittsburgh*  
Virginia Hall, *University of Pittsburgh*  
Jill Vandermolen, *University of Pittsburgh*  
Naomi Zigmond, *University of Pittsburgh*
- 2. *Investigating the Effectiveness of a Comprehensive Literacy-Coaching Program in Schools with High Teacher Mobility***  
Lindsay Clare Matsumura, *University of Pittsburgh*
- 3. *Promoting Language and Literacy Development for Early Childhood Educators: A Mixed-Methods Study of Coursework and Coaching***  
Susan B. Neuman, *University of Michigan*

**3:00PM - 3:40PM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. *"A Different and Peaceful Way of Expressing Yourself through Something Educational": Writing in the Middle Grades***  
Heather R. Schugar, *West Chester University of Pennsylvania*  
Diane Santori, *West Chester University of Pennsylvania*
- II. *A Center-Based Instructional Framework for Ninth Grade English Language Learners: A Formative Design in Progress***  
Athene C. Bell, *George Mason University*  
Kristien Zenkov, *George Mason University*  
Marriam Ewaida, *Manassas City Schools*  
Megan Fell, *Prince William County Schools*
- III. *Families Talking Over Literature with Preschoolers: A Close Examination of Parents/Primary Caregivers' Talk during Read-Alouds in a Head Start Program in the Rural Southwest***  
Sharon F. O'Neal, *Texas State University - San Marcos*  
Nancy L. Roser, *The University of Texas at Austin*  
Abby Brady, *The University of Texas at Austin*  
Angie Zapata, *The University of Texas at Austin*  
Katie E. Peterson, *The University of Texas at Austin*  
Kwangok Song, *The University of Texas at Austin*
- IV. *Collaborative Teacher Talk: The Nature of Productive Meaning-Making and Decision-Making***  
Jacquelynn S. Popp, *University of Illinois at Chicago*
- V. *Whose Knowledge Matters? White Teachers Teaching White Literacy to Children of Color***  
Mary C. Matern, *Indiana University-Purdue University Indianapolis*  
Kelly Royster, *Indiana University-Purdue University Indianapolis*



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

**SUNDANCE 2**

*Development of a Multi-Faceted, Comprehensive, Vocabulary Instructional Program for the Upper-Elementary Grades*

**Chair:** James F. Baumann, *University of Missouri - Columbia*  
**Discussant:** Michael F. Graves, *University of Minnesota*

This symposium presents findings from the first year of a large federal grant that explores the feasibility of implementing a multi-component vocabulary instruction program in Grade 4 and 5 classrooms of native-speaking and English-learning students. The papers address: (a) the process of engaging in long-term, intensive, site-based teacher professional development; (b) initial findings from observations of and interviews with the participating children and their teachers; and (c) the challenges of evaluating students' word knowledge and growth.

- 1. *Teacher Professional Development in a Long-Term Vocabulary Intervention***  
Camille L. Z. Blachowicz, *National-Louis University*  
Ann Bates, *National-Louis University*  
Char Cieply, *National-Louis University*
- 2. *Teaching Vocabulary to Fourth- and Fifth-Grade English Learners and Native Speakers: Qualitative Findings***  
Patrick C. Manyak, *University of Wyoming*  
Heather Peterson, *University of Wyoming*  
Beau Bienvenu, *University of Wyoming*  
James F. Baumann, *University of Missouri - Columbia*
- 3. *Evaluating the Vocabulary Growth and Word-Strategy Knowledge of Upper-Elementary-Grade Students***  
James F. Baumann, *University of Missouri - Columbia*  
Camille L. Z. Blachowicz, *National-Louis University*  
Stephen Olejnik, *The University of Georgia*

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

**SUNDANCE 3**

*Comprehension Challenges, Negotiations, and Meanings among Culturally and Linguistically Diverse Students*

**Chair:** Marla H. Mallette, *Southern Illinois University*  
**Discussant:** Amma Akrofi, *Texas Tech University*

- 1. *Reading Comprehension Challenges of Intermediate-Level English Language Learners***  
Sheila Valencia, *University of Washington*  
Audrey Lucero, *University of Washington*  
Leonard Alvarez, *University of Washington*
- 2. *Negotiating Meaning about Text with Culturally and Linguistically Diverse Students***  
Keith S. Wheeler, *Southern Illinois University*  
Marla H. Mallette, *Southern Illinois University*
- 3. *Reading Comprehension Outcomes in Dual Language Programs: A Review of Current Research***  
Susana E. Franco-Fuenmayor, *Texas A&M University*  
Yolanda N. Padron, *Texas A&M University*

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

**SUNDANCE 4**

*Dialogical Book Engagements, Social Imagination, and Intellectual, Social and Moral Agency*

**Chair & Discussant:** Peter Johnston, *University at Albany, State University of New York*

This symposium explores linkages among literacy instruction and children's intellectual, social and moral development. It views reading as a relational, dialogic activity of the self and teaching reading as inherently about the development of the human being. It assumes that language events, like reading, and the conversations in which they are embedded, become the raw materials for self-construction including the capacity for social imagination. It explores the nature, process, conditions, and consequences of this construction.

- 1. *Invitations to Become: Fiction Reading and Social Imagination***  
Judith T. Lysaker, *Butler University*
- 2. *Reading Engagement, Achievement, and Moral Development in Adolescence***  
Gay Ivey, *James Madison University*  
Peter Johnston, *University at Albany, State University of New York*
- 3. *Discursive Frames in Literacy Learning and Agentive Networks of Development***  
Peter Johnston, *University at Albany, State University of New York*

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

**TEXAS A**

*Implementation Fidelity: What It is and How to Measure It*

**Chair:** Terry Salinger, *American Institutes for Research*  
**Discussant:** Danielle R. Carnahan, *Learning Point Associates*

This session addresses "fidelity of implementation" of reading interventions by drawing on qualitative data from a study that identified supports and obstacles to achieving this goal in the routine use of the one intervention in five districts and also on implementation data from two randomized control trials of other interventions. We will also discuss the tension between the quest of fidelity versus the practical realities of adapting a program to the needs of the students and teachers who experience it.

- 1. *Descriptive Study of READ 180 Implementation***  
Terry Salinger, *American Institutes for Research*
- 2. *The Thinking Readers Software Intervention Study***  
Kathryn Drummond, *American Institutes for Research*  
Teresa Duncan, *American Institutes for Research*
- 3. *Collaborative Strategic Reading Intervention Study***  
Monika Townsend, *American Institutes for Research*  
Anja Kurki, *American Institutes for Research*  
Joseph Dimino, *Instructional Research Group*

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

**TEXAS B**

*Analysis of Critical Engagement Mediated by Uses of Digital Media in an Urban High School Program*

**Chairs:** Richard Beach, *University of Minnesota*  
Cynthia Lewis, *University of Minnesota*  
**Discussant:** Gloria Jacobs, *St. John Fisher College*

This session revolves around the topic of student critical engagement through uses of digital media in an interdisciplinary, project-based English and Social Studies curriculum program in an urban high school. The first report examines critical engagement in students' media analysis and production. The second report analyzes students' uses of databases to critically examine issues in their urban neighborhoods while the third report examine students writing about and responses to issues facing urban neighborhoods.

- 1. Critical Engagement in a Media Analysis and Production Class: Critique, Audience, and Aesthetics**  
Cynthia Lewis, *University of Minnesota*  
Lauren Causey, *University of Minnesota*
- 2. Analyzing Urban Neighborhoods: A Critical Engagement Project in DigMe Geography**  
Cassandra Scharber, *University of Minnesota*
- 3. Students' Critical Engagement in Writing about and Responding to Portrayals of Urban Neighborhoods**  
Jessie Dockter, *University of Minnesota*  
Richard Beach, *University of Minnesota*

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

**TEXAS C**

*Enhancing Reading Comprehension Instruction: A Collaborative Project among Teacher Educators across Multiple Sites*

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

This session focuses on collaboration of those participating in a Teacher Quality grant, funded by the IES. The purpose is to engage in an iterative design process to develop, investigate, and refine concrete resources that will support educators providing reading comprehension instruction to both pre-service and in-service teachers. Presenters will provide an overview of the project and findings related to changes in practices of the teacher educators and those related to pre-service and in-service teachers taking their courses.

- 1. An Iterative Design of Teacher Change**  
Annemarie Palincsar, *University of Michigan*  
Linda Kucan, *University of Pittsburgh*  
Nancy DeFrance, *Grand Valley State University*  
Susanna Hapgood, *The University of Toledo*
- 2. Implementing Text-Based Discussion Modules: Teacher Educator's Reflections on Their Own Learning**  
Susan I. McMahon, *National-Louis University*  
MariAnne George, *University of Illinois at Chicago*  
Janice Strop, *Cardinal Stritch University*  
Jennifer Berne, *National-Louis University*
- 3. Impact of Modules on Students' Learning**  
Theresa A. Deeney, *University of Rhode Island*  
Ellen L. Pesko, *Appalachian State University*

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

**TEXAS D**

*Supporting Discipline-Specific Literacies: (Re)imagining Content and Literacy Instruction*

**Chair:** Marta Adair, *Brigham Young University*  
**Discussant:** Thomas W. Bean, *University of Nevada, Las Vegas*

In this symposium, content-area educators describe the nature of the disciplines and how teachers can support content and literacy learning within those disciplines. These descriptions of instruction acknowledge an expanded notion of text and literacy that takes into account all the objects and activities central to learning, communicating, and participating within the disciplines. Moreover, these descriptions are consistent with the pedagogies valued by content-area educators.

- 1. (Re)imagining Texts, Literacies, and Content-Area Literacy Instruction**  
Roni Jo Draper, *Brigham Young University*
- 2. (Re)imagining Literacies and Instruction in Mathematics Classrooms**  
Daniel Siebert, *Brigham Young University*
- 3. (Re)imagining Literacies and Instruction in Music Classrooms**  
Paul Broomhead, *Brigham Young University*
- 4. (Re)imagining Literacies and Instruction in History Classrooms**  
Jeffery D. Nokes, *Brigham Young University*

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

**TEXAS G**

*Talk about Racial Identities: Personal Narratives and Hope for the Future in Literacy Research*

**Chair & Discussant:** Cynthia H. Brock, *University of Nevada, Reno*

The purpose of this session is to provide space to talk about race and to create possible hope and possibility working with racial Others. The audience will break into five groups to interact with the presenters about personal experiences with racism. The group will reconvene to hear about two research projects regarding successful ways of dealing with race in teacher education. Final discussion will help other educators apply the CRT and inter-racial understandings in their educational settings.

**Presenters:**

Donna King, *Pennsylvania State University*  
Judson Laughter, *University of Tennessee at Knoxville*  
Rohany Nayan, *University of Wisconsin Madison*  
Toni Willimas, *University of North Carolina at Greensboro*  
Marga Madhuri, *University of La Verne*

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

**TEXAS H**

***The VINE Project: A Three-Year Study of Word Consciousness in Fourth-Grade Classrooms***

**Chair:** Anna Soter, *The Ohio State University*

**Discussant:** Donna Ogle, *National-Louis University*

The papers presented in this symposium present quantitative and qualitative analyses portraying facets of a large-scale intervention study that focused on developing students' skills in, knowledge of, and dispositions towards word learning. The intervention focused on developing word consciousness in both teachers and students so that students would become interested in words, learn to use words effectively in communication, and recognize the power of language in both reading and writing.

**1. *Vocabulary Growth in Fourth Grade Classrooms: A Quantitative Analysis***

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

Jack L. Vevea, *University of California, Merced*

Susan Leigh Flinspach, *University of California, Santa Cruz*

**2. *Comparative Case Studies: Raising Word Consciousness in Classrooms***

Susan Leigh Flinspach, *University of California, Santa Cruz*

Tatiana F. Miller, *University of California, Santa Cruz*

Charlotte Zeamer, *University of California, Santa Cruz*

Ondine Gage Serio, *University of California, Santa Cruz*

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

**3. *Fostering Word Consciousness through Metacognitive Awareness***

Tatiana F. Miller, *University of California, Santa Cruz*

Susan Leigh Flinspach, *University of California, Santa Cruz*

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

**4. *Cognate Connections: Another Dimension of Word Consciousness***

Ondine Gage Serio, *University of California, Santa Cruz*

Tatiana F. Miller, *University of California, Santa Cruz*

Susan Leigh Flinspach, *University of California, Santa Cruz*

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

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

**TEXAS I**

***Family and Community Influences on Early Literacy***

**Chair & Discussant:** Marjorie Siegel, *Teachers College, Columbia University*

Our papers examine the intricacies and influences of family and community social practices on early literacy across contexts. We believe that families and communities are essential sources of information for revealing how the early literacies are developed and the forms and functions they take. Yet, many times home/community literacy practices are misunderstood. We provide insights into home literacy practices which may be aligned or misaligned with traditional, school-based definitions of literacy and implications for educators.

**1. *Family and School Influences in Pre-Conventional Readers' Symbolic Development***

Mona W. Matthews, *Georgia State University*

Caitlin McMunn Dooley, *Georgia State University*

**2. *Parents and Preschoolers Negotiating Social Contracts for Writing***  
Carin Neitzel, *Vanderbilt University*

**3. *Teaching Young English Learners: Building on Cultural and Linguistic Strengths***

Mariana Souto-Manning, *Teachers College, Columbia University*

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

**TEXAS J**

***Teacher Identity, Thinking, and Context***

**Chair:** Steven J. Amendum, *North Carolina State University*

**Discussant:** Kristin N. Rainville, *Manhattanville College*

**1. *Scaffolds as Utterances Reveal Identity: The Identity Development of Two First Year Literacy Teachers***

Lindsay P. Grow, *University of Kentucky*

**2. *Reflection as a Roadmap for Teaching***

Lydia Criss Mays, *Georgia State University*

Diane Truscott, *Georgia State University*

**3. *Literacy Centers in a First Grade Classroom: The Contextual Elements that Support Small Group Differentiated Reading Instruction***

Celeste C. Bates, *Clemson University*

**3:30PM - 4:30PM**  
**ROUNDTABLE**

**SUNDANCE 1**

**I. *Exploring the Use of Language Measures in a Culturally Responsive RTI Model at a Dual Literacy Urban School***

Sandra K. Goetze, *Oklahoma State University*

**II. *Middle School Boys' Reading Motivation: Enhanced or Hindered by Basal Reading Series?***

Rochelle M. Berndt, *Kent State University*

Elizabeth Ritz, *Kent State University*

Julie Skilton, *Kent State University*

**III. *The Greek Goddess in Contemporary Young Adult Literature***

Jacqueline LaRose, *Eastern Michigan University*

**IV. *Adult Literacy Education: A Socio-Historical Examination of Workplace Educational Programs of the Late 1980s***

Carly L. Andrews, *The University of Iowa*

**V. *"Doing Literacy" in Social Studies: Voices of Three Secondary Teachers***

Elizabeth K. Wilson, *University of Alabama*

Lisa H. Matherson, *Paul W. Bryant High School*

Yosondra Irby, *Paul W. Bryant High School*

Wanda Williams, *Paul W. Bryant High School*

**VI. *Developing a Culturally Responsive Literacy Pedagogy through Case-Based Instruction***

AnnMarie Alberton Gunn, *University of South Florida Tampa*

4:45PM - 6:00PM

TEXAS E & F

**PLENARY ADDRESS**

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

**I. Early Career Achievement Award Presentation**

David O'Brien, *University of Minnesota*

**II. Introduction of Speaker**

Sheila W. Valencia, *University of Washington*

**III. Teaching with Integrity in the Face of High-Stakes Testing**

Lorrie A. Shepard, *University of Colorado*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 1**

*Learning to Meet Students' Language Needs*

**Chair:** Deanna M. Stoube, *St. Ambrose University*

**Discussant:** V. Susan Bennett-Armistead, *University of Maine*

1. *Developing Pre-Service Early Childhood Teachers' Language Support Skills*  
Jill B. Freiberg, *Vanderbilt University*
2. *"And, if You Have a Class Like That, I'd Like to Sign Up!": Beginning Teachers Navigating the Constraints of Teaching Literacy in a Culturally and Linguistically Diverse Professional Development School*  
Katie Simon Kurumada, *Georgia State University*
3. *Using Community Literacies to Help Teachers Build Meaningful Relationships with Students Learning English*  
Brian C. Rose, *Vanderbilt University*  
Robert T. Jiménez, *Vanderbilt University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 2**

*The Power of Words: Exploring Vocabulary Instruction*

**Chair:** Nancy Williams, *University of South Florida*

**Discussant:** Kathleen Hinchman, *Syracuse University*

1. *Interactive Vocabulary Instruction with At-Risk Elementary Students*  
Brenda J. Overturf, *University of Louisville*
2. *Examining Middle School Teachers' Talk During Vocabulary Instruction*  
Evelyn Ford-Connors, *Boston University*
3. *Vocabulary Instruction in Intermediate Classrooms: A Discourse Analysis of Direct and Indirect Teaching and Learning*  
Nancy Williams, *University of South Florida*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 3**

*Writing and Learning In and Out of School*

**Chair:** Jenifer Jasinski Schneider, *University of South Florida Tampa*

**Discussant:** Donita Massengill Shaw, *The University of Kansas*

1. *Narratives of English Literacy Learning: Perspectives from Adult Immigrants in a Community-Based ESL Writing Class*  
Heather B. Finn, *New York University*
2. *"Read Strunk and White": Results from a Survey of Successful Adult Writing Practices in the Workplace*  
Jenifer Jasinski Schneider, *University of South Florida Tampa*
3. *Linking Learning and Writing in Mathematics Instruction*  
Daniel Siebert, *Brigham Young University*  
Amy Jeppsen, *Brigham Young University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 6**

*The Intersection of Identity and Literacy Development*

**Chair:** Kathleen M. Wilson, *University of Nebraska, Lincoln*

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

1. *Identity Performances During Literacy Practices in Multiple Settings Within a High School*  
Mary Beth Ressler, *The Ohio State University*
2. *Adolescents' Literate Identity Online: Individuals and the Discourse of a Class Wiki*  
Amanda J. McCollum, *Brigham Young University*  
Janet R. Young, *Brigham Young University*
3. *Embodied "Struggles": (Mis)Reading the Everyday Performances and Identities of Adolescent Readers in an Urban English Language Arts Classroom*  
Grace Enriquez, *Lesley University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 7**

*Impacting Literacy Instruction in K-12 Settings*

**Chair:** Corrine M. Wickens, *Northern Illinois University*

**Discussant:** Katina Zammit, *University of Western Sydney*

1. *Pre-Service Teachers' Engagement with Author Studies: Exploring How Children's and Young Adult Authors' Work and Words Can Partner with Novice Teachers to Expand and Improve Writing Pedagogy*  
Marie A. LeJeune, *Western Oregon University*
2. *Teacher-Authored Supplementary Reading Materials in South Africa: A Content and Thematic Analysis*  
Miriam G. Martinez, *The University of Texas at San Antonio*  
Courtney Holmes, *The University of Texas at San Antonio*
3. *Roy, Nancy, and the Real, Textual, and Televisual Spaces of Early Literacy*  
Margaret Mackey, *University of Alberta*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**FORT WORTH 8**

*Novice Teachers Reflecting on Practices with Culturally and Linguistically Diverse Students: Studies that Inform Teacher Education Programs*

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

**Discussant:** Pamela Mason, *Harvard Graduate School of Education*

This symposium focuses on novice teachers and how they serve the literacy needs of children in culturally and linguistically nondominant groups. Presenters will share findings about these teachers' dispositions and practices, and their reflections of their practices. These findings can be used to strengthen teacher education programs around a social equity agenda.

1. *Novice Teachers Reflect on their Culturally Responsive Literacy Dispositions and Practices*  
Leah Muccio, *George Mason University*  
Julie Kidd, *George Mason University*

2. *Novice Teachers Enacting Social Equity Stances in Urban Classrooms: Factors that Shape Teacher Agency*  
Althier Lazar, *Saint Joseph's University*

3. *Through the Lens of a Video Camera: What Reading Specialist Interns Learned about Teaching Culturally and Linguistically Diverse Students*  
Barbara Steckel, *Lesley University*

**8:40AM - 9:20AM**  
**ROUNDTABLE**

**SUNDANCE 1**

**I. Case Study of a Struggling Comprehender: Strategies to Improve Inferential Comprehension**

Yi-Fen Y. Yeh, *Texas A&M University*  
Erin McTigue, *Texas A&M University*  
R. Malatesha Joshi, *Texas A&M University*

**II. Text Analysis: A Critical Component of Specialized Content Knowledge for Comprehension Instruction**

Natalie Heisey, *University of Pittsburgh*  
Linda Kucan, *University of Pittsburgh*  
Michelle Ciancosi-Rimbe, *University of Pittsburgh*  
Annemarie Sullivan Palincsar, *University of Michigan*

**III. Availability of Literary Research Reports in Open Access Education Journals**

Richard Beach, *University of Minnesota*  
Jamie Colwell, *Clemson University*  
Debbie East, *Ivy Tech Community College*  
M. Trika Smith-Burke, *New York University*  
Norman A. Stahl, *Northern Illinois University*

**IV. Responding through Memory: A Poststructural Approach to Reading Response**

Kinga Varga-Dobai, *The University of Georgia*

**V. Efforts and Struggles to Embrace Linguistic Diversity: Approaches Taken by Pre-Service Teachers**

Eurydice Bauer, *University of Illinois at Urbana-Champaign*  
Gabriela Romero, *University of Illinois at Urbana-Champaign*  
Andy Halvorsen, *University of Illinois at Urbana-Champaign*  
Jiin Yap, *University of Illinois at Urbana-Champaign*  
Jennifer Hixson, *University of Illinois at Urbana-Champaign*  
Georgia E. Garcia, *University of Illinois at Urbana-Champaign*  
Christina Denicolo, *University of Illinois at Urbana-Champaign*

**VI. The Promise of PLANKS: Imbedding Authentic Problem-Solving Scenarios throughout a Pre-Service English Education Program to Position Pre-Service Teachers as Literacy Leaders**

Sharilyn C. Steadman, *East Carolina University*  
Todd B. Finley, *East Carolina University*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

**SUNDANCE 2**

***The Impact of Teacher Education Programs on the Instructional Practices of Novice Teachers***

**Chair:** Elizabeth Dobler, *Emporia State University*

This alternative session explores the link between teacher preparation, teacher effectiveness, and student achievement. Presenters will describe the current state of teacher accountability at a national level, then provide a rationale and description of a study involving novice teachers representing 10 teacher education programs. Small group discussions will then focus on issues surrounding the ways data from different teacher preparation programs can shed light on teacher candidate learning and student learning.

**Presenters:**

Elizabeth Dobler, *Emporia State University*  
Dana Grisham, *California State University, East Bay*  
Thomas De Vere Wolsey, *Walden University*  
Janet R. Young, *Brigham Young University*  
Roya Qualls Scales, *Western Carolina University*  
Linda Wold, *Loyola University Chicago*  
Susan Lenski, *Portland State University*  
Sandy Chambers, *Kutztown University of Pennsylvania*  
Linda Smetana, *California State University, East Bay*  
Cristina Alfaro, *San Diego State University*  
David Scales, *University of North Carolina at Greensboro*  
Kathy Ganske, *Vanderbilt University*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 3**

***Reading Policy in the Era of Accountability***

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

**Discussants:** Karen K. Wixson, *University of Michigan*  
Sheila Valencia, *University of Washington*

The three co-authors of the 210 chapter on policy in the 4th edition of the *Handbook of Reading Research (HRR4)* will summarize key findings and implications from their extensive review of policy research over the last decade, after which the two co-authors of the comparable chapter in *HRR3* (2000) will respond. At that point, the 5 presenters will constitute a panel to field questions and comments from the audience and discuss future policy research initiatives.

- The Dynamics of Policy Making in Reading Instruction***  
Cynthia E. Coburn, *University of California, Berkeley*
- The Process of Policy Implementation***  
Sarah L. Woulfin, *University of California, Berkeley*
- The Impact of Policy on Student Achievement***  
P. David Pearson, *University of California, Berkeley*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 4**

*Critical Perspectives on Language and Literacy: Examinations of Power, Positioning, Agency, and the Ideological Sign across Educational Contexts*

**Chair:** Julia M. Lopez-Robertson, *University of South Carolina*  
**Discussant:** Amy S. Johnson Lachuk, *University of South Carolina*

In this symposium, we seek to join the conversation on Critical Sociocultural Literacy Theory by drawing on the work of members of the Frankfurt School and the Critical Theory of language proposed by Russian linguist Vladimir Volosinov. Specifically, the symposium highlights how the Critical Theory proposed by such theorists opens up new insights into sociocultural literacy practice across contexts—elementary, community college, and college classrooms.

- 1. *Disrupting the Commonplace: Student Reflection as a Tool of Social Change***  
Liza Speece, *University of South Carolina*
- 2. *Building Humanist-Dialogic Pedagogy from Students' Stories in a College Classroom***  
Lisa Ianni Reid, *University of South Carolina*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**TEXAS A**

*Investigating the Teaching and Testing of Inference in Reading*

**Chair:** William P. Bintz, *Kent State University*  
**Discussant:** Wendy C. Kasten, *Kent State University*

This study investigates inference over the past 25 years (1984–2009) to understand what we, as a reading community, have done in this area. Data collection include: how state-wide tests evaluate students on inference; how professional literature addresses the teaching of inference; interviews of practicing reading teachers about the teaching of inference. Implications of these outcomes will be discussed with symposia participants as to directions for teacher education, issues with English language learners, and future research.

- 1. *Inference: Why Study It?***  
William P. Bintz, *Kent State University*  
Wendy C. Kasten, *Kent State University*
- 2. *How are State Tests Assessing Students on Inference?***  
Petra Moran, *Kent State University*  
Rochelle M. Berndt, *Kent State University*
- 3. *How Has Our Professional Literature Addressed Inference?***  
Elizabeth Ritz, *Kent State University*  
William P. Bintz, *Kent State University*
- 4. *What Do Reading Teachers Say about the Teaching Of Inference?***  
Julie Skilton, *Kent State University*  
Lisa Bircher, *Kent State University*  
Rochelle M. Berndt, *Kent State University*
- 5. *Implications and Discussion***  
Wendy C. Kasten, *Kent State University*  
William P. Bintz, *Kent State University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**TEXAS B**

*College Qualifications and Interventions for Diverse Students*

**Chair:** Yuko Iwai, *University of Wisconsin - La Crosse*  
**Discussant:** Kelly Royster, *Indiana University - Purdue University Indianapolis*

- 1. *Becoming Strategic Readers: A Case Study of College ESL Students' Reading Experiences***  
Yuko Iwai, *University of Wisconsin - La Crosse*
- 2. *Effects of Rhetorical Reading Interventions on the Reading and Writing Performances of ELL and Dominant English-Speaking Students Enrolled in College Composition Classes***  
Bernice Sanchez-Perez, *Texas A&M International University*  
Jack Helfeldt, *Texas A&M University*
- 3. *Predicting Asian Immigrant Students' Likelihood of Qualifying for College***  
Dennis Murphy Odo, *University of British Columbia*  
Reginald D'Silva, *University of British Columbia*  
Lee Gunderson, *University of British Columbia*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**TEXAS C**

*Resistant Learners, Reluctant Learners, Defiant Learners, or Pragmatic Realists? What Happens When Learning Breaks Down in Teacher Explorations of Language, Literacy, and Culture?*

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

This symposium presents independent research studies of teacher education classes that explored issues of literacy and culture. Whereas previous research from these studies focused on positive learning outcomes, this session raises two contentious issues. First, in our role as teacher educators, how should we address learners who appear resistant to exploring important literacy issues? And, second, in our role as researchers, how do we construct trustworthy, but ethically framed, portraits of learners in our research?

- 1. *"Some are Way Left, Like This Guy, Gloria Ladson-Billings": The Limits of Cultural Exploration in a Literacy Graduate Course***  
Mary McVee, *University at Buffalo, State University of New York*
- 2. *Exploring Teachers' Learning about Racial, Cultural, and Linguistic Diversity: What Happens When We Can't Figure Out How to Help Them to "Get It"?***  
Cynthia H. Brock, *University of Nevada, Reno*  
Julie Pennington, *University of Nevada, Reno*
- 3. *"I Haven't Lived This at All": Life Texts as Obstacles to Understanding Privilege***  
Maria Hopkins, *Nazareth College*

8:40AM - 10:10AM

**ALTERNATIVE FORMAT**

TEXAS D

*Leveraging "Traditional" and "New" Literacies to Inform Policy, Research, and Practice across Learning Spaces*

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

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

This alternative symposium presents a panel and moderated discussion about the ways new and "traditional" literacies inform one another in practice and policy. The papers and discussion are organized around the following questions: How can new and "traditional" literacies be leveraged in different learning situations, including gaming, social networking, critical digital literacies, and new literacies as linguistic resources? How do new and traditional forms of literacy continue to re-define one another as they evolve through policy, research, and practice?

1. *Redefining College Literacy: Using New Literacies and Social Networking with College Reading Students*

Dana J. Wilber, *Montclair State University*

2. *Reflection in Action: Using Inquiry Groups to Explore Critical Digital Literacy with Pre-Service Teachers*

Sarah Lohnes Watulak, *Towson University*

3. *Understanding Narrative Elements in Digital and Traditional Texts*

Charles K. Kinzer, *Teachers College, Columbia University*

Daniel Hoffman, *Teachers College, Columbia University*

Selen Turkay, *Teachers College, Columbia University*

Nilgun Gunbas, *Teachers College, Columbia University*

Caitlin Nagle, *Teachers College, Columbia University*

4. *Linguistic Mappings and Tracings: Using Rhizoanalysis to Explore College Freshmen Text Production*

Gloria Jacobs, *St. John Fisher College*

8:40AM - 10:10AM

**SYMPOSIUM SESSION**

TEXAS G

*Symposium on the Teaching and Learning of Writing*

**Chair:** Mariana Souto-Manning, *Teachers College, Columbia University*

**Discussant:** Randy Bomer, *The University of Texas at Austin*

This symposium provides findings from qualitative research related to: (1) critical writing pedagogy as a framework for pre-service teachers to examine power, equity, and identity in the classroom from multiple perspectives; (2) how the development of pre-service teachers' writing identities are shaped by dominant teacher discourse about what it means to be literate; and (3) sociocultural approaches to understanding the literacy development and instruction of migrant youth centered on the language arts, particularly writing.

1. *Towards a Critical Writing Pedagogy: Navigating the Sociopolitical Realm of Literacy Education*

Detra Price-Dennis, *The University of Texas at Austin*

2. *"If You're Talkin', You're Not Writin'": Becom(ing) a Teacher of Writing*

Marcelle Haddix, *Syracuse University*

3. *Sociocultural Perspectives on Adolescent ELLs' Literacy Development: Young Writers' Programs as Opportunities for Empowerment, Enrichment, and Community*

Elizabeth Lewis, *Dickinson College*

8:40AM - 10:10AM

**PAPER SESSION**

TEXAS H

*Exploring Text and Reader Interactions in Online Reading Environments*

**Chair:** Bridget Dalton, *Vanderbilt University*

**Discussant:** Tammy Ryan, *Jacksonville University*

1. *Advanced New Literacies and Knowledge Synthesis on the Web*

Michael DeSchryver, *Michigan State University*

2. *Twelve Adolescents' Strategies for Seeking and Reading Health Information Online: An Exploratory Study*

Jinjie Zheng, *Michigan State University*

Paul Mark Morsink, *Michigan State University*

Douglas K. Hartman, *Michigan State University*

3. *Text as Agent: Empirical Evidence for Agency Effects in Online Literacy*

John E. McEaney, *Oakland University*

8:40AM - 10:10AM

**SYMPOSIUM SESSION**

TEXAS I

*Reading Comprehension Professional Development*

**Chairs:** Susan E. Israel, *Coronation Institute*

Kelly B. Cartwright, *Christopher Newport University*

**Discussants:** Lesley M. Morrow, *Rutgers University*

Kristin Gehsmann, *Saint Michael's College*

Participants and panel members converse about: (1) national assessment of exemplary comprehension professional development programs, (2) trends and issues related to comprehension professional development, (3) understanding the central issues related to comprehension instruction in relationship to reading achievement that need to be addressed in the future, and (4) what are or ought to be effective measures of comprehension programs with pre-service and in-service programs?

1. *Assessing Teacher Beliefs about Reading Comprehension and Effective Professional Development Programs: Historical Analysis*

Susan E. Israel, *Coronation Institute*

Katherine Stahl, *New York University*

2. *The Journey Continues: In-Service Professional Development that Promotes the Teaching of Transactional Strategies Instruction (TSI)*

Rachel Brown, *Syracuse University*

3. *Conveying Comprehension through Metaphor-Based Scholarly Narratives*

George Hruby, *University of Kentucky*

4. *Teachers' Perceptions of Effectiveness in a Year-Long Comprehension Instruction Professional Development Program*

Kelly B. Cartwright, *Christopher Newport University*



**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

**TEXAS J**

### *Literacy Research in International Settings*

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

**Discussants:** Xiaoming Liu, *Towson University*  
Amma Akrofi, *Texas Tech University*

In this alternative format session of eight posters sponsored by the LRA International Innovative Community Group, researchers examine various aspects of literacy relative to six different countries: China, India, Botswana, Ethiopia, United Arab Emirates, Ghana, and the U.S. The session invites the audience to interact with the authors and further discuss the research findings and issues raised.

1. ***Shifting Views of Early Literacy Education in China: 1980 to the Present***  
Zhenyou Yu, *China Women's University*  
Nancy Pine, *Mount St. Mary's College*
2. ***Chinese Children's Perspectives on Bilingual Books***  
Xiaoning Chen, *State University of New York College at Fredonia*  
Ran Hu, *East Carolina University*
3. ***Reading Strategies of Chinese First Graders***  
Jiening Ruan, *The University of Oklahoma*  
Lijun Jin, *Towson University*
4. ***Literacy Experiences of Indian Children from Minimal or Non-Literate Backgrounds in Their First Year in School***  
Shobha Sinha, *University of Delhi*
5. ***On Teachers as Readers in Botswana***  
Michelle Commeyras, *The University of Georgia*  
Bontshetse M. Mazile, *University of Botswana*
6. ***"Inside People are All the Same." Emirati and U.S. Students Discuss Alike's Painted Words, Spoken Memories, and Learn about Each Other***  
Patience Sowa, *Zayed University*  
Cynthia M. Schmidt, *University of Missouri - Kansas City*
7. ***Culturally Relevant Dual-Language Texts Used to Facilitate Literacy in Ethiopia***  
Laurie J. Curtis, *Kansas State University*
8. ***Examining Multi-National Children's Literary Understanding of Wordless Picture Books***  
Xiaoming Liu, *Towson University*  
Amma Akrofi, *Texas Tech University*  
Mary Napoli, *Penn State Harrisburg*  
Carole Janisch, *Texas Tech University*

**9:30AM - 10:10AM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. ***It's All about Image: An Examination of the Visual in Elementary Science Textbooks***  
Ryan Angus, *Purdue University*  
Beverly Cox, *Purdue University*
- II. ***Starting from Ground Zero: Embedded Research of a Community-Based Volunteer Literacy Tutoring Program for Preschoolers***  
Linda G. Williams, *Eastern Michigan University*  
Toni Stokes Jones, *Eastern Michigan University*
- III. ***Exploring Language and Culture in a Reader and Writer's Workshop***  
Katie E. Peterson, *The University of Texas at Austin*  
Melissa Mosley, *The University of Texas at Austin*  
Nicholas Solis, *The University of Texas at Austin*
- IV. ***Re-Envisioning Relationships and Literacy through Texting***  
Alison Villanueva, *Teachers College, Columbia University*  
Robin R. Collins, *Teachers College, Columbia University*
- V. ***"Pre-Service Teachers' Interactions with Culturally and Racially Diverse Elementary Students in Peer-Led Literature Discussions"***  
Jamie Colwell, *Clemson University*  
Susan K. Fullerton, *Clemson University*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 1**

### *Response to Literacy Interventions*

**Chair:** Maria Selena O. Proctacio, *Michigan State University*  
**Discussant:** Juliet L. Halladay, *University of Vermont*

1. ***Students' Response to a Comprehensive Approach to Literacy Intervention***  
Shannon C. Henderson, *University of Arkansas at Little Rock*  
Linda J. Dorn, *University of Arkansas at Little Rock*
2. ***Beyond the Five Pillars of Reading Instruction: Secondary Students' Conceptualizations of Reading in a Scripted Intervention Program***  
Hope Smith Davis, *Indiana University - South Bend*  
Eric J. Paulson, *Texas State University - San Marcos*
3. ***Response to Intervention: An Ethnography of Implementation***  
Kandy C. Smith, *University of Tennessee*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 2**

*Exploring Writing Instruction*

**Chair:** Sharon Zumbrunn, *University of Nebraska, Lincoln*  
**Discussant:** Elizabeth A. Swaggerty, *East Carolina University*

- 1. Does it Take a Village to Teach Children to Write? Canadian Teachers' Views of Parental and Community Involvement in Their Writing Programs**  
Jill McClay, *University of Alberta*  
Shelley Stagg Peterson, *University of Toronto*
- 2. Conversations with Leading Writing Authorities: Principles of Effective Writing Instruction**  
Sharon Zumbrunn, *University of Nebraska, Lincoln*
- 3. Comparing Participation and Social Practices across Print and Multimedia Composition Classrooms**  
Tara L. Alvey, *Vanderbilt University*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 3**

*Socialization through Literacy Acts and Practices*

**Chair:** Silvia C. Nogueron, *Arizona State University*  
**Discussant:** Patrick H. Smith, *The University of Texas at El Paso*

- 1. Restorying: Fostering Academic and Interpersonal Growth in Students with Negative Reputations**  
Jo Worthy, *The University of Texas at Austin*  
Anna Consalvo, *The University of Texas at Austin*
- 2. "You Can Be a Good Child like Komdol": Korean Young Child's Socialization of Morality through Shared Book Reading**  
Ji Eun Kim, *University of British Columbia*  
Bong-gi Sohn, *University of British Columbia*
- 3. Negotiating the Codes of Power of Technology: Complexities in Immigrant Women's Digital Literacy Socialization Trajectories**  
Silvia C. Nogueron, *Arizona State University*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 6**

*Text Encounters in Secondary Classrooms*

**Chair:** William Boerman-Cornell, *University of Illinois at Chicago*  
**Discussant:** Frank Serafini, *Arizona State University*

- 1. More than Literature: Lack of Informational Text in Adolescent Literature Anthologies**  
Naomi Watkins, *The University of Utah*  
Lauren A. Liang, *The University of Utah*
- 2. Opportunities to Develop and Defend Multiple Interpretations in 10th Grade Literature Textbooks**  
Vivian Mihalakis, *University of Pittsburgh*
- 3. Peering Toward the Horizon: Reconciling Teacher and Student Perspectives on Studied Literature Texts in Anticipation of Common Core Standards**  
Kierstin H. Thompson, *University of Illinois at Chicago*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 7**

*Learning to Write in L1 and L2*

**Chair:** David B. Yaden, *University of Arizona*  
**Discussant:** Lori Helman, *University of Minnesota*

- 1. Pathways to Oral and Written English Language Competence for Young Vietnamese English Language Learners**  
Thao Duong, *University of California, Berkeley*
- 2. Presence of L1 Features in Second Language Writing and the Impact of Strategic and Interactive Writing Instruction (SIWI)**  
Kimberly A. Wolbers, *University of Tennessee at Knoxville*  
Hannah M. Dostal, *University of Tennessee at Knoxville*  
Lisa M. DeLozier, *University of Tennessee at Knoxville*  
Shannon Graham, *University of Tennessee at Knoxville*
- 3. Learning to Write in English and Chinese**  
David B. Yaden, *University of Arizona*  
Tina Tsai, *The Literacy Guild*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**FORT WORTH 8**

*Emerging Practices in Multimodal Composition*

**Chair:** Cassandra Scharber, *University of Minnesota*  
**Discussant:** Nathan Phillips, *Vanderbilt University*

- 1. 5th Grade Students Compose and Reflect on Their Multimodal Stories**  
Bridget Dalton, *Vanderbilt University*  
Blaine Smith, *Vanderbilt University*  
Tara L. Alvey, *Vanderbilt University*
- 2. Literacy Through Photography: Multimodal and Visual Literacy in a Third Grade Classroom**  
Angela M. Wiseman, *North Carolina State University*
- 3. Designing Reel Literacies: Investigating Influential Performances of Multiliteracies of Filmmaking Collaborative Composition**  
Deborah Kozdras, *University of South Florida Tampa*

**10:20AM - 11:00AM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. Teachers' Perceptions and Use of Interactive Word Walls**  
Janis M. Harmon, *The University of Texas at San Antonio*  
Karen D. Wood, *University of North Carolina at Charlotte*
- II. "Friends from the Other Side": An Examination of Literature Discussions across Two Socio-Cultural and Socio-Economic Contexts**  
Julia M. Lopez-Robertson, *University of South Carolina*  
Tracy Lynn Smiles, *Western Oregon University*
- III. When Vision Gets Tested: Literacy Teacher Transition from a University-Based Pre-Service Program into the First Year of Teaching**  
Katie Russell, *The University of Texas at Austin*  
Audra K. Roach, *The University of Texas at Austin*

**IV. If Syllabi Could Talk: An Analysis of Underlying Beliefs in Basic College Writing Instruction**

Rachel Foot, *Kent State University*  
Jennifer Schneider, *Kent State University*  
Deniz Kursun, *Kent State University*

**V. High School Students and Independent Reading of Content: Does Practice Make Proficient?**

Lee Dubert, *Boise State University*  
Diana S. Hooley, *Boise State University*

**2. From Reading to Literacy: A Critical Analysis of Current Federal Literacy Policy Discourse**

Julie Justice, *University of North Carolina at Chapel Hill*  
Kathryn Ohle, *University of North Carolina at Chapel Hill*  
Elizabeth Cutrer, *University of North Carolina at Chapel Hill*

**3. The Differential Effects of Preschool: Evidence from Virginia**

Francis L. Huang, *University of Virginia*  
Marcia Invernizzi, *University of Virginia*  
Allison Drake, *University of Virginia*

**10:20AM - 11:50AM  
ALTERNATIVE FORMAT**

**SUNDANCE 2**

***New Literacies, New Insights: Explorations from Multiple Perspectives***

**Chair:** Elizabeth (Betsy) A. Baker, *University of Missouri*  
**Discussant:** P. David Pearson, *University of California, Berkeley*

The purpose of this alternative session is to explore the rich and varied research being done from a range of theoretical perspectives regarding new literacies. Specifically, panel members will take behavioristic, cognitive, sociocultural, and temporal/spatial perspectives towards new literacies and invite the audience to poster discussions that incorporate a range of digital tools. Presenters and attendees will be brought back together to share observations across the posters.

**1. Can Behaviorist and Constructivist Applications Coexist in the New Literacies?**

Michael C. McKenna, *University of Virginia*  
Kristin Conradi, *University of Virginia*

**2. The Evolution of Cognitive Conceptions of Reading Comprehension: from Print to Pixels**

Douglas K. Hartman, *Michigan State University*  
Jinjie Zheng, *Michigan State University*  
Paul Mark Morsink, *Michigan State University*

**3. Screens and Scrapbooking: Sociocultural Perspectives on New Literacies**

Kelly Chandler-Olcott, *Syracuse University*  
Elizabeth Lewis, *Dickinson College*

**4. Traversing Time and Space: An Ontological Analysis of Traditional and New Literacies**

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

**10:20AM - 11:50AM  
PAPER SESSION**

**SUNDANCE 3**

***Public and Academic Policy Issues in Assessment***

**Chair:** Mary K. Kallus, *Eastern New Mexico University*  
**Discussant:** Richard M. Oldrieve, *Bowling Green State University*

**1. The Road Thus Far: Long-Term Academic Outcomes of Florida's Third-Grade Retention Policy**

Danielle V. Dennis, *University of South Florida*  
Diane C. Kroeger, *University of South Florida*  
James Welsh, *University of South Florida*

**10:20AM - 11:50AM  
SYMPOSIUM SESSION**

**TEXAS A**

***High Potential Literacy Teachers' Adaptive Instructional Actions and Their Impact on Student Outcomes***

**Chair:** Samuel D. Miller, *University of North Carolina at Greensboro*  
**Discussant:** Seth Parsons, *George Mason University*

The research reported in this symposium: (a) documents the adaptations literacy teachers make in different instructional contexts, and (b) explores whether their students' learning outcomes support the contention that adaptive instruction is an important aspect of teacher effectiveness. Multiple researchers in four different settings used common data collection and analysis procedures to study these topics. These four studies comprise the symposium.

**1. Two Elementary Teachers' Instructional Adaptations and Their Impact on Student Agency in Reading**

Margaret Vaughn, *University of North Carolina at Greensboro*  
Beverly Faircloth, *University of North Carolina at Greensboro*

**2. Two Elementary Teachers' Adaptive Actions in Different Instructional Contexts and the Impact on Students' Understanding of How Comprehension Works**

Scott Howerton, *University of North Carolina at Greensboro*  
Beverly Faircloth, *University of North Carolina at Greensboro*

**3. Four Fourth Grade Teachers' Adaptations When Teaching Science and the Impact on Students' Comprehension of Science Content**

Melony Allen, *University of North Carolina at Greensboro*  
Catherine Matthews, *University of North Carolina at Greensboro*

**4. The Adaptive Teaching of Two Lower- and Two Higher-Potential Middle School Language Arts Teachers and the Impact on Students' Ability to Summarize Text**

Baxter Williams, *University of North Carolina at Pembroke*

**10:20AM - 11:50AM  
ALTERNATIVE FORMAT**

**TEXAS B**

***A Legacy in Literacy: Tracing the History of Current Emphases in Multilingual/Multicultural Research***

**Chair:** Georgia E. Garcia, *University of Illinois at Urbana-Champaign*

Four researchers present papers that show how their earlier participation in the Center for the Study of Reading (CSR) has influenced their current research agendas in multilingual/multicultural literacy. The researchers describe their current research and indicate how they were affected by CSR's emphasis on developing a community of scholars and conducting and disseminating research. Participants will discuss the

papers presented and the role of research centers and communities in facilitating research.

1. *From Colonial Mexican Reading Instruction to Mexican-U.S. Transnational Literacies*  
Robert T. Jiménez, *Vanderbilt University*
2. *Using Professional Staff Development to Improve the Instruction of English Language Learners and African-American Students*  
Eurydice Bauer, *University of Illinois at Urbana-Champaign*
3. *The Role of the Home Language on English Literacy Development*  
Aydin Y. Durgunoglu, *University of Minnesota Duluth*
4. *From Culturally Responsive Instruction to Whole School Reform in Literacy*  
Kathryn H. Au, *University of Hawaii*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**TEXAS C**

*Early Literacy and English Language Learners*

**Chair:** Sonia Q. Cabell, *University of Virginia*  
**Discussant:** Deborah G. Litt, *Trinity University*

1. *A Comparison of Order of Word Learning and Difficulty of Vocabulary in First-Grade Basal Readers for Preschool Dual-Language Learners and Monolingual English Learners*  
Cynthia B. Leung, *University of South Florida St. Petersburg*  
Rebecca Silverman, *University of Maryland*  
Ratna Nandakumar, *University of Delaware*  
Xiaoyu Qian, *University of Delaware*  
Sara Hines, *Hunter College, City University of New York*
2. *Relationships between Sophisticated Vocabulary and General Vocabulary Development: Effects of a Storybook Reading Intervention on ELL Preschoolers' English Vocabulary Growth*  
Molly F. Collins, *Erikson Institute*
3. *Relationships among Vocabulary, Overall English Proficiency, and Early Literacy Skills in Preschool English Learners in the Context of Literacy-Focused Instruction*  
Theresa Roberts, *California State University, Sacramento*

**10:20AM - 11:50AM**  
**SYMPOSIUM SESSION**

**TEXAS D**

*Culture and Portrayal: Critical Multicultural Perspectives on African Children's Literature*

**Chair:** Donna Sayers Adomat, *Indiana University*  
**Discussant:** Lawrence R. Sipe, *University of Pennsylvania*

This symposium presents three papers at the intersections of critical multicultural analysis of texts and international literature. Through diverse critical lenses, the presenters examine closely children's and young adult books from Nigeria and South Africa for: issues of race, injustice, and oppression in South Africa and the theme of ubuntu; themes in Nigerian traditional literature that are used to promote cultural awareness; and images and historical perspectives of how black children are portrayed in South African picture books.

1. *Critical Perspectives in African Children's Literature*  
Donna Sayers Adomat, *Indiana University*

2. *The Representation of Black South African Children in Picture Books*  
Jim Morrison, *Indiana University*
3. *Traditional Nigerian Children's Literature: Teaching a Nation of Children Their Cultural Values*  
Alfreda Clegg, *Indiana University*
4. *Cultivating a Culture of Peace*  
Rebecca Hoke-McCall, *Indiana University*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**TEXAS G**

*Studies of Professional Development on Writing Instruction*

**Chair:** JoAnne Vazzano, *Northeastern Illinois University*  
**Discussant:** John O'Flahavan, *University of Maryland*

1. *Teachers' Perceptions of Professional Development in Writing*  
Sarah McCarthey, *University of Illinois at Urbana-Champaign*  
Rebecca Woodard, *University of Illinois at Urbana-Champaign*  
Grace Kang, *University of Illinois at Urbana-Champaign*
2. *Teachers Writing: Using Literary Criticism to Inform Writing Conferences*  
Monette C. McIver, *University of Colorado at Boulder*
3. *Elements of Professional Development that Influenced Change in Elementary Teachers' Writing Instruction*  
Jill Shumway, *Brigham Young University*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**TEXAS H**

*Dual Coding, Schemata, and Strategies*

**Chair:** Kouider Mokhtari, *Iowa State University*  
**Discussant:** Francine C. Falk-Ross, *Pace University*

1. *An Exploratory Study of Implementing Dual-Coding Strategy Training on Struggling Elementary School Children*  
Heather R. Brooker, *Clemson University*
2. *Strategic Processing: Using Microgenetic Methods to Identify Emergence and Change Over Time*  
Maribeth Cassidy Schmitt, *Purdue University*
3. *Schemata for Vowel Phonics*  
James A. Erekson, *University of Northern Colorado*

**10:20AM - 11:50AM**  
**ALTERNATIVE FORMAT**

**TEXAS I**

*Ethical Issues in Teaching and Researching in a Virtual World*

**Chair:** Lois K. Haid, *Barry University*

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

The purpose of this alternative session is to provide a venue for LRA members to explore ethical issues that arise in the relatively new research and teaching environments that have emerged as a result of new media such as e-mail, online surveys, and virtual worlds. Panelists will introduce and discuss broad ethical issues such as ownership, confidentiality, role relationships, and security that cut across multiple online research and teaching environments.

1. *Teacher Candidates Using Social Networks, Posting Blogs, and Posting Responses Online*  
Kenneth J. Weiss, *Central Connecticut State University*
2. *Conducting Online Surveys*  
Cynthia B. Leung, *University of South Florida St. Petersburg*
3. *Online Teaching and Learning*  
Carol S. Rhodes, *Queens College, City University of New York*  
B. P. Laster, *Towson University*
4. *Researching and Teaching in Virtual Worlds*  
Barbara Guzzetti, *Arizona State University*  
Carol J. Delaney, *Texas State University - San Marcos*
5. *Students in Literacy Methods Courses Corresponding through Asynchronous E-Mail*  
Janet C. Richards, *University of South Florida Tampa*

**10:20AM - 11:50AM**  
**PAPER SESSION**

**TEXAS J**

*Power of the Written Word*

**Chair:** Suzanne Porath, *University of Wisconsin Madison*

**Discussant:** Judson Laughter, *University of Tennessee, Knoxville*

1. *Negotiating a Definition: Peer Construction of Social Order during a Vocabulary Exercise*  
Margaret C. Grigorenko, *Cedarville University*
2. *Taking Something from Sally's Struggles: Working against Barriers to Student Success in a Writing Workshop*  
Angie Madden, *Eastern Kentucky University*
3. *Enhancing and Displacing Literacy Practices: Examining Publishing in the Writer's Workshop through the Literacy-In-Action Model*  
Kimberly Lenters, *University of British Columbia*

**11:10AM - 11:50AM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. *Transitions to Biliteracy: A Journey of Two Older Salvadoran Adopted Children*  
Mary A. Petron, *Sam Houston State University*  
Barbara J. Greybeck, *Sam Houston State University*
- II. *Exploring Digital Video as a Tool for Reader Response*  
Jesse S. Gainer, *Texas State University - San Marcos*  
Natascha Barreto-Romero, *Blazier Elementary*  
Dora Fabelo, *Blazier Elementary*  
Nancy Valdez-Gainer, *Blazier Elementary*  
John Vasquez, *Blazier Elementary*
- III. *Teacher Decision-Making and Reflection: The Intersection of Assessments, Texts, Tasks, and Talk*  
Susan K. Fullerton, *Clemson University*  
Pamela J. Dunston, *Clemson University*
- IV. *Challenges, Choices, and Curricular Leeway: Issues of Inclusion/Exclusion of Controversial Materials in Greater Chicago Middle and High Schools*  
Corrine M. Wickens, *Northern Illinois University*  
Melanie D. Koss, *Northern Illinois University*  
Carol S. Walther, *Northern Illinois University*
- V. *Using Teachers' Talk to Expand Understanding of Their Beliefs: Considering New Methodological Tools for the Study of Teachers' Beliefs*  
Jennifer I. Hathaway, *University of North Carolina at Charlotte*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 1**

*Literacy = Reading Between the Lines*

**Chair:** Amy Alexandra Wilson, *The University of Georgia*

**Discussant:** Pamela Mason, *Harvard Graduate School of Education*

1. *Reading the Socio-Political: The Interaction between Comprehension and Critical Literacy*  
Enid M. Rosario Ramos, *University of Michigan*
2. *Deconstructing the Social, Cultural, and Political Narratives in Texas Literacy Curriculum Policy*  
Katrina Jansky, *The University of Texas at Austin*  
Allison Skerrett, *The University of Texas at Austin*  
Deborah Horan, *The University of Texas at Austin*
3. *"From the Koran and Family Guy": The Expression of Identities in English Language Learners' Digital Podcasts*  
Amy Alexandra Wilson, *The University of Georgia*  
Kathryn Chavez, *Tucson Unified School District*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 2**

*Examining Digital Literacy Practices in the Elementary Grades*

**Chair:** Heidi Everett-Cacopardo, *University of Connecticut*  
**Discussant:** Hannah R. Gerber, *Sam Houston State University*

- 1. *Twinkle, Twitter Little Stars: Exploring Young Children's Digital Literacy Practices Using Nexus and Rhizomatic Analyses***  
Lara J. Handsfield, *Illinois State University*  
Karen Wohlwend, *Indiana University*
- 2. *Affordances and Constraints for Early Childhood Literacy in Online Virtual Worlds***  
Rebecca W. Black, *University of California, Irvine*
- 3. *e-Book Readers: The Next Chapter in Differentiated Reading Instruction***  
Lotta Larson, *Kansas State University*  
Marilyn Kaff, *Kansas State University*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 3**

*Representations of Korean Culture in Children's Literature*

**Chair:** Eun Hye Son, *Boise State University*  
**Discussant:** Barbara A. Marinak, *Penn State Harrisburg*

- 1. *Representations of Korean and Pakistani Cultures in Picture Books***  
Seemi Aziz, *Oklahoma State University*  
Eun Hye Son, *Boise State University*
- 2. *Reader Response Study: How Might Korean/Korean American Youth Cope with Everyday Life?***  
Eunhyun Kim, *University of Illinois at Urbana-Champaign*
- 3. *Critically Analyzing and Responding to My Name Is Yoon and Its Sequels***  
Yoo Kyung Sung, *The University of New Mexico*  
Eun Hye Son, *Boise State University*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 6**

*Trends in Digital Education: EBooks, Distance Education, and Social Learning*

**Chair:** Rachel Karchmer-Klein, *University of Delaware*  
**Discussant:** Dana Grisham, *California State University, East Bay*

- 1. *The Challenges of Using eBooks in the Classroom***  
Kathryn I. Matthew, *University of Houston - Clear Lake*  
Emese Felvegi, *University of Houston - Clear Lake*
- 2. *Cutting the Distance in Distance Education: A Model for Interactive Online Learning***  
Erica C. Boling, *Rutgers University*  
Mary Hough, *Rutgers University*  
Hindi Krinsky, *Rutgers University*  
Hafiz Saleem, *Rutgers University*  
Maggie Stevens, *Rutgers University*
- 3. *The Internet as a Social Learning Tool***  
Maryam Moayeri, *University of British Columbia*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 7**

*Assessment Issues for English-Language-Learners*

**Chair:** Luisa Araujo, *Joint Research Center of the European Commission*  
**Discussant:** Colleen P. Gilrane, *University of Tennessee at Knoxville*

- 1. *Reading Differences between Hispanic Students and Students Who are Limited-English-Proficient: A Lack of Equity***  
Ana M. Rojas-LeBouef, *Sam Houston State University*  
John R. Slate, *Sam Houston State University*
- 2. *Reading Differences Between Hispanic and White Students in Texas: A Multi-Year Analysis***  
Ana M. Rojas-LeBouef, *Sam Houston State University*  
John R. Slate, *Sam Houston State University*
- 3. *Assessment of Emerging Reading Skills in Young Native Speakers and Language Learners***  
Thao Duong, *University of California, Berkeley*  
P. David Pearson, *University of California, Berkeley*  
Patti Price, *University of California, Berkeley*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**FORT WORTH 8**

*Early Literacy Learning in L1 and L2*

**Chair:** Amanda P. Goodwin, *Vanderbilt University*  
**Discussant:** Theresa Roberts, *California State University, Sacramento*

- 1. *Korean Mothers' Behaviors and Beliefs in Shared Reading of Korean and English Picture Books***  
SooJoung Kim, *University of Maine*  
V. Susan Bennett-Armistead, *University of Maine*
- 2. *Untangling the Role of Phonological and Morphological Awareness in Predicting Components of Reading Achievement for Spanish-Speaking ELLs: Analysis of Word Decoding, Reading Vocabulary, and Reading Comprehension***  
Amanda P. Goodwin, *Vanderbilt University*
- 3. *Language Predictors of Reading in Bilingual English-Arabic Children***  
Lama K. Farran, *Georgia State University*

**1:20PM - 2:00PM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. *On the Endangered Species List: The Scarcity of Secondary Reading Specialists***  
Carolyn L. Carlson, *Washburn University*
- II. *Writing Conferences and Relationships: Talking, Teaching, and Learning in High School English Classrooms***  
Anna Consalvo, *The University of Texas at Austin*
- III. *Multicultural Text in Internet Literacy Environments: Pre-Service Teachers' Conceptualization***  
Jiahang Li, *University of Maryland, College Park*
- IV. *A Certain Kind of Person: Literacy Transactions and Identity Work in Adolescents***  
Gretchen Price, *The University of Iowa*
- V. *Peer-Mediated Learning for English Language Learners: Meta-Analysis Meets Theory***  
Mikel W. Cole, *Vanderbilt University*
- VI. *Activating a Disciplinary Focus in Content Area Reading: A Case Study of Secondary Teaching Candidates***  
Sandra M. Webb, *Georgia College & State University*

**1:20PM - 2:50PM**  
**ALTERNATIVE FORMAT**

**SUNDANCE 2**

***Then and Now: Historical Research on the Foundations of the Literacy Research Association***

**Chair:** Dixie D. Massey, *University of Washington*

Our purpose for this session is to present the history of our organization. Additionally, we will share results of historical analysis of the theoretical movements identifiable within the history of our organization. This session will educate members about our organization and examine the way our history has shaped and continues to shape the research and teaching in the field of literacy. It will also suggest areas for further historical research.

- 1. *The Importance of Organizational History, NRC as Case***  
Douglas K. Hartman, *Michigan State University*
- 2. *Founding Fathers: Oscar S. Causey and Albert J. Kingston***  
Richard Robinson, *University of Missouri*
- 3. *College Reading: Beginnings of NRC***  
Norman A. Stahl, *Northern Illinois University*
- 4. *The Birth and Maturity of the Center Moment***  
M. Trika Smith-Burke, *New York University*
- 5. *Historical Research for the Future***  
Dixie D. Massey, *University of Washington*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**SUNDANCE 3**

***Literacy Researchers from the Developed World and the Development of African Endogenous Research Cultures***

**Chair:** Jon Shapiro, *University of British Columbia*  
**Discussant:** Victoria J. Risko, *Vanderbilt University*

As literacy researchers in the developed world expand the global contexts for their research and seek funding from donor-based sources, numerous issues must be taken into consideration. This symposium will explore tensions regarding goals and objectives that can develop in projects that hope to develop locally empowered and internationally known endogenous scholarship. The views of researchers who have current projects in Africa and of donor-based funding agencies of these projects will be presented.

- 1. *Background***  
Marlene M. Asselin, *University of British Columbia*
- 2. *Promoting Evidence-Based Practices in Literacy Development Projects in South Africa, Malawi, and Tanzania***  
James V. Hoffman, *The University of Texas at Austin*
- 3. *Collaborations with Local Scholars to Develop Endogenous Research Capacity: A Case in Botswana***  
Theresa Rogers, *University of British Columbia*  
Rob Tierney, *University of Sydney*
- 4. *Perspectives of an NGO in Promoting Educational Reform in Partnership with Academics from around the World***  
Scott Walter, *Canadian Organization for Development through Education*

**1:20PM - 2:50PM**  
**ALTERNATIVE FORMAT**

**TEXAS A**

***Exploring Methods of Discourse Analysis in Literacy Research***

**Chairs:** Amy Vetter, *University of North Carolina at Greensboro*  
Melissa Mosley, *The University of Texas at Austin*  
**Discussant:** Melissa Mosley, *The University of Texas at Austin*

In this alternative session, attendees will explore four approaches to discourse analysis alongside researchers. Researchers will share detailed accounts of their analytic choices and work with attendees around a small data set. The data comes from a case study of a Secondary English pre-service teacher and focuses on how she positions herself in her student teaching and in her reflections on teaching. Participants will be invited to explore methods and to compare findings of different analytical tools.

- 1. *Multimodal Discourse Analysis***  
F. Blake Tenore, *Vanderbilt University*
- 2. *Critical Discourse Analysis***  
Amy Burke, *The University of Texas at Austin*  
Melody Zoch, *The University of Texas at Austin*
- 3. *Gee's Building Tasks***  
Elizabeth Years Stevens, *Syracuse University*
- 4. *Conversation Analysis***  
Amy Vetter, *University of North Carolina at Greensboro*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**TEXAS B**

***Reform in Motion: An Iterative Cycle of Professional Development and Inquiry***

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

We examine how professional development (PD) and inquiry inform each other in an iterative cycle. Through the formation of a developmental model of whole-school reform, we identify schools' capacity and progress along dimensions of change, providing a framework for PD. Feedback from school leaders participating in cross-site and on-site meetings helps shape foci of subsequent PD. This symposium provides insight into contexts of examining PD inquiry and planning as an iterative relationship.

- The Developmental Model: Gauging and Guiding Progress***  
Susan R. Goldman, *University of Illinois at Chicago*  
Mary Pat Sullivan, *University of Illinois at Chicago*  
Taffy E. Raphael, *University of Illinois at Chicago*
- Professional Development for Educational Leaders***  
MariAnne George, *University of Illinois at Chicago*  
Jacquelynn S. Popp, *University of Illinois at Chicago*  
Catherine M. Weber, *Arizona State University*
- Gallery Walk: The Ultimate Indicator of Progress***  
Susan I. McMahon, *National-Louis University*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**TEXAS C**

***A Legacy in Literacy: Practice, Policies, and Research in Early Reading***

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

**Discussants:** Marilyn Jager Adams, *Brown University*  
Elfrieda H. Hiebert, *University of California, Berkeley*

The nation's first reading research center, the Center for the Study of Reading (CSR), focused initially on comprehension of texts. It was not until the 198th of CSR's 600+ technical reports that a report addressed early reading. Despite this inauspicious beginning, many of CSR's highest visibility projects pertain to beginning reading. Many of these projects will be represented in this session as researchers reflect on past, present, and future of research on early reading.

- A Researcher-Practitioner Collaboration: Supporting Decoding Within a Comprehension-Rich Process***  
Irene Gaskins, *Benchmark School*
- Inferential Strategies, Early Literacy Concepts, and Family Literacy: The Reach of the Centre for the Study of Reading into Canada***  
Linda Phillips, *University of Alberta*  
Stephen Norris, *University of Alberta*
- Reading Recovery: Influences of the Center for the Study of Reading Then, Now, and Future***  
Janet S. Gaffney, *University of Illinois at Urbana-Champaign*  
Robert M. Schwartz, *Oakland University*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**TEXAS D**

***Comprehension Instruction***

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

**Discussant:** Rosalind Horowitz, *The University of Texas - San Antonio*

- Accelerating Reading Comprehension in Grades 1-2 by Enhancing Reading Instruction with Content-Area Learning in Science: Effects of a Year-Long Study***  
Michael R. Vitale, *East Carolina University*  
Nancy R. Romance, *Florida Atlantic University*
- Leveled Reading in the Elementary Grades: Teacher Beliefs, Classroom Practices, and Student Responses***  
Juliet L. Halladay, *The University of Vermont*

**1:20PM - 2:50PM**  
**SYMPOSIUM SESSION**

**TEXAS G**

***Coaching for Change: A Dialogue about Teachers' and Students' Powerful Literacies***

**Chair:** Kristin N. Rainville, *Manhattanville College*

**Discussant:** Stephanie Jones, *The University of Georgia*

Literacy coaches, in theory, are positioned to enact sustained professional development that has the potential for both teachers and students to experience and live literacy differently. This symposium calls for deeper professionalization and intellectualization of teachers and teaching, processes that might be provoked and informed by literacy coaches, but certainly not technocrats working on behalf of ideological institutions that have a long history of marginalizing many students and families.

- Flowing with Resistance: Suffering, Humility, and Compassion in Literacy Coaching***  
Kristin N. Rainville, *Manhattanville College*  
Stephanie Jones, *The University of Georgia*
- Coaching as Inquiry***  
Diane Stephens, *University of South Carolina*  
Heidi Mills, *University of South Carolina*
- Creating a New Literacies Coaching Ethos***  
Emily N. Skinner, *College of Charleston*  
Margaret Hagood, *College of Charleston*  
Mary Provost, *College of Charleston*



**1:20PM - 2:50PM**  
**PAPER SESSION**

**TEXAS H**

*Content Area Texts and Instructional Grouping*

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

**Discussant:** Stephanie McAndrews, *Southern Illinois University  
Edwardsville*

1. *A Survey of Primary Teachers' Uses of Content Area Textbooks*  
Barbara Moss, *San Diego State University*  
Kymberly Karras, *San Diego State University*
2. *The Effect of Within-Class Grouping on Reading: A Meta-Analytic Review*  
Kelly Puzio, *Vanderbilt University*
3. *Quantity and Quality of Preschool Teachers' Whole-Group Shared Reading: Associations with Children's Literacy and Language Skills*  
Tricia A. Zucker, *University of Texas Health Science Center at Houston*  
Sonia Q. Cabell, *University of Virginia*  
Laura M. Justice, *The Ohio State University*  
Jill Pentimonti, *The Ohio State University*  
Joan Kaderavek, *The University of Toledo*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**TEXAS I**

*Understanding Beginning Readers*

**Chair:** Gary Bingham, *Georgia State University*

**Discussant:** Wendy M. Smith-D'Arezzo, *Loyola University Maryland*

1. *Perceptions of Beginning Readers: The Voices of Those Who Struggle and Those Who Succeed*  
Tammy B.H. Brown, *Marywood University*
2. *Development of Children's Problem-Solving Activities at Point of Difficulty in Beginning Reading*  
Lea M. McGee, *The Ohio State University*  
Mary Fried, *The Ohio State University*  
Kate Nelson, *The Ohio State University*
3. *"It's Me. I'm Fixin' to Know the Hard Words." Children's Perceptions of "Good Readers" as Portrayed in their Representational Drawings*  
Jeanne Cobb, *Coastal Carolina University*

**1:20PM - 2:50PM**  
**PAPER SESSION**

**TEXAS J**

*Under Construction: Reading, Writing, and Learning in Online Spaces*

**Chair:** Nadeza Pimenova, *Purdue University*

**Discussant:** Laurie A. Henry, *University of Kentucky*

1. *A Descriptive Study on Adolescents' Strategy Use in an Internet Reading Task: Using the Analytical Model That Reflects the Knowledge of Both New and Traditional Forms of Reading*  
Byeong-Young Cho, *University of Maryland*
2. *Writing Habits and Attitudes of Adolescents: A Look at the Roles of Technology-Enhanced and Traditional Writing in Adolescents' Lives*  
Mary G. Zeleny, *University of Nebraska, Lincoln*  
Meryem Yilmaz Soylu, *University of Nebraska, Lincoln*
3. *Construction Zone Ahead: Where Reading, Thinking, and Writing Intermingle in a Classroom Discussion Taking Place Online*  
Jane S. Vogler, *The University of Texas at Austin*  
The D-Team, *The University of Texas at Austin*

**2:10PM - 2:50PM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. *Analyzing Pre-Service Teachers' Self-Portraits to Determine Their Developing Understanding about Content Reading*  
Janet C. Richards, *University of South Florida Tampa*
- II. *First and Fourth Grade Boys' and Girls' Preferences for and Perceptions about Narrative and Expository Text*  
Lisa Repaskey, *University of Miami*  
Jeanne S. Schumm, *University of Miami*
- III. *An Analysis of the Trends Emerging from a Ten-Year Review of the Research Literature on Early Childhood Literacy and Technology*  
Kristine L. Still, *Cleveland State University*  
Jacki P. Gordon, *University of Akron*
- IV. *Understanding the Fabric of Classroom Literacy Experiences: Interlacing Explicit Instruction and Literacy Immersion*  
Joyce Many, *Georgia State University*  
Mona W. Matthews, *Georgia State University*
- V. *The 39 Clues: A Hybrid World of Text and Hypermedia*  
Diane Sekeres, *University of Alabama*  
Christopher Watson, *University of Alabama*
- VI. *Bodytalk: Seven Adolescent Girls of Color Move Toward Being Enough*  
Hilary E. Hughes, *The University of Georgia*

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

**FORT WORTH 1**

*Family-School-Community Literacies: Connections and Disconnections*

**Chair:** Ramona Morin Aguilar, *Texas A&M University - Commerce*

**Discussant:** Rosalind Horowitz, *The University of Texas - San Antonio*

1. ***Hispanic Teachers, Hispanic Students, and Literacy Achievement***  
Ramona Morin Aguilar, *Texas A&M University - Commerce*  
Wayne Linek, *Texas A&M University - Commerce*  
Larkin Page, *Texas A&M University - Commerce*
2. ***School-Based Parental Involvement of Disenfranchised Families: Addressing the Affordances and Obstacles Noted by Administrators, Teachers, and Parents***  
Kim D. Pemberton, *University of North Carolina at Greensboro*
3. ***"Hidden Literacies" in the Home: Examining the Narratives of Marginalized Families***  
Peggy Semingson, *The University of Texas at Arlington*

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

**FORT WORTH 2**

*Culturally and Linguistically Diverse Students Learning through Story, Skills, and Inquiry*

**Chair:** L. Quentin Dixon, *Texas A&M University*

**Discussant:** Cheongwa Cheong, *The University at Albany, State University of New York*

1. ***Designing Vocabulary Instruction in Science for Culturally and Linguistically Diverse Students***  
Stephanie Wessels, *University of Nebraska, Lincoln*
2. ***Process and Product: Creating Stories through Multiple Literacies***  
Charlotte J. Enns, *University of Manitoba*
3. ***First-Grade Inquiry with English Language Learners***  
Lindsey M. Guccione, *University of Northern Colorado*

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

**FORT WORTH 3**

*Literacy Models and Coaching*

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

**Discussant:** Roya Qualls Scales, *Western Carolina University*

1. ***The Development and Feasibility of a Research-Based, Culturally Responsive Model of Elementary Reading Instruction***  
Ellen McIntyre, *North Carolina State University*  
Nancy Hulan, *University of Louisville*
2. ***The Agency and Role of the Literacy Consultant in School Improvement***  
James H. Mosenthal, *The University of Vermont*  
Mary Beth Monahan, *Vermont Reads Institutes*  
Kathleen Harrington, *Vermont Reads Institutes*
3. ***Internal and External Factors Related to Literacy Professionals' Collective Efficacy***  
Kathleen M. Wilson, *University of Nebraska, Lincoln*  
Guy Trainin, *University of Nebraska, Lincoln*  
Kathleen Wasserman, *The University of Scranton*

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

**FORT WORTH 6**

*Responding with a Question: Contingency, Positioning and Knowing in the Classroom*

**Chair & Discussant:** Maureen P. Boyd, *University at Buffalo, State University of New York*

We learn through and from classroom talk. For decades, researchers and practitioners have been encouraged to critically examine classroom discourse as a tool for learning and teaching. In spite of that call, we are still in need of more research within the live classroom. This research, which looks closely at dialogue in two classrooms, examines how contingent questioning creates a third space for students to enact their identities as knowers.

1. ***90 Degrees, 2 Visitors, and an Inch Worm: Teaching to the Standards, Not the Test***  
Sylvia A. Smyntek-Gworek, *University at Buffalo, State University of New York*
2. ***Contingently Informed Critical Dialogue: Empowering Critical Minds and Voices***  
Sunshine R. Sullivan, *Houghton College*
3. ***Positioning Students as Knowers: Using the Third Turn to Create a Third Space***  
Brenna D. Towle, *University at Buffalo, State University of New York*
4. ***The Student-Generated Question: Support, Benefits and Drawbacks***  
Kayla S. Zimmer, *St. Bonaventure University*

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

**FORT WORTH 7**

*Engaging Readers with Blogs, Online Book Clubs, and Collaborative Projects*

**Chair:** Julia Kara-Soteriou, *Central Connecticut State University*

**Discussant:** Kenneth J. Weiss, *Central Connecticut State University*

1. ***"I Think You Can Teach Comments": Case Studies of Online Social Networking in Eighth Grade English Classes***  
Paige Ware, *Southern Methodist University*  
Brenna Rivas, *Southern Methodist University*
2. ***Summer Online Book Clubs for Kids***  
Cassandra Scharber, *University of Minnesota*
3. ***Exploring Effective Literacy and Learning Practices Associated with Online, Collaborative Projects between Classrooms in Different Countries***  
Heidi Everett-Cacopardo, *University of Connecticut*

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

**FORT WORTH 8**

*Preschool Writing Trajectories: The Impact of Classroom and Family Interactions*

**Chair & Discussant:** Emily Bigelow, *Vanderbilt University*

Papers in this symposium report patterns in 2- to 5-year-olds' writing and connections to classroom and family interactions. Paper 1 reports on 2- and 3-year-olds' conceptions of the temporal and spatial features of writing in teacher-child composing events. Paper 2 reports developmental progressions in writing when 3- to 5-year-olds participate in Scaffolded Writing. Paper 3 reports connections between parent interaction patterns and preschoolers' approaches to writing in standard writing tasks in the preschool classroom.

1. ***Preschool Writers' Perspectives on Print and the Page: Emerging Concepts about Linguistic, Temporal, and Spatial Features of Writing***  
Deborah Wells Rowe, *Vanderbilt University*
2. ***Scaffolded Writing: Teaching Children How to Write Using a Vygotskian-Based Method of Mediation and Dynamic Assessment***  
Elena Bodrova, *Mid-continent Research for Education and Learning*  
Deborah Leong, *Metropolitan State College of Denver*
3. ***Parental-Contextual Influences on Young Children's Early Approaches to Standard Writing Tasks in Preschool***  
Carin Neitzel, *Vanderbilt University*

**3:00PM - 3:40PM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. ***Vocabulary Assessments for Preschool Dual-Language Learners***  
Melissa M. Brydon, *University of Pittsburgh*
- II. ***Strategy Instruction in the Content Areas: Supporting Students with Disabilities***  
Marie Tejero Hughes, *University of Illinois at Chicago*  
Michelle Parker-Katz, *University of Illinois at Chicago*
- III. ***Places for Literacy, Literacies for Place***  
Marie E. Gernes, *The University of Iowa*
- IV. ***Japanese and American Educators on Hiroshima No Pika***  
Junko Yokota, *National-Louis University*  
Sachiko Adachi, *Niigata University*  
William H. Teale, *University of Illinois at Chicago*
- V. ***Responding to Text: Investigating the Impact of the Teacher, Literature, and Websites on Student Discussion***  
Sophie M. Ladd, *University of Nevada, Las Vegas*
- VI. ***The Instruction and Assessment of Expository Text: A Content Analysis of Fifth Grade Reading and Science State-Adopted Teachers' Manuals***  
Alison A. Jones, *Texas A&M University - Commerce*  
Mary Beth Sampson, *Texas A&M University - Commerce*

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

**SUNDANCE 2**

*The Literacy Research Association: Old Wine/New Bottles? Or, a New Direction*

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

Through this symposium, we explore the envisioned community and broadened focus for the Literacy Research Association with some new voices and some fairly radical conceptions of literacy and research. Two of the three presenters are from outside North America. All offer broad conceptions of "what counts as literacy," attention to contexts for the study of literacy that have not been common in the context of the old NRC, and consideration of such factors as globalization on literacy.

1. ***Re-Framing Literacy***  
Dominic Wyse, *Cambridge University*
2. ***Literacy Beyond Reason***  
Hilary Janks, *University of Witwatersrand*
3. ***Literacy as Opposed to What? Loose Ends in the Orality - Literacy Technology Line of Inquiry***  
Randy Bomer, *The University of Texas at Austin*

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

**SUNDANCE 3**

*A Legacy in Literacy: Policy and Assessment*

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

**Discussants:** Jan Dole, *The University of Utah*  
Sheila Valencia, *University of Washington*

LRA members have grappled with the relationship between research and policy, as was evident in the debate that culminated the 2009 national meeting. Graduate students, postdoctoral fellows, and visiting professors, who were at CSR during the period when policy connections became of increasing importance, will describe how their past experiences connect to their present work in research and practice. These scholars represent projects at international, national, state, and local educational agency levels.

1. ***Literacy Assessment: Extending the Past into the Present***  
Peter Johnston, *University at Albany, State University of New York*
2. ***Using Data to Drive Educational Policy: Asking the Questions That Make a Difference***  
Peter Winograd, *New Mexico Department of Education*
3. ***RTI: The Challenges (and Successes) of Tier Two Intervention***  
Diane Stephens, *University of South Carolina*
4. ***Unwalking the Path to Find the Path to Return***  
Ileana Seda-Santana, *JILCED/Universidad Nacional Autonoma de Mexico*

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

**SUNDANCE 4**

*Media for and by Adolescents: Emerging Social, Modal, and Spatial Practices of Production and Interpretation*

**Chair:** Bridget Dalton, *Vanderbilt University*

**Discussant:** A. Jonathan Eakle, *The Johns Hopkins University*

We present three studies examining emerging sets of social, modal, and spatial practices related to adolescents' engagements with media "on their own." Collectively, these studies exhibit an expansive notion of media literacy that views adolescents as purposeful and experienced media producers and interpreters. The first paper follows the production of a student-made documentary film. The second analyzes student-produced videos created for a national contest. And the final paper examines complex representations in media for adolescents.

1. **Composers of Cultural Change: A Case of Adolescents Producing Documentary Film for Social Justice**  
Christian Ehret, *Vanderbilt University*
2. **Multimodal Persuasion: An Examination of Media, Gender, and Self-Presentation in Adolescents' Videos**  
Blaine Smith, *Vanderbilt University*
3. **Mapping New Semiotic Landscapes: An Analysis of Thematic Map Use in Broadcast Media for Adolescents**  
Nathan Phillips, *Vanderbilt University*

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

**TEXAS A**

*Measuring Knowledge-for-Teaching In Grade 4-9 English Language Arts: Investigating What, Why, and How*

**Chair:** Drew Gitomer, *Educational Testing Service*

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

In this session we present and discuss an assessment instrument designed to measure the knowledge used in teaching English language arts in grades 4-9. This assessment was designed as part of the Gates Foundation's Measures of Effective Teaching project. The session, which is organized into three strands, will address the theoretical principals that have guided item development and use example items and results from pilot data to illustrate characteristics of item design and the knowledge measured by the assessments.

**Presenters:**

Samantha Caughlan, *Michigan State University*  
Susan Dasch, *Educational Testing Service*  
Jenny Demonte, *University of Michigan*  
Geoffrey Phelps, *Educational Testing Service*  
Sarah E. Scott, *University of Pittsburgh*

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

**TEXAS B**

*Stories of Teacher Change: Three Case Studies*

**Chair & Discussant:** Beth Maloch, *The University of Texas at Austin*

Lasting change in teacher practice is difficult because it expects that educators challenge and reconstruct deeply embedded practices and beliefs. The three studies that make up this symposium draw upon qualitative ethnographic and case study research methods to better understand how teacher change does or does not occur in different professional development contexts. Implications from the three studies suggest that issues of self-knowledge and agency impact teacher change and recommend the need for more expansive understandings of professional development.

1. **Change through Collaboration: A Case Study of a Practitioner Researcher Group**  
Amy Vetter, *University of North Carolina at Greensboro*
2. **Hard-Earned Change: A Case Study of a Teacher Researcher**  
Colleen Fairbanks, *University of North Carolina at Greensboro*
3. **Struggling to Change: One Teacher's Story of Powerlessness**  
Lynn Masterson, *Texas State University - San Marcos*

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

**TEXAS C**

*Preparing Teachers for Multiple Literacies*

**Chair:** Kristin N. Rainville, *Manhattanville College*

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

Using sociocultural theories of literacy, the five presenters in this panel will present the deliberate ways that they prepare pre- and in-service teachers to provide more expansive and inclusive practices to support the needs of their diverse students. Across the four presentations, participants will come away with insightful ways to prepare teachers to truly support multiple literacies in school settings.

1. **Exploring Funds of Knowledge**  
Ted Kesler, *Queens College, City University of New York*
2. **Understanding Situated Literacy through Site-Based Learning**  
Kristin N. Rainville, *Manhattanville College*  
Courtney R. Kelly, *Manhattanville College*
3. **The Power of Reading Identities**  
Margaret A. McNamara, *Bank Street College of Education*
4. **Becoming Literacy Leaders in High-Poverty Schools:**  
Jane Bean-Folkes, *Teachers College, Columbia University*

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

TEXAS D

*Digital Learning Tools in Elementary Grades*

**Chair:** Caitlin McMunn Dooley, *Georgia State University*  
**Discussant:** Teri Peitso-Holbrook, *Georgia State University*

Presenters will provide information and research findings regarding: (a) how to evaluate technological and instructional quality as well as the developmental appropriateness of digital tools that enhance early comprehension development; (b) how to select digital learning tools for English Language Learners; and (c) how to engage teachers in “electronic field trips” as a means for enhancing curricular frameworks. These presentations will be conducted using both traditional presentation style as well as interactive/non-linear multimedia presentations.

1. *Evaluating Digital Learning Tools for Early Comprehension Development*

Caitlin McMunn Dooley, *Georgia State University*  
Meghan Welch, *Georgia State University*  
Jennifer Barrett-Mynes, *Georgia State University*

2. *Digital Tools for English Language Learners*

Laura May, *Georgia State University*  
Amy Cain, *Georgia State University*

3. *Electronic Field Trips*

Lydia Criss Mays, *Georgia State University*

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

TEXAS G

*Using Imagination, Materials, and Engagement to Support Literacy Learners*

**Chair:** Erin McTigue, *Texas A&M University*  
**Discussant:** Kathy Ganske, *Vanderbilt University*

1. *Imagination in Story Response of Middle School Readers: Relationship between Imagery, Emotion, and Structural Importance*

Rhonda Goolsby, *Texas A&M University*  
Erin McTigue, *Texas A&M University*  
Mark Sadoski, *Texas A&M University*

2. *Leveling Magazines: Considerations for Selecting and Using Magazines in Middle School Classroom and School Libraries*

Richard Allington, *University of Tennessee at Knoxville*  
Rachael Gabriel, *University of Tennessee at Knoxville*

3. *Reading Engagement as a Mediator of the Reading Comprehension of Struggling English-Language Learners*

Ana Taboada, *George Mason University*  
Mary Jane Boynton, *George Mason University*

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

TEXAS H

*Examining Preschool Teachers' Vocabulary Instruction while Bookreading*

**Chair:** David K. Dickinson, *Vanderbilt University*  
**Discussant:** Susan B. Neuman, *University of Michigan*

This symposium examines teachers' vocabulary teaching practices during storybook reading in Head Start classrooms. Preschool curriculum interventions often seek to improve teachers' methods for supporting childrens' word-learning during book reading. The papers presented here examine the instructional practices preschool teachers employed when implementing two different preschool curricula. Each paper utilizes a different lens to capture and describe teachers' language support in the shared context of book reading.

1. *Head Start Teachers' Vocabulary Instruction during Storybook Reading: Predicting Vocabulary Outcomes of Students in Linguistically Diverse Classrooms*

Miriam G. Lipsky, *University of Miami*

2. *Curriculum Effects on Vocabulary Instruction during Preschool Book Reading*

Jill B. Freiberg, *Vanderbilt University*  
Catherine L. Darrow, *Vanderbilt University*

3. *Fine-Grained Analysis of Teacher Talk in Preschool Classrooms*

Erica Barnes, *Vanderbilt University*

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

TEXAS I

*Science and Literacy in the Primary Grades*

**Chair:** Seth Parsons, *George Mason University*  
**Discussant:** Sara Ann Beach, *University of Oklahoma*

1. *Scientific Vocabulary Knowledge of Primary Grade Children: Writing about Plants*

Sheryl L. Honig, *Northern Illinois University*

2. *The Role of Science Information Text Genre in the Primary Classroom: A Framework of Instructional Practices*

Barbara J. Peterson, *University of South Florida Tampa*

3. *Writing to Learn and Learning to Write: First Graders Writing Science*

Vicki McQuitty, *Syracuse University*  
Sharon Dotger, *Syracuse University*

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

**TEXAS J**

*Adolescent Literacy: Attitudes, Strategies, and Funds of Knowledge*

**Chair:** Leslie D. Burns, *University of Kentucky*

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

1. ***Adolescent Literacy: Relatedness of Ability and Attitudes***  
Kim McDowell, *Wichita State University*  
Robyn A. Ziolkowski, *The Ohio State University*  
Renee Sweeney, *Boys and Girls Club of South Central Kansas*
2. ***Using Funds of Knowledge to Support Struggling Readers' Success in School***  
Leslie D. Burns, *University of Kentucky*  
Leigh A. Hall, *University of North Carolina at Chapel Hill*
3. ***Variations in the Strategic Processing of Expository Text by Proficient and Struggling Sixth Grade Readers Over Time***  
Janice F. Almasi, *University of Kentucky*  
Susan C. Cantrell, *University of Kentucky*  
Janis C. Carter, *Collaborative Center for Literacy Development*  
Margaret Rintamaa, *Collaborative Center for Literacy Development*  
Jessica Grewe, *University of Kentucky*

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

**FORT WORTH 4-8**

**Chair:** Beth Maloch, *The University of Texas at Austin*

**I. *Edward B. Fry Book Award Presentation***

Melanie Kuhn, *Boston University*

**II. *Introduction of Speaker***

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

**III. *"May You Live in Interesting Times": Critical Literacy in South Africa***

Hilary Janks, *University of the Witwatersrand*

**3:50PM - 4:30PM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. ***Online Gaming: The Motivational Value for Literacy in English Language Learners***  
Leslie Haas, *Texas A&M University - Commerce*  
Susan Glaeser, *Texas A&M University - Commerce*
- II. ***Fostering Reading Comprehension through Science in Middle and Upper Elementary Classrooms: A Pilot Professional Development Program***  
Tara S. Gibney, *Adelphi University*  
Emily Kang, *Adelphi University*  
Maryjean McCarthy, *Adelphi University*
- III. ***Change It Up: Reconceptualizing the Engagement of Sixth Grade Students in Reading, Thinking, and Talking about Books***  
Elizabeth A. Swaggerty, *East Carolina University*  
Kristin E. Davis, *East Carolina University*  
Amy D. Broemmel, *University of Tennessee*
- IV. ***Pre-Service Teachers' Experience Teaching Writing During Student Teaching***  
Belinda S. Zimmerman, *Kent State University*  
Denise N. Morgan, *Kent State University*  
Melanie Kidder, *Kent State University*
- V. ***Idiom Comprehension Strategies: A Russian Language Learners' Perspective***  
Nadezda Pimenova, *Purdue University*  
Beverly Cox, *Purdue University*

## 8:40AM - 10:10AM PAPER SESSION

FORT WORTH 1

### *Exploring Classroom Literature Use*

**Chair:** Angie Zapata, *The University of Texas at Austin*

**Discussant:** Marjorie Siegel, *Teachers College, Columbia University*

1. *An Exploration of Teachers' and Students' Uses of Informational Texts*  
Beth Maloch, *The University of Texas at Austin*  
Angie Zapata, *The University of Texas at Austin*
2. *A Profile of Three High School Students' Talk about Literature during Multimodal Instructional Activities and Whole Class Text-Based Discussions*  
James S. Chisholm, *Morehead State University*
3. *Exploring Voice in K-12 Writing: A Critical Review of the Literature*  
Andrea M. Gelfuso, *University of South Florida*

## 8:40AM - 10:10AM PAPER SESSION

FORT WORTH 2

### *Academic Literacies*

**Chair:** Kelly Puzio, *Vanderbilt University*

**Discussant:** Carla K. Meyer, *Appalachian State University*

1. *Adaptation of the Academic Word List to Make It More Appropriate for Students in Grades 1-12: An Ongoing Exploratory Study*  
Thomas G. Gunning, *Central Connecticut State University*
2. *Writing about Mathematics Learning: The Impact of a Journal-Writing Intervention on Undergraduate Math Students*  
Mary G. Zeleny, *University of Nebraska, Lincoln*
3. *Adolescent Literacies across School Contexts: Teachers and Students Negotiate Communal School Activities*  
Kara L. Lycke, *Illinois State University*

## 8:40AM - 10:10AM PAPER SESSION

FORT WORTH 3

### *Composing and Responding to Digital Texts*

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

**Discussant:** David M. Lund, *Southern Utah University*

1. *Examining Proficient Fourth-Grade Writers' Decisions When Composing Electronic Text*  
Rachel Karchmer-Klein, *University of Delaware*
2. *Digital Technologies and Writing Instruction in Grades 4-8 Classrooms across Canada*  
Shelley Stagg Peterson, *University of Toronto*  
Jill McClay, *University of Alberta*
3. *Multimodal Intertextuality: Multiple Text Comprehension in Online Historical Inquiry*  
Michael L. Manderino, *University of Illinois at Chicago*

## 8:40AM - 10:10AM PAPER SESSION

FORT WORTH 6

### *Professional Development for Teachers of English Language Learners*

**Chair & Discussant:** Antony Smith, *University of Washington Bothell*

1. *An Ecological Approach: TLC Teachers Learning about Their English Language Learners through Questioning*  
Rui Niu, *Aquinas College*  
Garth Cooper, *Battle Creek Public Schools*
2. *Border Work: Professional Development in Literacy in a First Nations School*  
Rachel M. Heydon, *University of Western Ontario*  
Rosamund K. Stooke, *University of Western Ontario*
3. *Language Jumpstart—Professional Development for Head Start Teachers of English Language Learners*  
Carolyn Davidson Abel, *Stephen F. Austin State University*  
Jannah W. Nerren, *Stephen F. Austin State University*  
Hope E. Wilson, *Stephen F. Austin State University*  
Dorothy L. Gottshall, *Stephen F. Austin State University*

## 8:40AM - 10:10AM PAPER SESSION

FORT WORTH 7

### *Intersections Between Families, Schools, and Communities*

**Chair:** Catherine Compton-Lilly, *University of Wisconsin Madison*

**Discussant:** Sophie Degener, *National Louis University*

1. *Chronotopes of Schooling and Student Identities: Time, Space and Student Success*  
Catherine Compton-Lilly, *University of Wisconsin Madison*
2. *Public Voices in Public Education: A Participatory Action Research Project*  
Kathryn Pole, *Saint Louis University*  
Rebecca Rogers, *University of Missouri - St. Louis*  
Meredith Labadie, *University of Missouri - St. Louis*
3. *Changing the Rules Changes the Game: Young Children's Appropriation and Recontextualization of School and Out-of-School Information Literacy Practices*  
Marianne McTavish, *University of British Columbia*

**8:40AM - 10:10AM**  
**PAPER SESSION**

**FORT WORTH 8**

*Learning and Implementing Teaching Strategies that Work*

**Chair:** Angie Madden, *Eastern Kentucky University*  
**Discussant:** Colleen P. Gilrane, *University of Tennessee*

1. *Pre-Service Teachers' Developing Understandings about Writing Philosophy and Instruction and Culturally Responsive Teaching in a Field-Based Experience*  
Susan Bennett, *The University of Mississippi*
2. *The Construction of Readers During Interactive Read-Alouds and Response to Reading: A Critical Discourse Analysis*  
Ted Kesler, *Queens College, City University of New York*
3. *Teachers' Use of Gestures across the Content Areas*  
Amy Alexandra Wilson, *The University of Georgia*  
Michael Boatright, *The University of Georgia*

**8:40AM - 09:20AM**  
**ROUNDTABLE**

**SUNDANCE 1**

- I. *Learning to Write by Being a Reader: A Review of Literature*  
Noreen S. Moore, *The College of New Jersey*
- II. *Scandalous! Situating Urban Literature within a Black Feminist Literacy Tradition*  
Erica Newhouse, *University of Wisconsin Madison*
- III. *A Comparison of Education, Business, and Engineering Undergraduate Students' Internet Use and Their Awareness, Confidence, and Competence in Using New Literacies*  
Suyeon Kim, *Texas A&M University*  
Erin McTigue, *Texas A&M University*  
Jack Helfeldt, *Texas A&M University*
- IV. *Gender: Main Characters Fifty Years Ago and Today*  
Wendy M. Smith-D'Arezzo, *Loyola College in Maryland*  
Elizabeth Walter, *Harford County Public School System*
- V. *Cross-Generational, Correlated Tutoring Experiences in Pre-Service Teacher Preparation*  
James V. Hoffman, *The University of Texas at Austin*  
Nancy L. Roser, *The University of Texas at Austin*  
Ramon Martinez, *The University of Texas at Austin*  
Melody Zoch, *The University of Texas at Austin*  
Katharine Chamberlain, *The University of Texas at Austin*  
Katie E. Peterson, *The University of Texas at Austin*  
Kelly Laudenheimer, *The University of Texas at Austin*
- VI. *Repositioning Young Children as Knowers: What Really Matters in Early Literacy Pedagogy*  
Martille R. Elias, *University of Missouri - St. Louis*

**8:40 AM - 10:10 AM**  
**ALTERNATIVE FORMAT**

**SUNDANCE 2**

*What is Reading Achievement the Achievement of?*

**Chair:** Tony Applegate, *Holy Family University*

Virtually no credible experts in the field of literacy would define reading comprehension as the mere ability to faithfully reproduce the factual information embedded in text. Instead, they insist that readers must combine their unique life experiences with text and respond thoughtfully to the ideas generated. This session examines the role of thoughtful literacy in the assessment of reading comprehension in research and demonstrates how that assessment opens new vistas for literacy researchers.

1. *Reading Comprehension: Thoughtful Response or Accurate Reproduction*  
Jeanne Cobb, *Coastal Carolina University*
2. *Reading Fluency and Thoughtful Response to Text*  
Mary Applegate, *St. Joseph's University*
3. *Motivation to Read and Thoughtful Response to Text*  
Tony Applegate, *Holy Family University*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

**SUNDANCE 4**

*Considering Time and Space with Immigrant Families*

**Chair:** Catherine Compton-Lilly, *University of Wisconsin Madison*  
**Discussants:** Anika Paaren-Sdano, *University of Wisconsin Madison*  
Mary Guay, *University of Wisconsin Madison*

This symposium reports on the first year of a ten-year longitudinal study that strives to recognize immigrant families as being within time and space. Specifically, we examine how immigrant children and their family members make sense of relocation to the United States and how these experiences interface with children's school experiences. The project address identity construction relative to literacy and schooling over multiple spaces and across time. Three case studies will be presented.

1. *Contextual Temporality in Muslim Immigrant Identity Construction, Reconstruction, and Resistance*  
Rohany Nayan, *University of Wisconsin Madison*
2. *Negotiating the "Proleptic Space"*  
Yvonne Pek, *University of Wisconsin Madison*
3. *Time, Identity Formation, and Americanization*  
Dana Hagerman, *University of Wisconsin Madison*



**8:40AM - 10:10AM**  
**PAPER SESSION**

TEXAS A

*Early Literacy Learning: Influences of Dialect and Languages on Spelling and Literacy*

**Chair:** Erika Feinauer, *Brigham Young University*  
**Discussant:** Susan K. L'Allier, *Northern Illinois University*

- 1. Cross-Language Transfer of Early Literacy Skills: An Examination of Young Learners**  
Erika Feinauer, *Brigham Young University*  
Kendra M. Hall-Kenyon, *Brigham Young University*  
Kimberlee Davison, *Brigham Young University*
- 2. Spelling Skills of Chinese Students Learning English as a Foreign Language**  
Jing Zhao, *Texas A&M University*  
L. Quentin Dixon, *Texas A&M University*
- 3. Dialectal Influence on the Formation of English Plurals as Revealed by Spelling**  
L. Quentin Dixon, *Texas A&M University*  
Jing Zhao, *Texas A&M University*  
R. Malatesha Joshi, *Texas A&M University*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

TEXAS B

*Literacy Methods and Materials that Motivate and Affect Elementary Teachers*

**Chair & Discussant:** Cathy M. Roller, *Retired*

Many elementary teachers use a variety of structures for reading instruction: read-aloud, guided reading, whole class instruction, partner reading, shared reading, and independent reading to name several. Teachers and literacy researchers define these structures in different ways, however, and this symposium explores how these different structures and teacher decision-making about literacy instruction impact and shape their identities as teachers.

- 1. Navigating the Tension: Conflicting Discourses of Literacy Instruction in Teacher Education**  
Anne Swenson Ticknor, *East Carolina University*
- 2. Narratives of an International Elementary Educator: Agency and Identity in Literacy Practices**  
Leslie Cavendish, *The University of Iowa*
- 3. Literacy Methods and Materials: How Teachers Define and Use Them in Elementary Classrooms**  
Renita Schmidt, *Furman University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

TEXAS C

*Literature around the Globe*

**Chair:** Yoo Kyung Sung, *The University of New Mexico*  
**Discussant:** Priscilla L. Griffith, *The University of Oklahoma*

- 1. Resistance and Consensus: Text, Context and Discourses in an After-School Play**  
Mary-Virginia Feger, *University of South Florida Tampa*
- 2. Developing Intercultural Understanding through Responses to Global Children's Literature**  
Kathy G. Short, *University of Arizona*
- 3. Understanding Female Representation in Supplementary Reading Materials Written by South African Teachers for South African Learners**  
Misty Sailors, *The University of Texas at San Antonio*  
Courtney Holmes, *The University of Texas at San Antonio*

**8:40AM - 10:10AM**  
**PAPER SESSION**

TEXAS D

*Family Literacy Development*

**Chair:** Sally Brown, *Georgia Southern University*  
**Discussant:** Susan V. Piazza, *Western Michigan University*

- 1. Supporting and Promoting Bilingualism and Bilitery in a Family Literacy Program with Immigrant and Refugee Families**  
Jim Anderson, *University of British Columbia*  
Fiona Morrison, *LegaciesNow 2010*  
Nicola Friedrich, *University of British Columbia*
- 2. "[Without Literacy]...the Women are Just Doing Time": Literacy Practices in a Shelter for Homeless Families**  
Laurie MacGillivray, *University of Memphis*  
Margaret S. Curwen, *Chapman University*  
Amy L. Ardell, *Chapman University*
- 3. Agency, Awareness, and Apprenticeship: How an African American Mother Manages Disease through Digital Literacies**  
Tisha Y. Lewis, *Georgia State University*

**8:40AM - 10:10AM**  
**PAPER SESSION**

TEXAS G

*Comprehension in the Elementary Grades*

**Chair:** James A. Erekson, *University of Northern Colorado*

**Discussant:** Barbara A. Bradley, *University of Kansas*

1. **Poetry Discussion: Guiding Students with Disabilities toward Comprehension**  
Georgette Lee, *University of Illinois at Chicago*
2. **Assessing Primary Students' Reading Engagement and its Unique Role in Reading Comprehension: Reconsidering the Simple View of Reading**  
Kelly B. Cartwright, *Christopher Newport University*  
Erica Oliver, *Christopher Newport University*  
Timothy R. Marshall, *Christopher Newport University*
3. **The Contributions of Vocabulary Knowledge and Syntactic Awareness to 5th Grade Students' Reading Comprehension**  
Kouider Mokhtari, *Iowa State University*  
Dale Niederhauser, *Iowa State University*

**8:40AM - 10:10AM**  
**ALTERNATIVE FORMAT**

TEXAS H & I

*A Legacy in Literacy: Schema Theory Revisited*

**Chairs & Discussants:**

P. David Pearson, *University of California, Berkeley*  
Rand J. Spiro, *Michigan State University*

Leading schema theory researchers examine the legacy of the theory as it stands today, at the 35th anniversary of the inception of the Center for the Study of Reading, where the study of the role of prior knowledge in comprehension was featured. Additionally, contemporary scholars of online reading comprehension consider how schema theory has to be modified to accommodate the ready availability of information online.

**Presenters:**

Richard C. Anderson, *University of Illinois at Urbana-Champaign*  
John D. Bransford, *University of Washington*  
William F. Brewer, *University of Illinois at Urbana-Champaign*  
Julie Coiro, *University of Rhode Island*  
Michael DeSchryver, *Michigan State University*  
P. David Pearson, *University of California, Berkeley*  
Rand J. Spiro, *Michigan State University*

**8:40AM - 10:10AM**  
**SYMPOSIUM SESSION**

TEXAS J

*Examining Self to Improve Teaching: Four Self-Studies of University Professors on Teacher Identity, Cultural Perspectives, and Instructional Practices*

**Chair:** Ran Hu, *East Carolina University*

**Discussant:** Terry Atkinson, *East Carolina University*

This symposium is composed of four self-studies. We will explore how exchanging the cultural perspectives of teaching and learning supported teaching practice. We will explore how instructors' behaviors facilitate students' identity development. Then we will examine the researchers' understandings of critical literacy between the program vision and the contexts of teachers' daily practices. Finally, we will investigate how university instructors teaching a common online course establish a literacy learning community to support each other through online collaboration.

1. **The Views of Teaching and Learning: A Collaborative Self-Study of Two Professors' First-Year Teaching Experiences**  
Ran Hu, *East Carolina University*  
Judith Smith, *East Carolina University*
2. **Developing Teacher Identity in Pre-Service Teachers: A Self-Study of Instructor Scaffolding**  
Karen J. Kindle, *University of Missouri - Kansas City*  
Cynthia M. Schmidt, *University of Missouri - Kansas City*
3. **What's the Use of a "Reflection Tool"? How Teachers Resisted and Reinvented What Counts as Reflection in a Critical Literacy Master's Program**  
Patricia Paugh, *University of Massachusetts Boston*  
Elizabeth Robinson, *Suffolk University*
4. **Teaching and Learning Together: A Collaborative Self-Study of Building an Online Literacy Learning Community**  
Ran Hu, *East Carolina University*  
Tom Caron, *East Carolina University*  
Faye Deters, *Eastern Kentucky University*  
Lanette Moret, *East Carolina University*  
Elizabeth A. Swaggerty, *East Carolina University*

9:30AM - 10:10AM

SUNDANCE 1

## ROUNDTABLE

**I. Differentiated Reading Instruction in the Classrooms of Exemplary Primary Teachers**

Julie W. Ankrum, *University of Pittsburgh at Johnstown*  
Elizabeth G. Belcastro, *Geneva College*  
Aimee L. Morewood, *West Virginia University*  
Judith McMahan, *Independent Consultant*

**II. Investigating Middle School Teachers' Perceptions of Reading Comprehension Instruction with English Language Learners**

Brooke E. Kandel-Cisco, *Butler University*  
Susana E. Franco-Fuenmayor, *Texas A&M University*  
Yolanda N. Padron, *Texas A&M University*

**III. Exploring Young Children's Processing of Narrative Texts**

Karen M. Feathers, *Wayne State University*  
Poonam Arya, *Wayne State University*

**IV. Examining Intercultural Learning in Global Children's Literature**

Yu-Ying Hou, *University of Arizona*

**V. Transferring Learning into Practice: Comparison of Current Classroom Literacy Practices of Beginning Teachers to Pre-Service Instruction**

Kathy E. Stephens, *LeTourneau University*

**VI. Beyond Readability Formulae: Using Functional Language Analysis to Evaluate FCAT Reading Difficulty**

Chu-Chuan Chiu, *University of Florida*

10:15AM - 11:45AM

TEXAS E & F

## INTEGRATIVE RESEARCH REVIEW

**Chair:** Richard Beach, *University of Minnesota*

**I. Albert J. Kingston Award Presentation**

Diane Corcoran Nielsen, *University of Kansas*

**II. Introduction of Speaker**

Marjorie Siegel, *Teachers College, Columbia University*

**III. 2010 Integrative Research Address—Family Literacy across Time: The Field, Families, and Bradford Holt**

Catherine Compton-Lilly, *University of Wisconsin Madison*

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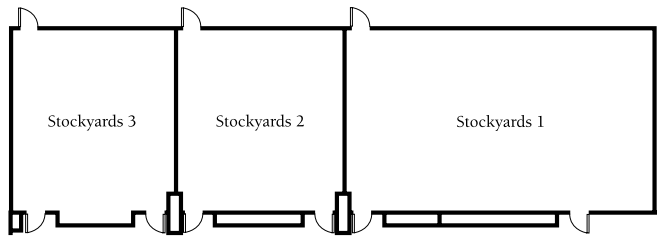
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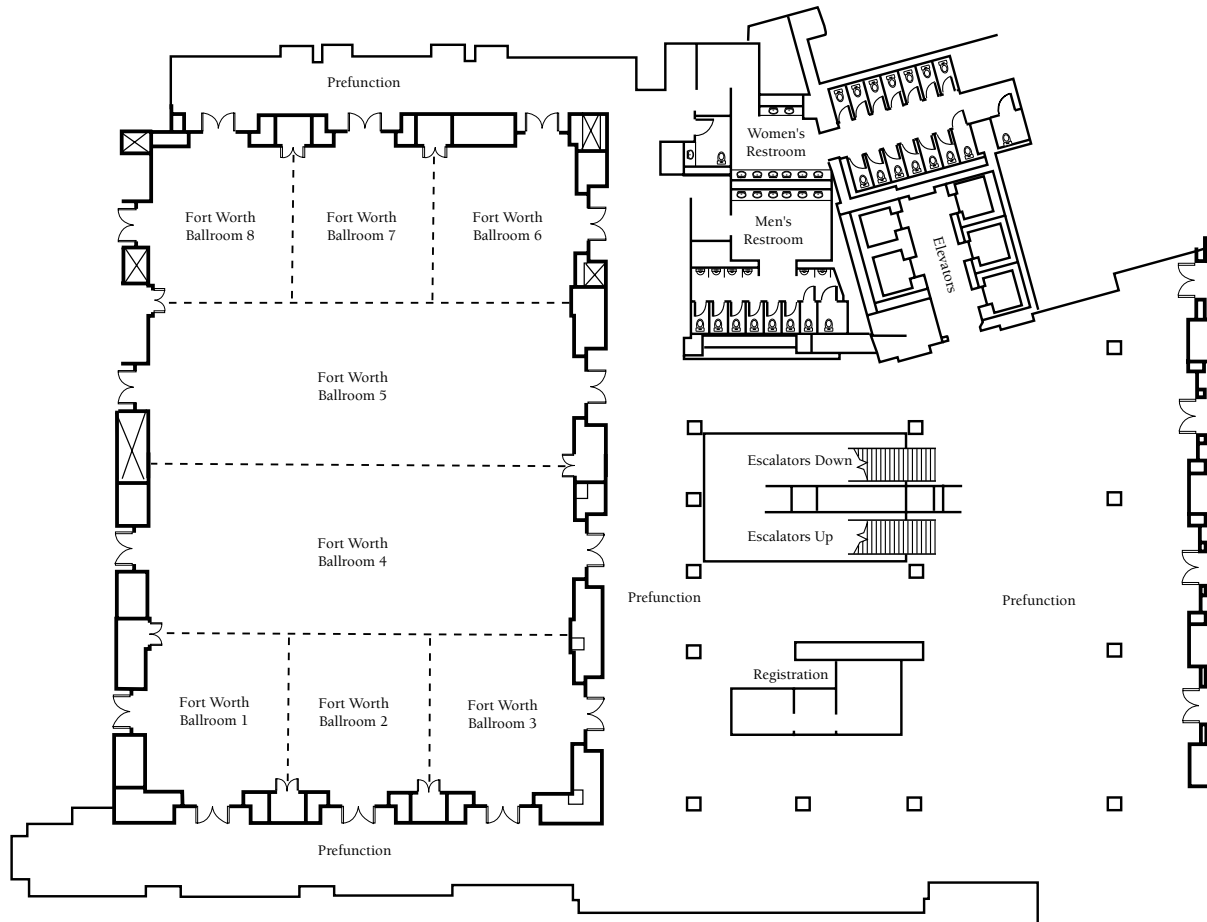
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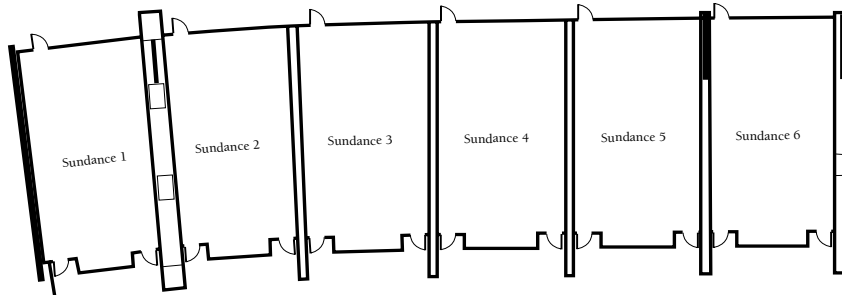
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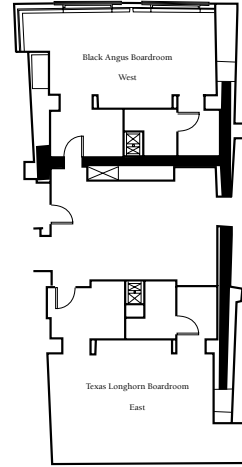
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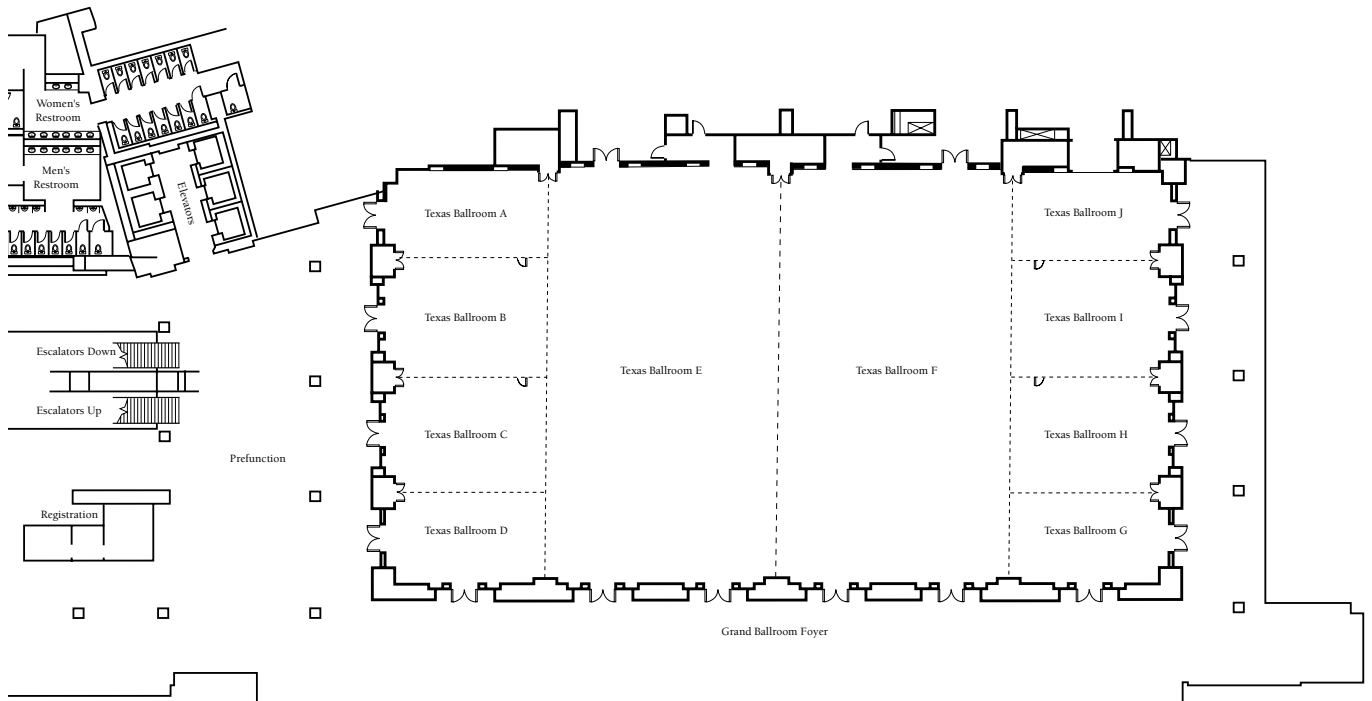
2nd Floor Fort Worth Ballroom



3rd Floor Sundance Rooms



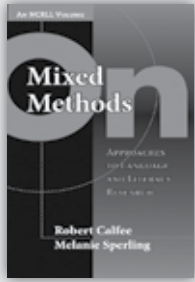
15th Floor Boardrooms



2nd Floor Texas Ballroom

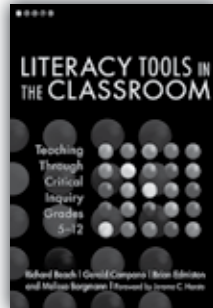
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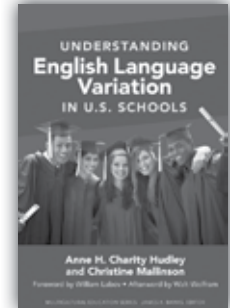
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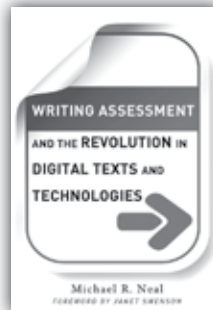
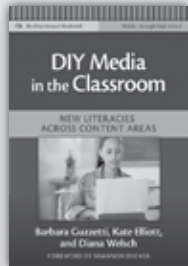
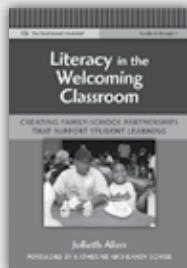
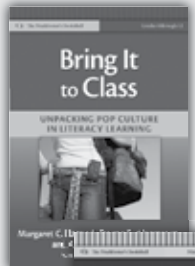


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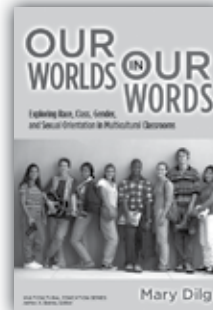
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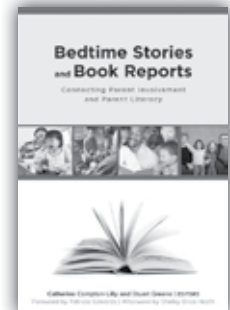
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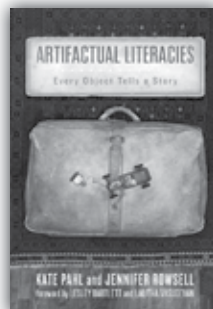
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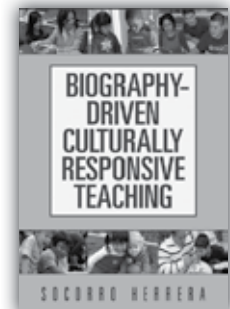
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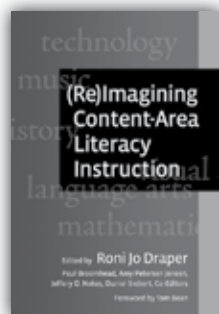
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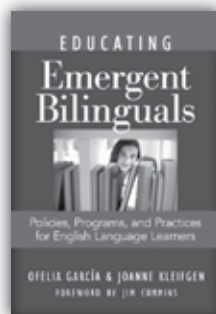
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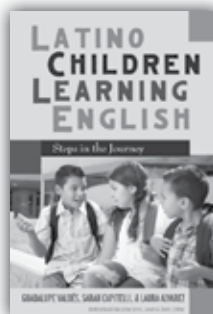
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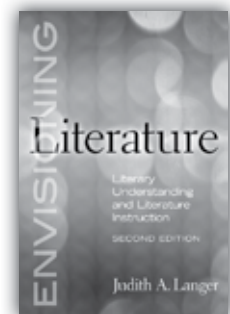
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