

Dear Colleagues and Friends,

Welcome to San Antonio and the 2004 National Reading Conference (NRC). The National Reading Conference is the largest organization devoted solely to literacy research. This year, over 400 rigorously-reviewed, research reports will present the latest findings in reading and literacy research from around the world. Research presented at NRC defines our field.

For more than 50 years, NRC has attracted scholars to a warm location during the first week in December, where we engage in spirited debate, dialogue, and conversation about the research we conduct. We also work hard to mentor new members and graduate students into our research community and we provide local literacy educators with a special, one-day conference linking our research with promising instructional practices. Finally, we always manage to have a bit of fun, enjoying the pleasures of seeing friends and colleagues and meeting new ones. If this is your first conference, you are in for a treat! Here are just a few of the many highlights at this year's conference:

Wednesday – December 1

- **“What Defines Literacy’s Past and Present?”** Consider today’s conference experiences in light of this Conversational Question of the Day. Then, join us all for a Vital Issues session in the evening to discuss the answer. We have planned a panel and audience conversation. (Please see today’s final bullet, below.)
- Study Group sessions begin on selected topics. Complimentary coffee and tea will await all early risers who attend a study group session, helping these dedicated folks begin the day properly.
- We begin a special Research Methodology Series, exceptionally organized by Marla Mallette and Nell Duke. This is designed for graduate students but it is open to all. All sessions will take place in the Board Room so graduate students can have a place to call their own. The first session features presentations on Experimental Methodologies, Correlational Methodologies, and The Use of Structural Equation Modeling. The second session features Philosophical Foundations and Disciplinary Histories of Qualitative Methodologies, Ethnography and Case Study, and the Use of Digital Data.
- The Newcomers Luncheon, provides first-time attendees with an exceptional lunch and mid-day conversation with other researchers from around the world.
- The International Reading Association’s Teacher Education Task Force presents its recent research.
- Gunther Kress, University of London, gives our very first Distinguished International Scholar Address: “Cultural Technologies of Representation and Communication: Reading and Writing in the Era of the New Screens.”
- Lea McGee, University of Alabama, gives the Presidential Address: “The Role of Wisdom in Evidence-based Reading Programs.” A Presidential Reception to honor Lea’s work for our organization immediately follows.
- We present the winner of this year’s Student Research Award.
- Tickets for boat rides along the Riverwalk are available at the registration desk.
- In the evening, we begin an important initiative to reconstitute Vital Issues with both panel and audience conversations. Join P. David Pearson, Deborah R. Dillon, Taffy Raphael, Richard Allington, and Douglas Hartman for this first Vital Issues session on defining our past and present in literacy research.

Thursday – December 2

- **“How Do We Achieve Excellence in Literacy Research?”** Consider today’s conference experiences in light of this Conversational Question of the Day. Then, join us all for a Vital Issues session in the evening to discuss the answer. (Please see today’s final bullet, below.)
- We present an International Symposium on the Assessment and Evaluation of Literacy Achievement.
- Michele Knobel, Montclair State University, and Colin Lankshear, University of Ballarat and Central Queensland University, give the plenary address: “From Pencilvania to Pixelandia: Mapping the terrain of new literacies research.”
- We present the National Reading Conference’s Early Career Award.

Welcome to NRC 2004

Thursday – December 2, continued

- Renee Hobbs, Temple University, delivers an invited paper. “Multiple Visions of Multimedia Literacy: The Dynamics of an Emerging Field.”
- We celebrate our future by providing graduate students with a pizza luncheon on the Riverwalk Patio.
- Kathy Escamilla and Skip Macarthur give invited papers.
- The Research Methodology Series features additional topics today: Mixed Methods, Formative Experiments, Discourse Analysis, and Critical Discourse Analysis.
- Robert Calfee, University of California, Riverside, gives the Oscar Causey Address: “Exploring the Mind and Heart of the Reading Teacher.”
- We announce this year’s winner of the Oscar Causey Award.
- We announce this year’s winner of the National Reading Conference’s Distinguished Scholar Award
- Ilana Snyder, Monash University, Australia delivers the Distinguished International Scholar Address: “Pattern Recognition: Learning From the Technoliteracy Research”
- The National Endowment for the Arts presents their recent report, “Reading at Risk: A Survey of Literary Reading in America.” Cathy Roller, Mark Dressman, Sandra Stotsky, and Bruce Gans serve as discussants.
- Kelly Chandler-Olcott and Michael McKenna guide us through our annual Town Meeting, celebrating the true NRC spirit of common commitment and conversation. Follow the smell of popcorn to our location, but arrive early if you wish some!
- In the evening, join Donna Alvermann, David Reinking, Betty Sturdevant, Diane Schallert, Jo Worthy, Colin Harrison, and Kathleen Hinchman for a Vital Issues session to discuss how we might achieve excellence in literacy research.

Friday – December 3

- **“What Will Define the Future of Literacy Research?”** Consider today’s conference experiences in light of this Conversational Question of the Day. Then, join us all for a Vital Issues session in the evening to discuss the answer. (Please see today’s final bullet, below.)
- Michele Foster, Claremont Graduate School, will give the plenary address: “What Contemporary Policy Reveals About Educational Research and the Struggle for Education 50 years after Brown.”
- Edward Fry will speak about the Edward B. Fry Book Award and Janice Strop, Cardinal Stritch University, will announce this year’s award winner.
- Peggy McCardle, from NICHD, and Elizabeth Albro, from the Institute for Educational Science, present invited talks on federal funding opportunities in reading and literacy.
- Adriana Bus and Maria DeJong, from the Netherlands, and Joe Tobin, Arizona State University, present invited papers.
- The Research Methodology Series features additional topics today: Paradigms for Research in Electronic Environments; Benefits, Concerns, and Future Possibilities for Electronic Data Collection; A Multimethod Approach to Screen and Talk Data in Digital Research; Perspectives from Reading Research Quarterly, Perspectives from the editors of the Journal of Literacy Research, and Understanding Methodology in Grant Writing.
- Colleagues who are helping to frame the National Assessment of Educational Progress present the session “The National Assessment of Educational Progress Reading Framework for 2009 and Beyond.”
- Catch up on email each day in our Cyber Café.
- Be certain to check the latest bids at our Book Display and Silent Auction. The last day of the silent book auction will take place and books will be distributed.
- Our important annual Business Meeting is held.

Friday – December 3, continued

- The Editors of the NRC Yearbook and the Journal of Literacy Research invite members of their review boards to a reception from 6-7 pm.
- In the evening, join Michele Knobel, Colin Lankshear, Michele Foster, and Ilana Snyder for a Vital Issues session to discuss what will define the future of literacy research.

Saturday – December 4

- Victoria Purcell-Gates and Patricia Edwards invites next year's Area Chairs to the Program Area Chair's Breakfast Meeting to begin work on next year's exceptional program.
- The National Early Literacy Panel presents its research review findings.
- We announce this year's winner of the Albert J. Kingston Award.
- The Final Session of the Special Research Methodology Series will explore questions and conversation with the series participants
- Annemarie Sullivan Palincsar and Bridget Dalton deliver the NRC Annual Research Address.
- Gay Su Pinnell delivers the keynote address, "Research as a Foundation for Teaching" to the annual Saturday afternoon Research into Practice Conference.
- We present our annual Saturday afternoon Research into Practice Conference for Texas educators. Sessions presenting exceptional classroom practices, derived from research, will be led by Elizabeth Moje, Sharon Vaughn, Sylvia Linan-Thompson, Patricia Mathes, Sharolyn Pollard-Durodola, Elsa Cardenas Hagan, Shelley Xu, Nell K. Duke, Julie Coiro, Elizabeth Schmar-Dobler, Keonya Booker, Marcia Invernizzi, Montanna McCormick, Linda Kucan, Larry Sipe and Anne Brighton.
- Exhausted but both wiser and happy, we all begin the migration home until we gather again next year to Miami.

We are confident you will have a wonderful time at the 2004 NRC Conference. We look forward to seeing you there!

Donald J. Leu, Conference Chair
University of Connecticut

Victoria Purcell-Gates, Assistant Conference Chair
University of British Columbia

In Memorium

"We stand on the shoulders of giants."

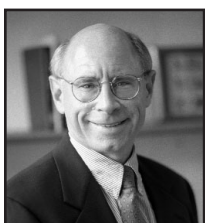
This year's conference is dedicated to five colleagues, mentors, and friends who left us this year, all too soon.



Ron Carver passed away suddenly on January 19, 2004 at the age of 65. Ron was Professor Emeritus at The University of Missouri at Kansas City and a long time supporter of NRC. Ron received the Oscar Causey Award for research contributions in 1990 and the Albert Kingston Award for service to NRC in 1998. Ron's research was focused on "Rauding Theory" and its related implications for the understanding of reading rate, reading efficiency and reading comprehension. Ron was a dear friend, colleague and mentor to many NRC scholars. Ron's wife Mary Lou (mary@revrac.com) and daughters Melanie and Heather are appreciative of the support they have received from NRC members.



Columbus M. Grace, an Assistant Professor of Reading and Language Arts at Syracuse University, passed away suddenly on April 21, 2004. He was a gifted literacy teacher educator, a scholar of growing reputation, and a cherished colleague. A prolific storyteller, his work was concerned with understanding and developing culturally relevant pedagogy through children's oral language. He was Treasurer of the National Reading Conference and member of the International Reading Association and the National Council of Teachers of English. He helped to found a successful academy for African American children and was an advocate for minority businesses in the Syracuse community. He leaves a wife of 31 years, Jackie, five children, and five grandchildren.



Peter B. Mosenthal, 56, passed away suddenly on August 3, 2004. Relentlessly ebullient, exuberant, and supportive to students, colleagues, and friends, he was a Professor of Reading and Language Arts at Syracuse University and former Department Chair and Associate Dean of the School of Education. He was the co-founder of Performance by Design, past president of the National Reading Conference, and member of the International Reading Association. With wide-ranging research interests, his work most recently focused on reading comprehension. He was author or editor of numerous publications, including coeditor of the Handbook of Reading Research. He leaves a wife, Randie, and two daughters, Beth and Lauren.



Steven Stahl, 52, passed away on May 6, 2004. A Professor at the University of Illinois, Urbana-Champaign, he was the recipient of the William S. Gray Citation of Merit from the International Reading Association, and the Oscar S. Causey Award from the National Reading Conference. He was also Co-Director of the Center for Improvement of Early Reading Achievement and was affiliated with the Center for the Study of Reading, the National Reading Research Center and a number of nationally funded research projects. He was the director of the University of Georgia Reading Clinic from 1990-2002. His research was multi-faceted, incorporating phonemic awareness, phonics, vocabulary, and, most recently, fluency and comprehension. Steve leaves his wife, Kay, daughter Juliet, son Max, parents Irwin and Rhoda, sister Laurie Ekstein, and brother David Stahl.



Richard Venezky, Unidel Professor of Educational Studies, Computer and Information Sciences, and Linguistics at the University of Delaware, passed away on June 11, 2004. For more than three decades Venezky served as an authority on literacy, spelling, and educational technology. Illustrating his diverse talents were his roles as National Research Director for the U.S. Secretary of Education's Initiative on Reading and Writing (1995-1998), Director of Computing for the Dictionary of Old English at the University of Toronto, and Senior Researcher at the Organization of Economic Co-operation and Development (OECD) in Paris (1999-2001). In May 2004, a Festschrift celebrated his numerous contributions, and the Venezky Award was created at the University of Delaware in the area of literacy. Venezky leaves his wife, Karen, son Elie, daughter Dina, and her husband Stephen, and grandsons Benjamin and Nathaniel Read.

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General Information

About NRC

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

In addition to sponsoring the annual conference, NRC publishes a quarterly journal (*Journal of Literacy Research*) and the *NRC Yearbook*, which contain peer-reviewed papers selected from the previous year's conference; a newsletter, Web site, and listserv. To support these activities, NRC maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the NRC Office at 7044 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-908-4924 ext. 108, Fax: 414-768-8001, E-mail: nrc@nrconline.org or visit the Web site at www.nrconline.org.

Conference & Registration

The 2004 Conference will be held at the Crowne Plaza Resort Hotel in San Antonio, Texas December 1-4.

Please make reservations directly with the Crowne Plaza at 888-623-2800, Fax 210-354-2700.

The address is 111 Pecan St. E, San Antonio, TX 78250.. The conference room rates are \$120 per night.

Registration rates are as follows:

Category	Early	On-Site	Daily
Regular Member	\$170	\$200	\$125
Student or Emeritus	\$80	\$90	\$50
Non-member	\$200	\$220	\$140

Registrations must be postmarked by November 12, 2004 to receive the early registration rates.

ALL CONFERENCE REGISTRATIONS POSTMARKED AFTER NOVEMBER 12, 2004 ARE SUBJECT TO THE ON-SITE RATES.

To Register: You can register online or download the registration form at <http://www.nrconline.org> or call the NRC Headquarters at 414-908-4924 ext. 108.

One copy of the NRC Program Book (which will be distributed on-site at the conference) is included with your registration fee. If you would like the program book mailed in advance, you must include \$5.00 for shipping and handling BEFORE NOVEMBER 1. Programs will be mailed November 5, 2004.

Full registration includes the NRC Yearbook #53, published in December 2004.

Mark your calendar for NRC 2005 in Miami, FL!

November 30 - December 3, 2005

Presidential Address

Wednesday, 4:45-6:00 P.M., Texas Ballroom

The Role of Wisdom in Evidence-based Reading Programs

Lee M. McGee, University of Alabama



Distinguished International Scholar Address

Wednesday, 1:00-2:30 P.M., Texas B

*Cultural Technologies of Representation and Communication:
Reading and Writing in the Era of the New Screens*

Guenter Kress, University of London, UK



Special Invited Session

Thursday, 8:45-10:15 A.M., Texas B

*Multiple Visions of Multimedia Literacy:
The Dynamics of an Emerging Field*

Renee Hobbs, Temple University

Sponsored by the editors of the Handbook of Literacy and Technology and the Technology Committee



Plenary Address

Thursday, 10:30 A.M.-Noon, Texas Ballroom

*From Pencilvania to Pixelandia:
Mapping the Terrain of New Literacies Research*

Michele Knobel, Montclair University

Colin Lankshear, University of Ballarat and Central Queensland University, Australia



Major Addresses

Distinguished International Scholar Address

Thursday, 1:15-2:45 P.M., Texas B

Pattern Recognition: Learning From the Technoliteracy Research

Ilana Snyder, Monash University, Australia



Oscar Causey Address

Thursday, 4:45-6:00 P.M., Texas Ballroom

Exploring the Mind and Heart of the Reading Teacher

Robert Calfee, University of California, Riverside



Plenary Address

Friday, 4:45-6:00 P.M., Texas Ballroom

*Leaving Too Many Students Behind:
What Contemporary Policy Reveals About Educational Research
and the Struggle For Education 50 Years After Brown*

Michelle Foster, Claremont Graduate School



NRC Research Address

Saturday, 10:30 A.M.-Noon, Texas Ballroom

*Speaking Literacy and Learning to Technology:
Speaking Technology to Literacy and Learning*

Annemarie Sullivan Palincsar, University of Michigan
Bridget Dalton, Center for Applied Special Technology (CAST)



Saturday Conference Keynote Address

Saturday, 12:45-1:45 P.M., Texas Ballroom

Research as a Foundation for Teaching

Gay Su Pinnell, Ohio State University



Study Groups

Daily

7:30-8:30 a.m.

Fiesta Pavillion

Study Group 1 - Teacher Education Research Study Group (TERSG)

Debra K. Wellman, Rollins College

Janet Young, Brigham Young University

Study Group 2 - Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes

Linnea Ehri, CUNY Graduate Center

Irene Gaskins, Benchmark School

Francine Johnston, University of North Carolina – Greensboro

Study Group 3 - History of Literacy Study Group

Douglas K. Hartman, University of Connecticut

Norm A Stahl, Northern Illinois University

Richard D. Robinson, University of Missouri-Columbia,

E. Jennifer Monaghan, CUNY-Brooklyn

Study Group 4 - Adolescent Literacy

Elizabeth G. Sturtevant, George Mason University

Victoria Gentry Ridgeway, Clemson University

Study Group 5 - Approaches to Critical Discourse Analysis

Rebecca Rogers, Washington University, St. Louis

Cynthia Lewis, University of Iowa

Study Group 6 - Tech-saviness, Multiliteracies, and Technology-mediated Literacy Experiences

David Lund, Southern Utah University

Greg Brooks, Nazareth College of Rochester

Patricia Young, Howard University

Study Group 7 - Professional Development in the Face of Federal and State Mandates

Kathleen Heubach, University of West Florida

Study Group 8 - Reading Clinics/Literacy Centers

Barbara Laster, Towson University

Cheryl Dozier, SUNY at Albany

Book Display Room, Silent Auction & Exhibits

The silent auction provides a unique opportunity to add to your professional library while bringing revenue to NRC. Professional books will be displayed throughout the conference.

As you browse through the books, place your name and bid price on the bidding sheet in each book. Bids must be in increments of no less than \$1.00. The highest bid wins the book. Bidding will close at noon on Friday. Names of the highest bidders will be circulated on the bidding sheets.

Please purchase books Friday from 1:00p.m. – 5:30p.m. Checks are to be made payable to NRC.

Vital Issues

Daily

9:00 p.m.–10:p.m.

Fiesta Pavilion

Vital Issues is a forum for conference attendees to meet in an informal setting. Many of the day's presenters will be present to discuss, clarify, and explore issues stimulated by the sessions.

Dress is casual. We begin in the Fiesta Pavillion and then make our way, at 10:00 or so, to the bar and lobby.

Cyber Café

Again this year we will have a Cyber Café in which you will have access to computers and a printer. In addition, remember to bring your laptop and enjoy wireless high speed Internet access in the Cyber Cafe and throughout the hotel.

Meetings

	Time	Committee/Event	Room
Daily	7:30 a.m. - 8:30 a.m.	Study Groups	Fiesta Pavilion
	7:00 a.m. - 6:00 p.m.	Conference Registration	Grand Foyer
	7:00 a.m. - 6:00 p.m.	Book Display and Silent Auction	Preconvene
	9:00 p.m. - 10:00 p.m.	Vital Issues	Fiesta Pavilion
Tuesday 11.30.04	8:00 a.m. - 10:00 a.m.	Executive Committee Breakfast	Executive 1
	10:00 a.m. - Noon	Board Member Strategic Planning	Executive 1
	Noon - 1:00 p.m.	Committee Chairs Lunch	Executive 1
	2:00 p.m. - 5:00 p.m.	Board Meeting	Executive 1
	5:00 p.m. - 6:00 p.m.	Board Reception	
	3:00 p.m. - 8:00 p.m.	Conference Registration	Preconvene
Wednesday 12.1.03	7:00 a.m. - 6:00 p.m.	Conference Registration	Preconvene
	11:45 a.m. - 12:45 p.m.	Newcomer's Luncheon	San Antonio Ballroom
	4:45 p.m. - 6:00 p.m.	Presidential Address	Texas Ballroom
	6:00 p.m. - 6:45 p.m.	Field Council Chair: Joyce E. Many, Georgia State University	Executive 4
	6:45 p.m. - 7:30 p.m.	Presidential Reception	San Antonio Ballroom
	9:00 p.m. - 10p.m.	Vital Issues	Fiesta Pavilion
Thursday 12.1.03	7:00 a.m. - 6:00 p.m.	Conference Registration	Preconvene
	7:30 a.m. - 8:30 a.m.	Policy and Legislative Committee Chair: David Reinking, Clemson University	Director's 2
	7:30 a.m. - 8:30 a.m.	Student Outstanding Research Award Committee Chair: Josephine Young, Arizona State University	Executive 1
	7:30 a.m. - 8:30 a.m.	Oscar Causey Award Committee Chair: Mark W. Conley, Michigan State University	Executive 2
	7:30 a.m. - 8:30 a.m.	Publication Committee Chair: Diane Barone, University of Nevada - Reno	Executive 3
	7:30 a.m. - 8:30 a.m.	Ethics Committee Chair: Janet Richards, University of South Florida	Executive 4
	7:30 a.m. - 8:30 a.m.	Ethnicity, Racism, Multilingualism Committee Chairs: Doris Walker-Dahlhouse, Minnesota State University Moorhead Gwendolyn Thompson McMillon, Oakland University	Fiesta A
	7:30 a.m.-8:30 a.m.	Albert J. Kingston Award Committee Chair: Laura Smolkin, University of Virginia	Fiesta B

	Time	Committee/Event	Room
Thursday, cont. 12.02.04	7:30 a.m. - 8:30 a.m.	Technology Committee Chair: Michael McKenna, Georgia Southern University	Boardroom
	10:30 a.m. - Noon	Plenary Session	Texas Ballroom
	12:15 p.m. - 1:00 p.m.	Distinguished Scholar Lifetime Award Committee Chair: William Teale, University of Illinois-Chicago	Director's 2
	12:15 p.m. - 1:00 p.m.	Yearbook Editor's Meeting	Executive 2
	12:15 p.m. - 1:00 p.m.	Graduate Student Pizza Luncheon	Riverwalk Patio
	4:45 p.m. - 6:00 p.m.	Oscar Causey Award Presentation and Address	Texas Ballroom
	6:30 p.m. - 7:15 p.m.	Town Meeting	Texas Ballroom
	9:00 p.m. - 10:00 p.m.	Vital Issues	Fiesta Pavilion
Friday 12.03.04	7:00 a.m. - 6:00 p.m.	Conference Registration	Preconvene
	12:15 p.m. - 1:00 p.m.	Early Career Achievement Award Committee Chairs: Wendy C. Kasten, Kent State University Janet W. Bloodgood, Appalachian State University	Director's 2
	12:15 p.m. - 1:00 p.m.	Journal of Literacy Research Editorial Board	Executive 2
	12:15 p.m. - 1:00 p.m.	Edward B. Fry Book Award Committee Chair: Janice Strop, Cardinal Stritch University	Fiesta A
	12:15 p.m. - 1:00 p.m.	International Committee Chair: Sam Miller, University of North Carolina, Greensboro	Boardroom
	4:45 p.m. - 6:00 p.m.	Plenary Address	Texas Ballroom
	6:00 p.m. - 7:00 p.m.	Yearbook, Journal of Literacy Research, and Publisher's Reception	Executive 2
	6:30 p.m. - 7:15 p.m.	Annual Business Meeting	San Antonio Ballroom
9:00 p.m. - 10:00 p.m.	Vital Issues	Fiesta Pavilion	
Saturday 12.04.04	8:00 a.m. - 1:00 p.m.	Conference Registration	Preconvene
	7:30 a.m. - 8:30 a.m.	Program Area Chairs' Breakfast	San Antonio Ballroom
	10:30 a.m. - Noon	Research Address	Texas Ballroom
	Noon - 2:00 p.m.	Executive Board Meeting	Fiesta B
	12:45 p.m. - 1:45 p.m.	Keynote Address	Texas Ballroom
	2:00 p.m. - 5:00 p.m.	Board Meeting	Fiesta B

CONVERSATIONAL ISSUE OF THE DAY: *What Defines Literacy's Past and Present?*

8:45 A.M. – 9:30 A.M. FIESTA PAVILION
ROUNDTABLES

- I. *Performance and Perspectives: Two Assessments of Federal Prisoners in Literacy Programs***
William R. Muth, U.S. Federal Bureau of Prisons
- II. *Do teacher's personal reading habits affect their classroom instructional practices?***
Sharon S. McKool, Rider University
Susan D. Sundin, Baty Elementary, Del Valle Independent School District
- III. *Examining Effective Literacy Practices for ELL's in a Multi-age Urban Classroom.***
Sharon Ulanoff, California State University, Los Angeles
Ambika Gopalakrishnen, California State University, Los Angeles
Diane Brantley, California State University, San Bernardino
Susan Courtney, LA Unified School District
Richard Rogers, LA Unified School District
- IV. *Exploring Students' Developing Understandings of Culture***
Melanie D. Koss, University of Illinois at Chicago
- V. *Overcoming The Negative Writing Attitudes of Future Writing Teachers In University Methods Courses***
Chris Street, California State University, Fullerton
- VI. *Immigrant Mexicano Adolescents: Literacy, Discourses, and Hybrid Identities***
María del Rosario Barillas, University of Southern California
Laurie MacGillivray, University of Southern California
- VII. *Third Graders' Aesthetic Response to Multicultural Literature***
Lauren J. Behar, Ball State University
Linda E. Martin, Ball State University

9:30 A.M. – 10:15 A.M. FIESTA PAVILION
ROUNDTABLES

- I. *"I Had Trouble Today": Concerns and Accomplishments of Preservice Teachers in a Laptop Computer Cohort***
Janet C. Richards, University of South Florida
Barry Morris, University of South Florida
Kim Schwartz, University of South Florida
- II. *Finding a Book for Eric: A First Grader "Struggles" to Read***
Amma K. Akrofi, Texas Tech University
- III. *Literacy Portfolios for High School Seniors In A Non-Academic Track Class: Validation for Everyone***
Carole Janisch, Texas Tech University
Xiaoming Liu, Texas Tech University
- IV. *Shifting and Merging Realities: Examining the Interplay of Teacher and Student Perceptions of Reading Instruction in the Middle Grades***
Deanna M. Stoube, St. Ambrose University

- V. *Teachers' Attitudes and Perceptions: The Effects of the I-READ Grant***
Sherry Kragler, University of Maryland
- VI. *What's the Meaning of All This? Preservice Teachers' Interpretations of Teaching Comprehension***
Joan Leikam Theurer, California State University, Long Beach
Karen A. Onofrey, Arizona State University West
- VII. *Transforming identities and redefining literate understandings with pre-service and in-service teachers***
Sharon M. Peck, SUNY Geneseo
Koomi Kim, SUNY Geneseo
Joby Copenhaver, SUNY Geneseo

8:45 A.M. – 10:15 A.M. TEXAS A
SYMPOSIUM SESSION

Understanding the Role of Metacognition in Literacy Learning

Chair: Susan E. Israel, University of Dayton
Discussant: Michael Pressley, Michigan State University

Participants and Panel Members Converse About (1) Metacognition and Literacy Learning (2) Enriching Classroom Literacy Instruction

- I. *Metacognitive Literacy Instruction***
Priscilla L. Griffith, University of Oklahoma
Jiening Ruan, University of Oklahoma
- II. *Metacognition's Contributions to Vocabulary and Comprehension Achievement***
Cathy Collins Block, Texas Christian University
- III. *Metacognitive Instructional Strategies***
Peter Afflerbach, University of Maryland
Kevin Meuwissen, University of Maryland

8:45 A.M. – 10:15 A.M. TEXAS B
SYMPOSIUM SESSION – AREA 1

Technology and the Education of Literacy Teachers: Opportunities and Challenges

Chair & Discussant: Junko Yokota, National-Louis University

Reports results of case study research and presents two panel discussions focused on the opportunities and challenges experienced by teacher educators who have attempted to intergrate web-based video cases of K-Grade 3 classrooms into their pre-service literacy methods courses during the past two years.

- I. *Overview of CTELL (Case Technologies for Enhancing Literacy Learning) and the Symposium***
Linda D. Labbo, University of Georgia
Mary Love, University of Georgia
- II. *Realities, Complexities, Possibilities: Exploring the Use of the CTELL Cases in Pre-service Literacy Methods Courses***
Ruby Sanny, University of Illinois at Chicago
William H. Teale, University of Illinois at Chicago

Panel Discussion:

Opportunities and Challenges of Using Web-Based Video Cases in Pre-Service Literacy Courses: Voices of the Instructors

Joanne Ratliff, University of Georgia
 Becky Alexander, Middle Tennessee State University
 Francine C. Falk-Ross, Northern Illinois University
 Catherine Kurkjian, Central Connecticut State University
 Victoria G. Ridgeway, Clemson University

Panel Discussion:

Opportunities and Challenges Related to Researching the Use of Web-Based Video Cases in Pre-Service Literacy Courses: Voices of the Principal Investigators

Linda D. Labbo, University of Georgia
 Charles K. Kinzer, Teachers College, Columbia University
 Donald J. Leu, University of Connecticut
 William H. Teale, University of Illinois at Chicago

**8:45 A.M. – 10:15 A.M.
 SYMPOSIUM SESSION**

TEXAS C

The Illinois Snapshots of Early Literacy: A Family of Standardized Instructionally Focused Early Literacy Assessments

Chair: Camille Blachowicz, National-Louis University
Discussant: Darrell Morris, Appalachian State University

The purpose of this symposium is to describe the process of designing and validating The Illinois Snapshots of Early Literacy (ISEL), a family of instrument developed in both English and Spanish to assess the literacy skills and abilities of young children in grades K-2. The symposium will present the research base for the ISELs, the interview data that helped shape it, the design and validation process and issues relating to its use.

I. *State policy issues and the initial plan for the ISEL*

Michael Dunn, National Louis University

II. *The ISEL: Design, validation and change*

Roberta Buhle, Naperville, IL District 203
 Therese Pigott, Loyola University

III. *“What About Second Grade? The ISEL-2”*

Diane Sullivan, National Louis University
 Therese Pigott, Loyola University

IV. *“Are we done yet?” Responding to state needs and the issue of “completion”*

Camille Blachowicz, National-Louis University

**8:45 A.M. – 10:15 A.M.
 SYMPOSIUM SESSION**

DIRECTOR'S 2

Early Steps to Literacy: The impact of professional development on preschool teachers and the children in their classrooms

Chair: Ruth Ann Ball, University of Oklahoma
Discussant: Belinda Biscoe, University of Oklahoma

This symposium will present results of a long term professional development effort with preschool teachers of children of poverty. The symposium papers will describe the teachers' beliefs about literacy learning, changes in those beliefs and practices, and the effect on the literacy learning of the preschool

children in their classrooms. The symposium will begin with a description of the professional development effort. Then the participants will each present one of the papers. The session will end with a critique of the study by the discussant.

I. *Who are teachers of preschool children of poverty?*

II. *What are effects of different literacy professional development interventions on the teachers?*

III. *How do the interventions affect the learning of the preschool children?*

8:45 A.M. – 10:15 A.M.

SYMPOSIUM SESSION

EXECUTIVE 1

Life in the Third Space: Constructing Identities through Story, Culture and Language

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

This session discusses ways in which students negotiate institutional discourses and create spaces for their own voices and perspectives. The presenters use third space as a framework for analysis to understand patterns of social interaction in literature discussions in diverse educational settings. Patterns of interaction vary across the following contexts: a preservice teacher in a children's literature course, bilingual second graders in a bilingual classroom, and urban families from a multiage classroom. In all these contexts the participants used their funds of knowledge and ability to resist within educational institutions that sometimes served to devalue, disenfranchise, or disrupt participant worldviews, cultures and languages.

I. *Exploring the Third Space Created by Children during a Literature Discussion: Young Children's Use of Story as a Meaning Making Device*

Julia Lopez-Robertson, University of Arizona

II. *Third Space: Families Finding a Voice at Home and at School*

Jeanne Fain, Arizona State University

III. *Creating a Comfortable Space in the Midst of Critical Conversations: How Students Resist Discussing Issues of Race and Culture*

Janine Schall, University of Arizona

8:45 A.M. – 10:15 A.M.

SYMPOSIUM SESSION

EXECUTIVE 2

Young Children Read and Write: Critical Lessons in Early Literacy Research

Chair: Prisca Martens, Towson University

This session examines research in young children's literacy learning by synthesizing critical lessons from previous research and exploring critical lessons emerging in current research.

I. *Why Research on Early Literacy*

Yetta Goodman, University of Arizona

II. *Making Meaning Visible: Sarah Learns to Write*

Prisca Martens, Towson University

III. *Literacy Capital in Kindergarten: Writing for Profit*

Rick Meyer, University of New Mexico

IV. *The Ideological Force of Cultural Models and Social Practices in Literacy Learning*

Susan Adamson, Indiana University

8:45 A.M. – 10:15 A.M. SYMPOSIUM SESSION

EXECUTIVE 3

Learning on the line: When is computer-mediated instruction a true educational experience?

Chairs: Diane L. Schallert, University of Texas
Suzanne E. Wade, University of Utah

Discussant: Janice F. Almasi, University of Kentucky

This symposium focuses on learning in computer-mediated discussions (CMD) in teacher education. The three presentations in this symposium share a focus on learning broadly defined, the use of CMD as a technological inn

I. *What do Prospective Teachers Learn from Participating in Online Discussions?*

Presenters:

Suzanne E. Wade, University of Utah
Janice Fauske, University of South Florida

II. *Aligning preservice teachers and elementary school students in an online book club: A focus on what is learned*

Presenter:

Jennifer C. Wilson, University of Texas at Austin

III. *Online learning or learning on the line: Do students learn anything of value in a CMD?*

Presenters:

Diane L. Schallert, University of Texas at Austin
JoyLynn H. Reed, University of Texas at Dallas
Minseong Kim, University of Texas at Austin
Alicia Beth, University of Texas at Austin
Yu-Jung Chen, University of Texas at Austin
Ming-Lung Yang, University of Texas at Austin

8:45 A.M. – 10:15 A.M. SYMPOSIUM SESSION

EXECUTIVE 4

We Have Stories to Tell: Spirits, History and Humor in African American Children's Literature

Chair & Discussant: Violet J. Harris, University of Illinois at Urbana-Champaign

Much of the scholarship in children's literature related to African Americans has focused on misrepresentations and racial stereotypes (Broderick, 1973; MacCann, 1998; Sims, 1982). It is equally important to focus on representations, themes and ideologies within children's literature written by and about African Americans. This presentation will forge a step in that direction by providing a textual analysis of novels by Christopher Paul Curtis and Virginia Hamilton. This presentation will also include the analysis of students' oral and written responses to Feelings' *The Middle Passage* and Hamilton's *The House of Dies Drear*.

I. *"That's a spirit, not a ghost!" Unexpected responses to an "authentic" cultural depiction embedded within The House of Dies Drear*

Wanda Brooks, University of Maryland at Baltimore County

II. *"Pictures say so much more than words can": Adolescents respond to The Middle Passage: White Ships/Black Cargo*

Julia Connor, University of Illinois at Urbana-Champaign

III. *"I May Be Crackin', But Um Fackin'": The Utilization of Humor in The Watsons Go To Birmingham-1963*

Jonda C. McNair, Clemson University

8:45 A.M. – 10:15 A.M. SYMPOSIUM SESSION

EXECUTIVE 5

Applying the ABC's Model in Teacher Education Classes Related to Literacy

Chair: Caitlin McMunn Dooley, University of Texas at Austin
Discussant: Patricia Schmidt, LeMoyné University

The purpose for this symposium is to present a variety of ways in which the ABC's Model (Schmidt, 1999; Schmidt & Finkbeiner, forthcoming) has been used as part of pre-service and inservice teacher education courses related to literacy instruction, using English as a first, second and/or foreign language. The ABC's Model invites teachers to create a cultural autobiography, a biography of someone who is different than oneself, and to compare cultures. Teachers extend this exercise by considering how cultures interact in instruction and learning. This symposium focuses on how teacher educators have used and adapted the ABC's Model to help teachers understand cultural influences as they relate specifically to literacy learning and instruction.

I. *Intercultural learning in online and face-to-face environments: Challenges to application and literacy research*

Claudia Finkbeiner, University of Kassel, Germany

II. *Relating Culture to Methods for Literacy Instruction*

Lori Czop Assaf, Texas State University

III. *The ELL Pen Pals Program*

Maria Asplund, Minnesota State University

8:45 A.M. – 10:15 A.M. SYMPOSIUM SESSION

FIESTA A

Inquiries into Literacy Practices and Research

Chair: Julie L Pennington, University of Nevada, Reno

Literacy research and instruction is often placed within the context of schools and understood through various forms of inquiry. This symposium places the concept of inquiry within two fields related to the interpretation of practice as described by Gubrium & Holstein (2000), the reflections of daily practice and the influence of institutions on inquiry.

Participants:

Julie L Pennington, University of Nevada, Reno
Marg Mast, Goshen College
Kathryn Prater, University of Texas, Austin
Sylvia Thompson, University of Texas, Austin

I. *Inquiring Minds: Analysis of Four Pre-Service Teachers' Inquiry Stance*

II. *Teacher Inquiry as Research*

III. *The Veil of Professionalism: The Hyperpoliteness of White Talk in Research Inquiry*

**8:45 A.M. – 10:15 A.M.
ALTERNATIVE FORMAT**

FIESTA B

Sustainable Teacher Research Networks: Researching the Conditions to Support Self-Organizing Professional Development Systems

Chair: Margaret Hill, University of Houston, Clear Lake
Discussant: John Stansell, University of North Texas

The purpose of this session is to report on the “networks of meaning” emerging from an analysis of texts from five teacher research networks. The session will include a reader’s theater performance from data excerpts, an overview of the ongoing investigation, and opportunities for small groups to discuss excerpts from the data. The session will conclude with a whole-group discussion of the complex roles of teacher agency in building sustainable networks.

Participants:

- Joan Curtis, Dallas ISD
- Antoinette Duffey, University of North Texas
- Paula Griffith, Dickinson ISD
- Mary Harris, University of North Texas
- Margaret Hill, University of Houston, Clear Lake
- Jennifer Jackson, University of North Texas
- Janelle Mathis, University of North Texas
- Leslie Patterson, University of North Texas
- Terisa Pearce, University of North Texas
- Ruth Silva, University of North Texas
- Liz Stephens, Texas State University, San Marcos
- Nancy Votteler, Clear Creek ISD
- Joan Parker Webster, University of Alaska, Fairbanks
- Carol Wickstrom, University of North Texas

- I. *Teacher Voices; Researcher Voices: A Reader’s Theater***
- II. *Researching the Conditions to Support Sustainable Teacher Research Networks***
- III. *Centering Resonance Analysis: An Method for Identifying and Interpreting Networks of Meaning in Text***
- IV. *Data Analysis Groups –Interpreting Networks of Meaning***

**8:45 A.M. – 10:15 A.M.
ALTERNATIVE FORMAT**

BOARDROOM

Alternatives to the Traditional Reading Clinic

Chair: Dixie Massey, North Carolina A & T State University
Discussant: Sam Miller, University of North Carolina at Greensboro

Many universities incorporate supervised tutoring clinic experiences as part of their teacher education programs. One problem with this model is that the tutors and tutees are divorced from the context where the tutees are experiencing the reading difficulties. The discussant will examine the papers describing alternatives to the university-based reading clinic model.

- I. *“I Know You” - Preservice Teachers Tutoring in an After-School Program***
Dixie Massey, North Carolina A & T State University
- II. *Teachers as Tutors: An After-School Tutoring Program for Graduate Students***
Theresa Deeney, University of Rhode Island

**8:45 A.M. – 10:15 A.M. SAN ANTONIO BALLROOM
SYMPOSIUM SESSION**

A Higher Education Partnership to Better Prepare K-12 Literacy Preservice Teachers

Chair: Deborah R. Dillon, University of Minnesota
Discussant: David G. O’Brien, University of Minnesota

We will present the results of a study designed to strengthen literacy teacher preparation at four institutions of higher education in one state. Curricula, assessments, and clinical experiences were redesigned and data were collected and analyzed to document teacher educators’ and preservice teachers’ changing knowledge and practices.

Participants:

- Peggy DeLapp, University of Minnesota
- Deborah R. Dillon, University of Minnesota
- Mark Vagle, University of Minnesota
- Lee Galda, University of Minnesota
- Martha Bigelow, University of Minnesota
- Joan Hughes, University of Minnesota
- Richard Beach, University of Minnesota
- Mary Jacobson, Augsburg College
- Vicki Olson, Augsburg College
- Bonnie Fisher, College of St. Catherine
- Judith-Davidson Jenkins, St. Cloud State University

- I. *Developing K-12 Literacy Curriculum: Consensus Building on Key Content, Assignments, and Practica Experiences***
- II. *Using Technologies to Transform vs. Amplify Reflective Activities in K-12 Preservice Literacy***
- III. *Documenting Changes in University Faculty Members’ Teaching Practices and Preservice Teachers’ Learning as a Result of a Partnership to Renew Teacher Preparation***

**10:15 A.M. – 11:00 A.M. FIESTA PAVILION
ROUNDTABLES**

- I. *Domain Specificity and Domain Generality of Inservice Teachers’ Epistemological Beliefs: Their Role in Instructional Practices in Reading***
Gaoyin Qian, City University of New York
Liqing Tao, City University of New York
- II. *The Effects of Thinking Aloud in Expository Texts on Retelling and Comprehension***
Lauren Leslie, Marquette University
JoAnne Caldwell, Cardinal Stritch University
Laura Hochmuth, Marquette University
Suzanne Warell, Marquette University
- III. *Preservice Teachers’ Emerging Perspectives on Assessment and Remediation of Struggling Readers***
Sunita Mayor, West Chester University
- IV. *Story Time Literacy: Early Literacy Experiences at a Public Library***
Amy A. Howell, University of Colorado at Boulder
Steven R. Guberman, University of Colorado at Boulder
- V. *Teacher Candidates’ Perspectives about Culturally Responsive Teaching***
Wilma D. Kuhlman, University of NE at Omaha
Sarah K. Edwards, University of NE at Omaha
- VI. *Using Transactional Inquiry to Capitalize on Key Events from Accidental Apprenticeships and Purposeful Practice***
Catherine K. Zeek, Texas Woman’s University
Carole Walker, Texas A&M-Commerce

11:00 A.M. – 11:45 A.M.
ROUNDTABLES

FIESTA PAVILION

- I. *Comprehension in Secondary Content Areas – A Book Study***
Julia Reynolds, Michigan State University/Aquinas College
- II. *E-Merging Literacy: Assisting Parents to Scaffold the Emerging Literacy Skills of their Preschool Aged Children Through the use of Electronic Storybooks***
Peggy Coyne, Center for Applied Special Technologies
- III. *Orality, Literacy, and the Internet: Reading and Learning in a Hypertext Environment***
Edward H. Behrman, National University
Chris Street, California State University, Fullerton
- IV. *Political Influences on Literacy Learning as Reported by Western Ukrainians***
LaVerne Raine, Texas A & M University - Commerce
Alison A. Jones, Texas A & M University - Commerce
Wayne M. Linek, Texas A & M University - Commerce
- V. *Predicting Reading Comprehension Through Macro and Micro Analyses of Oral Story Retellings***
Valerie J. Robnolt, Virginia Commonwealth University
- VI. *Code switching and communities of practice for a multilingual adult***
Dora F. Edu-Buandoh, The University of Iowa

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

TEXAS A

This symposium will present research papers exploring online literacy practices involving the new medium of weblogs, a particular type of webpage. These practices will be examined from three perspectives: a feature analysis of the weblog format; a discussion of webloggers and identity positioning; and the interconnections of television, print, and online literacies.

Chair: Dana W. Cammack, Teachers College, Columbia University

Discussant: Charles K. Kinzer, Teachers College, Columbia University

- I. *What in the world is a weblog? A feature analysis of weblogs and static websites***
Sarah Lohnes, Teachers College, Columbia University
- II. *To blog is to be: And that is the question. An analysis of positioning and identity work in New York weblogs***
Dana W. Cammack, Teachers College, Columbia University
- III. *The Sunnydale Sock Puppet Theatre Presents: Internet Literacies Take On Television Literacies***
Gillian Andrews, Teachers College, Columbia University

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

TEXAS B

Teaching children to become fluent readers – Year 3

Chair: Melanie R. Kuhn, Rutgers, the State University of New Jersey

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

This symposium will report on a three-year study involving 27 classrooms using fluency-oriented literacy interventions, observations of the literacy events that occur in the differing conditions, and data from the tutoring component for children experiencing severe reading difficulties. The pilot year of a scale-up program will also be discussed.

I. *The ins and outs of fluency instruction: An observational study*

Melanie R. Kuhn, Rutgers, the State University of New Jersey
Deborah Woo, Rutgers, the State University of New Jersey
Claire H. Smith, University of Georgia
Sunday Cummins, University of Illinois, Urbana-Champaign
Allison Friedman, Rutgers, the State University of New Jersey

II. *Scaling-up: A pilot study*

Implications for practice

Lesley M. Morrow, Rutgers, the State University of New Jersey
Paula Schwanenflugel, University of Georgia
Franklin Turner, Rutgers, the State University of New Jersey
Rebecca Gara, Rutgers, the State University of New Jersey

Changes in Practice

Kay Stahl, University of Illinois, Urbana - Champaign
Bonnie Armbruster, University of Illinois, Urbana-Champaign
Julia Connor, University of Illinois, Urbana-Champaign
Steven A. Stahl, University of Illinois, Urbana-Champaign
(in memoriam)

III. *A Tutoring Program for Children Receiving Fluency Oriented Instruction*

Robin Morris, Georgia State University
Eileen Cohen, Georgia State University
Carolyn Groff, Rutgers, the State University of New Jersey

IV. *Word callers and teachers' perception of fluency and comprehension*

Beth Meisinger, University of Georgia
Justin Miller, University of Georgia

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

TEXAS C

Digital Sources of Information and Students' Engagement With Academic Content

Chair: David Reinking, Clemson University

Discussant: Donald J. Leu, University of Connecticut

The papers in this symposium report investigations of the relation between digital sources of information and students' engagement with academic content. This symposium contributes to defining more clearly the nature of literacy in academic contexts in light of the increasing access to and use of online resources.

I. *College Students' Use of and Attributions to Online and Offline Sources of Information*

David Reinking, Clemson University
Brenda Bennett, Clemson University

II. *The Effects of Online Note Taking Among High- and Low-Achieving Students*

Brent Igo, Clemson University

III. *A Case Study of Literacy When Elementary School Students Collaborate to Create Web Pages in Science*

Rewa Williams, Clemson University

**10:15 A.M. – 11:45 A.M. DIRECTOR'S 2
SYMPOSIUM SESSION**

Young Children Read and Write: Critical Lessons in Early Literacy Research

Chair: Prisca Martens, Towson University

This session reports an in-depth analysis of the relationship between text characteristics (i.e., linguistic features, plot structures, illustrations, etc.), children's miscue patterns, and their retellings. Four trade books are examined for why they each yield high or low or a range of retelling scores.

I. *An Analysis of the Text Characteristics of Four Trade Books*

II. *An Analysis of the Text Characteristics, Miscue Patterns, and Retellings Related to Four Trade Books*

III. *The Influence of Text Characteristics on Children's Readings of Authentic Literature*

Poonam Arya, Towson University
Lijun Jin, Towson University
Debra Lang, Towson University
Prisca Martens, Towson University
Pat Wilson, University South Florida

**10:15 A.M. – 11:45 A.M. EXECUTIVE 1
ALTERNATIVE FORMAT**

"This Isn't What We Normally Do," Or Is It?: Teaching Cases in Elementary Writing Instruction

Chair: Jenifer Jasinski Schneider, University of South Florida
Discussant: Susan Constable, Otterbein College

The purpose of this session is to explore cases of "exemplary" writing teachers in an effort to focus on critical issues in writing instruction and examine the cases as sources for developing reflective practitioners. The attendees will select two roundtables in which the teaching cases are grouped by themes.

I. *Myrmidon Fringe*

Steve Hart, University of South Florida
Vanessa Minick, University of South Florida

II. *Following the Child?*

Kim Shea, University of South Florida
Mary Huffstetter, University of South Florida
Susan Lloyd, University of South Florida

III. *Plop, Plop, Fizz*

Kim Schwartz, University of South Florida
Maura Santiago, University of South Florida
Susan Torpey, University of South Florida

IV. *Sparked Imagination or Controlled Burning*

Mary Virginia Knowles, University of South Florida
Melinda Adams, University of South Florida

**10:15 A.M. – 11:45 A.M. EXECUTIVE 2
SYMPOSIUM SESSION**

Legacy and Potential in K – 12 Literacy Development Research: Visceral, Personal, and Sociocultural Perspectives

Chair: George G. Hruby, Utah State University
Discussant: Jerry Harste, Indiana University, Bloomington

Three literacy researchers from different theoretical perspectives review current empirical and theoretical research from the developmental sciences to inform and extend reading and literacy development theory. Insights from sociocultural, socio-emotional, and psychobiological perspectives are offered. The discussant takes a semiotic perspective.

I. *Sociocultural Perspectives: Contributions Toward a Theory of Literacy Development*

Patricia L. Anders, The University of Arizona

II. *Implications of Developmental Models of Self for Emergent and Early Literacy*

Judith Lysaker, Butler University

III. *Transactional Dynamics in the Development of Language and Social Identity*

George G. Hruby, Utah State University

**10:15 A.M. – 11:45 A.M. EXECUTIVE 3
SYMPOSIUM SESSION**

Shifting roles and identities of literacy specialists: Looking inside multiple contexts within a large federally funded project

Chair: Frank Serafini, University of Nevada Las Vegas
Discussant: Cathy Roller, Director of Research and Policy, International Reading Association.

This symposium explores issues of role and identity shifting of literacy specialists hired through Reading Excellence Act funding to improve early literacy instruction and support ongoing professional development. Focusing on both local and national political contexts, the presenters and the discussant will examine challenges of professional growth and sustainability.

I. *The Emerging Role of the Literacy Specialist*

Frank Serafini, University of Nevada Las Vegas

II. *Developing and facilitating writing: Context and community matter*

Marilyn McKinney, University of Nevada Las Vegas
Cyndi Giorgis, University of Nevada Las Vegas

III. *Looking closely at one school: Literacy Specialists helping teachers teach writing through the writing traits*

Joann Ortiz, Martinez Elementary School, North Las Vegas

**10:15 A.M. – 11:45 A.M. EXECUTIVE 4
PAPER SESSION**

Navigating Technology and Professional Development

Chair: Susan Watts-Taffe, University of Minnesota
Discussants: William H. Teale, University of Illinois at Chicago
Ruby Sanny, University of Illinois at Chicago

I. *Viewing Professional Development through the Lens of Technology Integration: How do Beginning Teachers Navigate the Use of Technology and New Literacies?*

Susan Watts-Taffe, University of Minnesota
Carolyn B. Gwinn, University of Minnesota

II. *'Just Talk Among Yourselves': Professional Development Through Listserv Participation*

Rachel Brown, Syracuse University
Wendy Bunker, Syracuse University

III. *Lids up, lids down: Three teachers grapple with laptop technology in the high school English Language Arts classroom*

Ewa McGrail, Georgia State University, Atlanta

**10:15 A.M. – 11:45 A.M. EXECUTIVE 5
SYMPOSIUM SESSION**

Using Digital Tools to Foster Teacher Professional Development and Reflection

Chair: David G. O'Brien, University of Minnesota

This symposium explores research on the uses of digital tools—e-portfolios and Web-based chat exchanges as part of an online media studies course—designed to mediate and foster teacher learning and reflection within professional development communities of practice.

I. *Professional E-portfolios: Digital Tools and the New Media Literacies that Transform Teacher Reflection*

David G. O'Brien, University of Minnesota

II. *Teacher Development in Online Communities of Practice: Using Tappedin.org to Foster Reflection in a Graduate Media Studies Course*

Richard Beach, University of Minnesota

III. *Inservice Teachers' Social Interaction and Learning Through Mediated Chat Room Exchanges*

Tom Reinartz, University of Minnesota

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

Dispelling Myths about Teacher Education in Literacy Myths: Learning from our Stories

Chair: Susan Davis Lenski, Portland State University
Discussant: Nancy Farnan, San Diego State University

This alternative session examines a multi-year project researching teacher education in literacy. The presenters developed a summary of research on 10 myths of teacher education and then collected stories about each of the 10 myths to give a "face" to these topics. The stories were analyzed using narrative research methodology.

Participants:

Claudia Finkbeiner, University of Kassel, Germany

Karen Smith, University of Manitoba
Linda Wold, Purdue Calumet
Dana Grisham, San Diego State University
Debra Wellman, Rollins College
Susan Davis Lenski, Illinois State University
Leslie Patterson, University of North Texas
Mary Strong, Widener University
Janet Young, Brigham Young University
Bette S. Bergeron, Arizona State University
Carole Rhodes, Adelphi University

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

Adolescents' Motivation to Read

Chair: Victoria G. Ridgeway, Clemson University, SC
Discussant: Linda Gambrell, Clemson University, SC

This Alternative Format session is designed to present data from a nation-wide research project, address implications of the current research, and coordinate research efforts for the future. The research examined adolescent literacy motivation using the Motivation to Read Profile (Gambrell, Palmer, Codling, and Mazzone, 1996) modified for adolescents.

I. *Introduction and Welcome: Results of Motivation to Read Profile survey data analysis*

Chair: Victoria G. Ridgeway, Clemson University, SC

II. *Concurrent Sessions: What Adolescents Shared in the Conversational Interview*

Group A: Early Adolescents, ages 11-13

Elizabeth Sturtevant, George Mason University, VA
Merry Boggs, Tarleton State University, TX
Krishna Seunarine Singh, University of the West Indies, St. Augustine, Trinidad & Tobago

Group B: Middle Adolescents, ages 12-15

Victoria G. Ridgeway, Clemson University, SC
Pamela Dunston, Clemson University, SC
Nancy T. Walker, University of LaVerne, CA
Sharon M. Pitcher, Towson University, MD

Group C: Late Adolescents, ages 16-18

Carol Delaney, Southern Illinois University, IL
Lettie K. Albright, Texas Woman's University, TX
Kathy N. Headley, Clemson University, SC

III. *Whole group share – designated reporters from each group*

10:15 A.M. – 11:45 A.M. BOARDROOM

Research Methodology Series: Experimental and Correlational Methodologies

Chairs: Jill Castek, University of Connecticut
Ruby Sanny, University of Illinois at Chicago
Shenglan Zhang, Michigan State University

I. *Experimental Methodologies in Literacy Research*

Jonna Kulikowich, Penn State University

II. *Correlational Methodologies in Literacy Research*

Anne Cunningham, University of California, Berkeley

III. *Using Structural Equation Modeling in Literacy Research*

Richard Lomax, University of Alabama

**1:00 P.M. – 4:15 P.M.
SYMPOSIUM SESSION**

TEXAS A

**CRITICAL ASPECTS OF CRITICAL READING
A TWO PART SYMPOSIUM**

Chair: Peter Afflerbach, University of Maryland
Discussant Part 1: P. David Pearson, University of California, Berkeley

The six papers in this proposed symposium represent a range of approaches that seek to inform the theory and practice of critical reading. The symposium is divided into two sections. The first section examines critical literacy through lenses of reading strategy, text and instruction. The second section focuses on how critical reading provides a lens for addressing issues of race, ethnicity, sexuality and gender in literary criticism, teacher preparation and teachers' professional development. In sum, the six papers help describe the complexity of what it means to read critically and how critical reading and critical reading instruction may be fostered in relation to diverse approaches to texts and readers.

PART 1: CRITICAL READING: STRATEGY, TEXT AND INSTRUCTION

Paper 1: How are 4th grade readers critical readers of history?

Peter Afflerbach, University of Maryland
Bruce VanSledright, University of Maryland

Paper 2: High school students reading civic texts designed to inform, argue, or explain: How does text design affect critical reading?

Marilyn Chambliss, University of Maryland

Paper 3: Informational text in the elementary school classroom: Crossing borders between critical reading and information literacy

Mariam Jean Dreher, University of Maryland
Sharon B. Kletzien, West Chester University
Heather Ruetschlin, University of Maryland

**1:00 P.M. – 2:30 P.M.
DISTINGUISHED INTERNATIONAL
SCHOLAR ADDRESS**

TEXAS B

- I. Chair and Introduction of the Speaker**
Richard Beach, University of Minnesota
- II. Cultural Technologies of Representation and Communication: Reading and Writing in the Era of the New Screens**
Gunther Kress, University of London, UK

**1:00 P.M. – 2:30 P.M.
PAPER SESSION**

TEXAS C

Reading First: Research Issues in Policy and Implementation

Chair: Haley Woodside-Jiron, University of Vermont
Discussant: Lea M. McGee, University of Alabama

- I. Reading First: Complex Schools, Complex Policy Implementation**
Haley Woodside-Jiron, The University of Vermont

II. Reading First: Hidden Messages, Omissions, and Contradictions

Karen S. Evans, Marquette University
Nancy T. Walker, University of La Verne

III. Role of the Local Campus Coach in Reading First Schools During Year One Implementation

Doug Hamman, Texas Tech University
Arturo Olivarez, Jr., Texas Tech University
Julee Becker, Lubbock Independent School District

**1:00 P.M. – 2:30 P.M.
PAPER SESSION**

DIRECTOR'S 2

Research on Initial Literacy Learners

Chair: Mary Lou Morton, University of South Florida
Discussant: Michael Coyne, University of Connecticut

- I. Non-Ability Grouping for Reading: Successes in an Urban First Grade Classroom**
Mary Lou Morton, University of South Florida
- II. I can't be promoted if I don't read at grade level: One principal's response to her state gateway promotion mandates**
Sam Miller, University of North Carolina at Greensboro
- III. "Read that one again:" The relationship between miscues, tutor responses, and immediate outcomes in adult literacy one-to-one tutoring contexts**
Alisa Belzer, Rutgers University

**1:00 P.M. – 2:30 P.M.
SYMPOSIUM SESSION**

EXECUTIVE 2

Research on Reading Fluency and Comprehension

Chair: James Flood, San Diego State University
Discussant: Anne Cunningham, University of California, Berkeley

- I. The Effects of the Neurological Impress Method on Third to Sixth Graders' Fluency and Comprehension**
James Flood, San Diego State University
Diane Lapp, San Diego State University
Douglas Fisher, San Diego State University
Sharon Flood, San Diego State University
DiAnn Albert, San Diego State University
- II. Developing Reading Fluency in the Middle School**
Peter Dewitz, Capital School District
Kathleen L. Sullivan, Omaha Public Schools
Amy Tunning, Omaha Public School
- III. The influence of text characteristics on the reading behaviors of first graders: Results of a longitudinal study**
Heidi Mesmer, Oklahoma State University

1:00 P.M. – 2:30 P.M. ALTERNATIVE FORMAT

EXECUTIVE 2

Reading Clinic/Literacy Lab to Classroom: Assessment of Learning and Evaluation of Professional Development

Chair: Barbara Laster, Towson University
Discussant: Penny Freppon, University of Cincinnati

Researchers from eight sites in seven different states examine the clinic-based research related to reading assessment and assessment of teachers' professional growth. The alternative format will allow for audience participation in the broad discussion of issues related to clinical research and general issues of assessment of student literacy learning and evaluation of teacher development.

I. Literacy Lab via Distance Education: Linking Teacher Self-Evaluation, Reflection, and Instructional Goal Setting

Jeanne Cobb, University of Eastern New Mexico

II. Making the Case for Multiple Assessments: Transfer from the Literacy Lab to the School Contexts

Cheryl Dozier, University at Albany
Ilene Rutten, University at Albany

III. Vocabulary Assessments in Reading Clinic and Beyond

Stephanie McAndrews, Southern Illinois University
Edwardsville
Barbara Laster, Towson University

IV. Application of Clinic-based Assessment Practices to Classrooms and Schools

Theresa Deeney, University of Rhode Island

V. Fourth Grade Teachers in a High Stakes Testing Environment

Lori Berman Wolf, Adelphi University

VI. Analyzing Assessments in Classroom and Clinics

Barbara J. Walker, Oklahoma State University

VII. Are Reading Clinics Preparing a Leadership Corp?

Margaret Hill, University of Houston-Clear Lake
Charlene Carter, University of Houston-Clear Lake
Lillian McEnergy, University of Houston-Clear Lake

1:00 P.M. – 2:30 P.M. PAPER SESSION

EXECUTIVE 3

Can They Teach Writing?: Preservice Teachers Learn to Teach and Assess Writing

Chair: Roger Bruning, University of Nebraska-Lincoln

I. An Online Tool for Helping Literacy Teachers Learn to Rate Student Writing

Roger Bruning, University of Nebraska-Lincoln
Michael Dempsey, University of Nebraska-Lincoln
Lisa Pytlik Zillig, University of Nebraska-Lincoln
Mary Bodvarsson, University of Nebraska-Lincoln

II. Connecting Theory and Practice through Creative Writing: Multigenre Writing in the English Methods Class

Leslie S. Rush, University of Wyoming

III. *Effective Methods for Teaching Preservice Teachers Writing*

Susan A. Colby, Appalachian State University
Joy Stapleton, East Carolina University

1:00 P.M. – 2:30 P.M. PAPER SESSION

EXECUTIVE 4

On Learning to Teach and Assess Reading

Chair: Dixie D. Massey, North Carolina A & T State University
Discussant: Cathy Collins Block, Texas Christian University

I. Scaffolding Comprehension Instruction for Preservice Teachers: Tutoring in an After School

Dixie D. Massey, North Carolina A & T State University

II. The Effectiveness of Comprehension Strategy Instruction Training in Pre-service Teacher Education: A Research-in-Progress Report

Mary Kropiewnicki, Wilkes University

III. Improving Preservice Teachers' Ability to Determine Significant Miscues When Using an Informal Reading Inventory

Susan K. L'Allier, Northern Illinois University
Jerry L. Johns, Northern Illinois University

1:00 P.M. – 2:30 P.M. ALTERNATIVE FORMAT

EXECUTIVE 5

Mentoring the Development of Literacy Researchers-Teacher Educators

Chair: Mona Matthews, Georgia State University
Discussant: Joyce Many, Georgia State University

This alternative session is designed to elicit dialogue among literacy researchers-teacher educators about the nature of mentoring they have received and types of mentoring needed. Small groups will be formed based on experience and need: students in doctoral programs, novice teacher educators, culturally diverse teacher educators, and tenured teacher educators.

I. Mentoring within the Doctoral Program

Donna Taylor, Georgia State University
Mark Cobb, Georgia State University
Gwen Stanley, Georgia State University

II. Mentoring in the First Years of the Academy

Faith Wallace, Kennesaw State University
Ewa McGrail, Georgia State University

III. Mentoring in the Lives of Culturally Diverse Scholars

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

IV. After Tenure and Promotion - Re-examining our Needs

Dana Fox, Georgia State University
Joyce Many, Georgia State University
Mona Matthews, Georgia State University

**1:00 P.M. – 2:30 P.M. FIESTA A
PAPER SESSION – AREA 3**

Teacher Talk to Support Professional Development

Chair: Judy M. Stephenson, Georgia State University
Discussant: MaryEllen Vogt, California State University, Long Beach

- I. *Dialogue Dance: Teacher Talk in a Book Club used for Professional Development***
Judy M. Stephenson, Georgia State University
- II. *Two Teachers Talking, Transcribing, and Thinking about Discussion and Comprehension***
Linda Lucan, Appalachian State
- III. *Critical Conversations in a Teacher Study Group***
Jean Ketter, Grinnell College
Cynthia Lewis, the University of Iowa

**1:00 P.M. – 2:30 P.M. FIESTA B
PAPER SESSION**

Studying teachers' beliefs and decisions about literacy materials and instruction

Chair: Cindi Davis Harris, San Diego State University
Discussant: James Hoffman, University of Texas

- I. *Examining Teacher's Beliefs and Pedagogical Knowledge About Teaching Students To Write A Research Paper***
Cindi Davis Harris, San Diego State University
- II. *Investigation of Teachers' Performance Diagnosing Students' Reading Strengths and Needs and Planning Subsequent Instruction: A Comparative***
Kelly Moore, San Diego Unified School District
- III. *Commercial literacy packages: School response to selection, use and evaluation in classroom contexts***
Judy M Parr, The University of Auckland
Kathryn H Glasswell, The University of Illinois at Chicago
Margaret Aikman, Auckland College of Education

**1:00 P.M. – 2:30 P.M. SAN ANTONIO BALLROOM
ALTERNATIVE FORMAT**

Examining Critical Literacies within Teacher Education: Tensions, Possibilities, and Directions

Chair: Rosary V. Lalik, Virginia Tech

Critical literacies are fundamental to robust literacy curricula. Yet theoretical and practical challenges conspire against success for teacher educators working in this area. The session is designed to support this work by examining and critiquing ongoing work, pointing to directions for future work, and supporting collaboration among session participants.

- I. *Theoretical Framework***
Rosary V. Lalik, Virginia Tech
- II. *Questioning Texts of Our Lives***
- III. *Stepping into Critical Literacies through Exploration of Cultural Identity***

IV. *Problematics of Problem-Based Teaching: Position, Epistemology, and Context*

Participants:

Rosary V. Lalik, Virginia Tech
Ann Potts, Virginia Tech
Sandra J. Moore, Radford University
Kathleen Hinchman, Syracuse University
Josephine Young, Arizona State University

**2:45 P.M. – 3:30 P.M. FIESTA PAVILION
ROUNDTABLE**

- I. *Assessing and Supporting Kindergarten Oral Language Development***
Janet R. Young, Brigham Young University
Val Roberts, San Juan School District
Kendra Hall, Brigham Young University
- II. *Connecting Teacher Beliefs and Practices in the Literacy Clinic and the Classroom***
Cassie Zippay, Western Kentucky University
Brittany Butler, Western Kentucky University
- III. *Disrupting the Commonplace: Critical Literacy in First Grade***
Christine H. Leland, Indiana University
Kimberly Huber, North Salem Elementary School
- IV. *Giving Voice the Literacy Practices of Urban Third Graders***
Kim Boothroyd, University of New Hampshire
- V. *If the kindergarten intervention was successful, why are they failing in first grade?***
Marla H. Mallette, Southern Illinois University Carbondale

**3:30 P.M. – 4:15 P.M. FIESTA PAVILION
ROUNDTABLE**

- I. *Learning From Text: Instructional Significance for Under-represented First Grade Students in a University-Based Tutorial Program.***
Diane Brantley, California State University, San Bernardino
M. Alayne Sullivan, California State University, San Bernardino
Mary Jo Skillings, California State University, San Bernardino
Steve Comadena, California State University, San Bernardino
- II. *Observations and Conversations: Constructing a theory of early readers and nonfiction texts***
Norrie Eure, Texas Woman's University
- III. *Providing Third Space for Verifying Voice: Teachers as Writers and Inquirers***
Janelle Mathis, University of North Texas
Carol Wickstrom, University of North Texas
Leslie Patterson, University of North Texas
- IV. *To integrate or not to integrate: content area reading and secondary methods courses***
Nancy L. Michelson, Salisbury University
Monique C. Lynch, Salisbury University
Joel T. Jenne, Salisbury University
Starlin D. Weaver, Salisbury University
Arlene F. White, Salisbury University

V. Understanding the Experiences and Needs of Mainstream Teachers of ESL Students

Yan Wang, Georgia State University
 Joyce Many, Georgia State University
 Larry Krumenaker, Crosskeys High School

VI. High Achieving Readers in a Low Performing School

Keli Garas, University at Buffalo

VII. Increasing skill and will in science writing

Kathleen M. Wilson, University of Nebraska, Lincoln
 Guy Trainin, University of Nebraska, Lincoln
 Mimi Wickless, Folsom Children's Zoo and Botanical Gardens
 David Brooks, University of Nebraska, Lincoln

VIII. Instructional Actions of Exemplary Grades 2 and 5 Teachers Who Mediate Strategic Reading Behavior in Guided Reading

Janine L. Batzle, University of Southern California
 Robert Rueda, University of Southern California

**2:45 P.M. – 4:15 P.M.
 SYMPOSIUM SESSION**

TEXAS A

**Critical Aspects of Critical Reading
 Double Session (continued from 1:00 - 2:30)**

Chair: Peter Afflerbach, University of Maryland
Discussant: Elizabeth Birr Moje, University of Michigan

PART 2 CRITICAL READING: ISSUES OF RACE, ETHNICITY, SEXUALITY AND GENDER

Paper 4: Reading girlhoods: Feminist poststructural literary theory as critical literacy practice

Elizabeth Marshall, University of Maryland

Paper 5: Critical text and teacher professional development

Alfred Tatum, University of Maryland

Paper 6: Becoming critical readers of the word and the world: Portraits of two European American elementary teachers in multicultural classrooms

Jennifer Dandridge, Turner University of Maryland

**2:45 P.M. – 4:15 P.M.
 SYMPOSIUM SESSION**

TEXAS B

The International Reading Association's Teacher Education Task Force: Supporting Teacher Preparation for Reading Instruction.

Co-sponsored Session with IRA

Chair: Cathy Roller, International Reading Association

Teacher preparation for reading instruction is an important concern for the International Reading Association (the Association). In 1999 the Association formed a research Commission to study the preparation of reading instruction. In 2003, Prepared to Make a Difference reported the results of that effort, and the Board of Directors formed the Teacher Education Task Force that was charged with following up on the work of the Commission and focusing the Association's efforts on teacher preparation. The Task Force will report on the ongoing teacher preparation support activities. They will report the findings of a research synthesis on teacher preparation for reading instruction that updates existing reviews and integrates the findings from

both qualitative and quantitative studies. There will be time for the audience to engage the participants in discussion of the teacher preparation support efforts.

Participants and Teacher Education Task Force Members:

Victoria Risko, Vanderbilt University
 Patricia L. Anders, University of Arizona
 Charline J. Barnes, Adelphi University
 Rita M. L. Bean, University of Pittsburgh
 Cathy Collins Block, Texas Christian University
 Carrice Cummins, Louisiana Tech University
 James Flood, San Diego State University
 Lesley Mandel Morrow, Rutgers University
 Timothy V. Rasinki, Kent State University
 MaryEllen Vogt, California State University, Long Beach
 Cathy Roller (ex officio), International Reading Association

**2:45 P.M. – 4:15 P.M.
 ALTERNATIVE FORMAT**

TEXAS C

Current Perspectives on Literacy Development and Instructional Practices in International Contexts

Chair & Discussant: Colin Harrison, University of Nottingham

Sponsored by the NRC International Committee, in this poster session, presenters will share their literacy work in international contexts. The posters will include descriptive information about the current literacy contexts in four countries, as well as discussions of research findings from projects being completed in these countries. Participants will be invited to peruse the various posters and visit with the presenters, who will informally discuss their experiences and research. Summaries of the research papers will be made available to participants.

I. Literacy Practices and Teacher Perspectives on Literacy Learning in Malawi

Mary Alice Barksdale, Virginia Tech
 Denis Khasu, Domasi College, Malawi

II. Reading Instruction in China: A Case Study

Jiening Ruan, University of Oklahoma
 Lijun Jin, Towson University

III. Literacy Learning in the Chinese Primary Grades

Nancy Pine, Mount St. Mary's College

IV. Working with Burmese Indigenous Preservice Teachers on the Northern Burmese/ Thai Border

Janet C. Richards, University of South Florida

V. Reader Response in South African Classrooms

Misty Sailors, University of Texas, at San Antonio

**2:45 P.M. – 4:15 P.M.
 ALTERNATIVE FORMAT**

DIRECTOR'S 2

Family and School as Contexts for Literacy Sponsorship

Chair: Carolyn Colvin, The University of Iowa

I. Creating the "Ideal Reader"

Mark Reimer, The University of Iowa

II. "We would read and pretend to be intellectuals": Literacy Practices as Enactments of Identity

Michelle Holschuh Simmons, The University of Iowa

III. When school is not your sponsor: Responding to Limiting Literacy Contexts

Heidi Tafolla, The University of Iowa

IV. Seeing Themselves as Literate: One Family's Intersecting Literacy Sponsors

Sheila Benson, The University of Iowa

**2:45 P.M. – 4:15 P.M.
ALTERNATIVE FORMAT**

EXECUTIVE 1

Teaching Comprehension Strategies in the Primary Grades: One Teacher's Journey

Chair & Discussant: MaryEllen Vogt, California State University, Long Beach

A review of the current research on reading comprehension and a new study focused on one teacher's journey to successful teaching of reading comprehension strategies in the primary grades will be presented in this session. Participants will actively engage in examining teacher and student artifacts and participate in direct and guided comprehension strategy instruction.

Participants:

Leslie Fisher, Roxbury School District, Roxbury, NJ
Glenn DeVoogd, California State University, Fresno
Maureen McLaughlin, East Stroudsburg State University of PA

I. Review of Current Research on Reading Comprehension

II. Teaching Reading Comprehension Strategies in the Primary Grades: One Teacher's Experiences

III. Examination of Teacher and Student Artifacts

IV. Small Group Demonstrations of Teaching Reading Comprehension Strategies

**2:45 P.M. – 4:15 P.M.
PAPER SESSION**

EXECUTIVE 2

Research on Using Technology-based approaches to develop effective literacy teachers

Chair: Mary Sheard, University of Nottingham
Discussant: Erica Boling, Rutgers University

I. The Affordances of Multimedia Storytelling and Social Science Writing: Undergraduates and Youth Creating Reciprocal Relationships

Paige D Ware, Southern Methodist University
Jessica C Zacher, University of California, Berkeley

II. A New Approach to Video-Case-Based Professional Development in Reading Comprehension Instruction Using Reciprocal Teaching: Developing Complex Understanding and Adaptive Flexibility with EASE Learning Environments

Annemarie Sullivan Palincsar, University of Michigan
Rand J. Spiro, Michigan State University
Shirley J. Magnusson, University of Michigan
Brian Collins, Michigan State University
Susanna Hapgood, University of Michigan
Aparna Ramchandran, Michigan State University
Nick Sheltrown, Michigan State University

III. Extending Learning Through Electronic Discourse

JoAnne Vazzano, Oakland University

**2:45 P.M. – 4:15 P.M.
PAPER SESSION**

EXECUTIVE 3

Becoming a Teacher: Negotiating New Identities

Chair: Cynthia A. Lassonde, State University of New York at Oneonta

I. When I'M a Teacher...: Creating Teacher Identities Through Inquiry Groups

Cynthia A. Lassonde, State University of New York at Oneonta
Amy Muratore, State University of New York at Oneonta
Chelsey Smith, State University of New York at Oneonta
Glenda Vatovec, State University of New York at Oneonta

II. Teacher Identity on the Boundaries

Jean Ketter, Grinnell College
Kara L. Lycke, Grinnell College
Erin Stutelberg, Grinnell College

III. Preservice Teachers and New Literacies: Interning Pedagogical Possibilities in Teacher Education

Jory Brass, Michigan State University

**2:45 P.M. – 4:15 P.M.
SYMPOSIUM SESSION**

EXECUTIVE 4

Methods and Issues in Current Genre Research

Chair: Charles A. Elster, Purdue University

The purpose of this symposium is to address issues in the assessment of genre knowledge among learners of different ages and in a variety of contexts. Each of the four papers presents an analysis of genre practices, with attention to coconceptualizations of genre and methods of analyzing genre knowledge and practices.

I. Four Principles for Measuring the Ability to Read and Write Particular Genres of Text

Victoria Purcell-Gates, University of British Columbia
Nell K. Duke, Michigan State University

II. Using Thematic Analysis to Assess Children's Knowledge of School-Based Genres

Zhihui Fang, University of South Florida

III. High School Students' Use of Genres to Mediate Dialogic Tensions in Lived & Text Worlds

Richard Beach, University of Minnesota

IV. Assessing the Development of Genre Knowledge in Preschool & Elementary Children

Charles A. Elster, Purdue University

2:45 P.M. – 4:15 P.M. SYMPOSIUM SESSION

EXECUTIVE 5

Reading Visual Text: What Literacy Researchers Can Learn from Reality TV

Chair: Joanne Ratliff, University of Georgia
Discussant: George G. Hruby, Utah State University

This symposium will develop an awareness of how media spectacles contribute to the dominant discourse of what it means to be literate in everyday life. The implications of these spectacles for teaching preservice and practicing teachers will be explored through the three papers.

I. Five Professors of Reading Teacher Education “Read” Joe Millionaire I and II

Donna Alvermann, University of Georgia

II. Results, Conclusions and Implications from Viewing Joe Millionaire I

Stephen Phelps, Buffalo State College
Josephine Young, Arizona State University

III. Cross Cultural Perspectives and Implications from “Reading” Joe Millionaire II

Linda D. Labbo, University of Georgia
Joanne Ratliff, University of Georgia
Kristiina Montero, University of Georgia
Hellen Inyega, University of Georgia
Hristina Keranova, University of Georgia

2:45 P.M. – 4:15 P.M. PAPER SESSION

FIESTA A

Learning to Tutor: Preservice Teachers, Cooperating Teachers and Teacher Educators

Chair: Dixie D. Massey, North Carolina A & T State University
Discussant: Deborah R. Dillon, University of Minnesota

I. When Teacher Educators Tutor: Influences on Preservice Teachers and Beyond

Dixie D. Massey, North Carolina A & T State University
Anthony Graham, North Carolina A & T State University

II. Partners in Practice: Reflective Partnerships in Literacy Education

Amy Seely Flint, Georgia State University
Katie Van Sluys, DePaul University

III. Moving Beyond the Literal Level: Facilitating Preservice Teachers' Ability to Reflect Critically on Their Tutoring of Struggling Readers

Kathy Ganske, Rowan University

2:45 P.M. – 4:15 P.M. PAPER SESSION

FIESTA B

Frameworks for Facilitating Teacher Change

Chair: Diane C. Nielsen, University of Kansas
Discussant: Dana Grisham, San Diego State University

I. Bringing the Knowledge of the Intervention Teacher To The Classroom Teacher: Effect on Student Achievement In An Urban District

Diane C. Nielsen, University of Kansas
Laurie Leiker Winter, University of Kansas

II. CIMS (Confidence, Independence, Metacognition, Stamina): A Literacy Framework for Effective Literacy Instruction

Karen F. Thomas, Western Michigan University
Lauren Freedman, Western Michigan University
Holly Johnson, Texas Tech University

III. A Comparison of Two Professional Development Models for Facilitating Teacher and Student Change

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

2:45 P.M. – 4:15 P.M. SAN ANTONIO BALLROOM ALTERNATIVE FORMAT

Bridging Instruction in Literacy and Technology: Applications for New Literacies in Instructional Settings

Chair: Denise Johnson, William and Mary College
Discussant: Bridget Dalton, Center for Applied Special Technologies

The nature of literacy is rapidly changing as new technologies emerge. In this structured poster session, an interdisciplinary team of emerging scholars share their research on the different educational applications of a new literacies perspective while addressing new trends in literacy practices, instruction and assessment.

I. Exploring Teachers' Perceptions of Their Role in Preparing Students to Read Informational Text on the Internet

Beth Schmar-Dobler, Emporia State University

II. Information search strategies on the Internet

Laurie A. Henry, University of Connecticut

III. E-mail communication: Composing and comprehending as new literacy constructions

Jill Castek, University of Connecticut

IV. Developing an assessment instrument for measuring reading comprehension on the Internet

Julie Coiro, University of Connecticut

V. Defining the digital divide and its impact on new literacies instruction

Clarisse Lima, University of Connecticut

2:45 P.M. – 4:15 P.M.

BOARDROOM

Special Methodology Series: Ethnography and Case Study Methodologies

Chairs: Crystal Caffey, Southern Illinois University Carbondale
Dana W. Cammack, Teachers College
Jon Callow, University of Western Sydney

I. Qualitative Inquiry: Philosophical Foundations and Disciplinary Histories

George Kamberelis, University at Albany,
State University of New York
Greg Dimitriadis, University at Buffalo,
State University of New York

II. Ethnography and Case Study in Literacy Research

Diane Barone, University of Nevada, Reno

III. Using Digital Data in Literacy Research

Savilla Banister, Bowling Green State University

4:45 P.M. – 6:00 P.M.

TEXAS BALLROOM

PRESIDENTIAL ADDRESS

Chair: Victoria Purcell-Gates, University of British Columbia

I. In Memorium

Donald J. Leu, University of Connecticut

II. Student Research Award Presentation

Josephine Peyton Young, Arizona State University

III. Introduction of the Speaker

Lee Gunderson, University of British Columbia

IV. Presidential Address

The Role of Wisdom in Evidence-based Reading Programs

Lea M. McGee, University of Alabama

6:45 P.M. – 7:30 P.M.

SAN ANTONIO BALLROOM

OPENING NIGHT/PRESIDENTS' RECEPTION

Master of Ceremonies: Lee Gunderson,
University of British Columbia

9:00 P.M. – 10:00 P.M.

FIESTA PAVILION

VITAL ISSUES

Panel and Audience Conversation Around the Issue of the Day: What Defines Literacy's Past and Present?

Chair: Donald J. Leu, University of Connecticut

Discussion Panel:

P. David Pearson, University of California, Berkeley
Deborah R. Dillon, University of Minnesota
Taffy Raphael, University of Illinois, Chicago
Richard Allington, University of Florida
Douglas Hartman, University of Connecticut

1. How has literacy been defined from various perspectives in the past? What reminders and connections do we see in today's research presentations?
2. How well have we succeeded in answering central questions over the years? Is there forward movement or do we just shift location on the pendulum? Which questions have been marginalized?
3. Are the definitions of literacy changing today? If so, how?
4. How might we better respond to the questions that are most important for today ... and tomorrow?

CONVERSATIONAL ISSUE OF THE DAY: *How Do We Achieve Excellence in Literacy Research?*

8:45 A.M. – 9:30 A.M. FIESTA PAVILION
ROUNDTABLE

- I. *A tale of ten cities: The NAEP Trial Urban District Assessment, student exclusion rates and the (mis-)representation of 4th grade reading achievement***
Peter Afflerbach, University of Maryland
- II. *Comprehension strategy use during peer-led discussions of text: Ninth graders tackle The Lottery***
Kathleen F. Clark, Oakland University
Jennifer I. Berne, University of Illinois, Chicago
- III. *Adult ESL Oral Reading Fluency and Silent Reading Comprehension***
Kristin Lems, National-Louis University
- IV. *Preschool literacy screening: Longitudinal predictors of early literacy achievement beyond alphabet knowledge and initial phoneme awareness***
Minwha Yang, University of Virginia
Montana McCormick, University of Virginia
Karly Gellar, University of Virginia
Keonya Booker, University of Virginia
- V. *Prevalent Content Vocabulary Strategies and What Secondary Preservice Teachers Think About Them***
Wanda B. Hedrick, University of North Florida
Janis M. Harmon, University of Texas at San Antonio
Karen D. Wood, University of North Carolina at Charlotte
- VI. *School-College Collaboration in the Wireless Teacher-Education Classroom: Long-Term Effects for Student-Teacher Interns***
Marion H. Fey, SUNY Geneseo

9:30 A.M. – 10:15 A.M. FIESTA PAVILION
ROUNDTABLE

- I. *"I'm Prepared for Anything Now": Student Teachers' and Cooperating Teachers' Perceptions of Developing Knowledge about Teaching Reading***
Mellinee Lesley, Texas Tech University
Doug Hamman, Texas Tech University
Arturo Olivarez, Texas Tech University
- II. *A Bilingual Child's Journey to Independent Biliteracy***
Karen A. Jorgensen, University of Minnesota
- III. *One Size Does Not Fit All: Orthographic Development in Adolescents Who Struggle with School-based Literacies***
Gwynne Ellen Ash, Texas State University, San Marcos
Deborah Knight, University of Delaware
- IV. *"So it's not literacy...it's reading and writing": Diverging definitions of "literacy" among members of a teacher inquiry group***
Amy Lassiter Ardell, University of Southern California
Margaret Curwen, University of Southern California

8:45 A.M. – 10:15 A.M. TEXAS A
SYMPOSIUM SESSION

International Symposium on the Assessment and Evaluation of Literacy Achievement

Chair: Gerry Duffy, University of North Carolina at Greensboro

The purpose for this international symposium is to present literacy research conducted on an international scale in order to help us develop a valid research agenda based on the consent of both our national and international communities. This symposium focuses on how literacy achievement in first and other languages has been evaluated in different cultural contexts and how the results relate specifically to the literacy learning and instruction.

- I. *Investigating the role of awareness and multi-perspectives in content and language integrated literacy education across Europe***
- II. *A national intervention programme to raise reading standards in under-achieving children in England***
- III. *The e-China Project and the Teaching of Reading in English as a Foreign Language***

Participants:

Claudia Finkbeiner, University of Kassel, Germany
Roger Beard, Leeds, UK
Ian McGrath, School of Education, University of Nottingham
Barbara Sinclair, School of Education,
University of Nottingham
Colin Harrison, School of Education, University of Nottingham

8:45 A.M. – 10:15 A.M. TEXAS B
SPECIAL INVITED SESSION

Chair: Michael McKenna, Georgia Southern University

Multiple Visions of Multimedia Literacy: The Dynamics of an Emerging Field

Renee Hobbs, Temple University

8:45 A.M. – 10:15 A.M. TEXAS C
SYMPOSIUM SESSION

From the Margins to the Mainstream: Literacy Practices In and Out of School

Chair & Discussant: Kelly Chandler-Olcott, Syracuse University

This interactive symposium explores how literacy educators can bring marginalized adolescents into mainstream school culture by incorporating students' out-of-school literacies into classroom practice. While these three studies differ in both methodological approaches and instructional strategies, they all focus on urban youth and their literacy practices both in and out of school.

- I. *Making it to the Mainstream: Current and Former Students reflect on Adolescence, Schooling, and Real-World Literacy***

Susan Hynds, Syracuse University

II. Culturally Conscious Hip-Hop and Spoken-Word Poetry: Attempting to Make Culturally Relevant Pedagogy Real for Urban Youth

Columbus (Ted) Grace, Syracuse University
 *Dr. Grace's work will be presented by Fenice B. Boyd, University of Buffalo

III. "Reading 'Cause I Want To": Negotiating Adult Literacy Practices in Adolescence through Community Book Clubs

Deborah Appleman, Carleton College, Northfield, MN

II. Empowering Parents through Engagement in their Young Children's Literacy Development: Understanding what works in Family Literacy Programs, K-3

Deborah J. Romero, University Nevada Las Vegas & Universidad Autónoma de Querétaro, México

III. A Study of Latino parents' Hopes for Their Children's Educational Future: Messages of Perseverance, Self-Confidence and the Importance of Character

David B. Yaden, Jr., University of Southern California
 Enjolie Lafaurie, University of Southern California

8:45 A.M. – 10:15 A.M. DIRECTOR'S 2 SYMPOSIUM SESSION

Findings from across five urban sites: New insights into the reading process

Chair: Barbara Laster, Towson University
Discussant: Bess Altwerger, Towson University

A series of studies examined the reading strategies of second grade students in two schools that utilized commercial phonics programs (Open Court and DI) and two that were literature-based. Using miscue analysis, retellings, a phonics test, measures of fluency, metacognitive assessments, and observations, teams of researchers will report findings about the second graders (N=106) and the same students in fifth grade.

I. The intersection of words and comprehension: What the miscues and retellings of second graders in four different reading programs tell us.

Poonam Arya, University of South Florida
 Prisca Martens, University of South Florida
 G. Pat Wilson, University of South Florida

II. What is the significance of fluency? How does fluency correlate with miscues (including meaning construction), retellings, instructional model, specific texts, and oral language fluency?

Nancy Shelton, Towson University
 Nancy Jordan, Towson University
 Bess Altwerger, Towson University

III. Snapshots of the long-term effects of early literacy instruction: Ethnographic observations of 5th graders who were part of the 2nd grade study.

Steve Mogge, Towson University
 Shelly Huggins, Towson University
 Deb Lang, Towson University

IV. Conceptions and misconceptions of good reading: Metacognitive interviews at 2nd Grade and 5th Grade

Nancy Wiltz, Towson University
 Barbara Laster, Towson University

8:45 A.M. – 10:15 A.M. EXECUTIVE 1 PAPER SESSION

Research on Families and Literacy

Chair: Renée Rubin, University of Texas at Brownsville
Discussant: Marla H. Mallette, Southern Illinois University

I. Lessons Learned: Involving Latino Families in their Children's School Literacy Development

Renée Rubin, University of Texas at Brownsville
 Michelle Abrego, University of Texas at Brownsville
 John Sutterby, University of Texas at Brownsville

8:45 A.M. – 10:15 A.M. EXECUTIVE 2 SYMPOSIUM SESSION

Young Children's Development of Literary Understanding in Varying Text Forms

Chair: Lawrence Sipe, University of Pennsylvania
Discussant: Yetta Goodman, University of Arizona

There is considerable interest among literacy researchers and educators in how young children learn to read, think about (and write) different text genres. The three papers in this symposium consider beginning readers' responses to the pages of hybrid texts, a text set of narrative picturebooks, and their first chapter book—by way of understanding how children make sense of various text forms and navigate the demands of these texts as they become literate.

I Children's Responses to Hybrid Texts

Charles A. Elster, Purdue University

II. Young Children's Visual Meaning-Making During Readalouds of Picture Storybooks

Lawrence Sipe, University of Pennsylvania
 Anne Brightman, University of Pennsylvania

III. Helping Young Children Learn to Read Chapter Books

Nancy Roser, University of Texas at Austin
 Miriam Martinez, University of Texas at San Antonio
 Kathleen McDonnold, University of Texas at Austin
 Charles Fuhrken, University of Texas at Austin
 Norma Carr, University of Texas at Austin

8:45 A.M. – 10:15 A.M. EXECUTIVE 3 ALTERNATIVE FORMAT

Crossing Over to Canaan: Engaging Distinguished Women and/or Minority Scholars in Critical Conversations about Tenure

Chair: Jennifer Danridge Turner, University of Maryland at College Park

Moderator: Doris Walker-Dalhouse, Minnesota State University at Moorhead

Crossing over to Canaan is a biblical metaphor that signifies the courage, resilience, and fortitude necessary for entering into the "Promised Land." In many ways, the professional experiences of women and/or minority faculty have paralleled the Israelites' journey into Canaan; recent statistics suggest that although many women and minority scholars begin their academic careers in tenure-track positions, a significant number of them do not make it through the tenure process and never "cross over into Canaan." The purpose of this panel presentation is to "demystify" the tenure process by engaging five distinguished women and/or

minority scholars in the literacy field in a critical dialogue about their own tenure experiences and about their insights into how we can support more emerging scholars from underrepresented groups “cross over to Canaan.

Panel: Donna Alvermann, University of Georgia
Kathryn Au, University of Hawaii
Patricia A. Edwards, Michigan State University
Jane Hansen, University of Virginia
Robert Rueda, University of Southern California

8:45 A.M. – 10:15 A.M. EXECUTIVE 4 SYMPOSIUM SESSION

Writing Instruction and Performance in Multicultural and Multilingual Settings

Chair: Beverly E. Cox, Purdue University
Discussant: Zhihui Fang, University of Florida

This symposium investigates culturally diverse students' writing performances, instruction, and assessment in four very different multicultural and/or multilingual settings. The theoretical and analytical focus of the seminar is on Vygotsky's social constructivism and Halliday and his colleagues' functional linguistics. Implications for research and instruction are discussed.

- I. *Genre and Register Knowledge Used by Culturally Diverse Kindergarteners***
Beverly E. Cox, Purdue University
Jackie Covault, Purdue University & Purdue North Central
Melissa Shepson, Purdue University
- II. *Genre Usage in Bilingual and Multicultural Upper Elementary School Students***
Jeni Arndt, Purdue University
- III. *Influence of Bilingual Instruction on Bilingual First Graders' Genre and Register Knowledge***
Jiening Ruan, Oklahoma University
- IV. *Collaborative Discussion's Effects on Culturally Diverse Community College Students' Writing***
Sharon Snyders, Purdue University & Ivy Tech Community College

8:45 A.M. – 10:15 A.M. EXECUTIVE 5 SYMPOSIUM SESSION

The storied lives of boys: Masculinities, literacies and schooling

Chair: Michael D. Kehler, University of Western Ontario
Discussant: Michele Knobel, Montclair State University

Equity issues have recently surfaced in a rising debate over literacy, boys, and schooling. The presenters draw on feminist, profeminist, poststructuralist and queer theory, to argue for doing what needs to be undone in debates that quantify literacy, essentialize masculinity, and simplify schooling. Their research illuminates a) the (re)constitution of gender identities, b) the discourse informing policy practices to “save underachieving boys” and c) the ways bodily texts of adolescent men are read and mis-read within a gender equity framework.

- I. *The Literate Selves: Reading or misreading the textuality of high school boys.***
Michael D. Kehler, University Of Western Ontario

II. *Reading Men Differently: Alternative portrayals of masculinity in contemporary young adult fiction.*

Tom Bean, University of Nevada-Las Vegas
Helen Harper, University of Western Ontario

III. *Exploring The Socio-cultural Borderland: Journeying, navigating and embodying a male queer identity*

Marc Davidson, The University of New Mexico.

8:45 A.M. – 10:15 A.M. FIESTA A SYMPOSIUM SESSION

Teaching Against the Grain: Enacting Constructivist Beliefs Within Institutional Constraints

Chair: Stacey Leftwich, Rowan University
Discussant: Cindi Hasit, Rowan University

This study purports to document, analyze, and interpret the learning that occurred across three university literacy courses in which faculty implemented a constructivist, critical literacy pedagogy. Findings explore what it means to share power in the classroom and the relationships between critical teaching and developing a literacy theory of practice.

- I. *Catching the Forgotten Ones: Framing a Course Around a Provocative Proposition***
Marjorie E. Madden, Rowan University
- II. *Sharing the Reins: Transforming Students' Intellectual Passivity into Collaboratively Mediated Learning***
Elaine S. Marker, Rowan University
Susan Browne, Rowan University
- III. *They Want Me to Transmit but I Want Them to Construct : Students Sharing Power in a Children's Literature Course***
Stacey Leftwich, Rowan University

8:45 A.M. – 10:15 A.M. FIESTA B SYMPOSIUM SESSION

Self-Organizing Networks of Meaning: How Do Competing Stakeholders Build Consensus about the Preparation of “Highly Qualified” Teachers?

Chair: Leslie Patterson, University of North Texas
Discussant: Glenda Eoyang, Human Systems Dynamics Institute

This symposium offers a theoretical frame and methods for analyzing complex political discourse. These researchers analyzed web-based texts revealing various stakeholders' public positions on the preparation of “highly qualified” teachers. These papers combine to demonstrate how emerging “networks of meaning” can shape policy.

- I. *Shaping Consensus through Networks of Meaning: Applying Centering Resonance Analysis to Political Discourse***
Leslie Patterson, University of North Texas,
Kevin Dooley, Arizona State University
Royce Holladay, Human Systems Dynamics Institute
- II. *Analyzing Networks of Meaning in Official Discourse: What Is a “Highly Qualified Teacher?”***
Leslie Patterson, University of North Texas
Shelia Baldwin, Monmouth University
Darcy Bradley, R. C. Owens, Publishers, Inc.

Kevin Dooley, Arizona State University
 Royce Holladay, Human systems Dynamics Institute
 Ruth Silva, University of North Texas
 Joan Parker Webster, University of Alaska – Fairbanks

III. *Interpreting Networks of Meaning from a Critical Perspective: Practical Implications of the Official Definitions of “Highly Qualified” Teachers*

Joan Parker Webster, University of Alaska – Fairbanks
 Ruth Silva, University of North Texas

**8:45 A.M. – 10:15 A.M. SAN ANTONIO BALLROOM
 SPECIAL INVITED SESSION**

Essential Perspectives on Literacy in a Diverse World

Chair: Mileidis Gort, University of Connecticut

I. *Transitions to Biliteracy: Skill, Strategies and Self*
 Kathy Escamilla, University of Colorado, Boulder

II. *New tools for writing: Assistive technology for students with writing difficulties*
 Skip Macarthur, University of Delaware

8:45 A.M. – 10:15 A.M. BOARDROOM

Special Methodology Series: Using Mixed Methodologies in Literacy Research

Chairs: Laurie A. Henry, University of Connecticut
 Mary Sheard, University of Nottingham
 Jeremie Seror, University of British Columbia

I. *What's Mixed in Mixed Methods?*
 Elizabeth Birr Moje, University of Michigan
 Cathy Roller, International Reading Association

II. *Formative Experiments as Mixed Methodology Research in Literacy*
 David Reinking, Clemson University
 Barbara Bradely, University of Georgia

**10:30 A.M. – NOON
 PLENARY SESSION**

Chair: Julie Coiro, University of Connecticut

I. *Announcements*
 Donald J. Leu, University of Connecticut

II. *Early Career Award Presentation*
 Wendy Kasten, Kent State University
 Janet W. Bloodgood, Appalachian State University

III. *Introduction of the Speakers*
 Julie Coiro, University of Connecticut

IV. *Plenary Address*
From Pencilvania to Pixelandia: Mapping the terrain of new literacies research
 Michele Knobel, Montclair State University
 Colin Lankshear, University of Ballarat and
 Central Queensland University

**1:15 P.M. – 2:45 P.M. TEXAS A
 PAPER SESSION – AREA 5**

Research on Early Literacy Development

Chair: Janice S. Eitelgeorge, University of South Florida

I. *Multiple Continua of Writing Development in a First Grade Classroom*
 Janice S. Eitelgeorge, University of South Florida
 (This inquiry focused on the complexities of the writing process to identify the conceptual understandings used and to delineate progressions in textual development)

II. *The Coordination of Reading and Writing Abilities in First-grade, Emergent Bilingual Children: Patterns of Literacy Growth in Phonological Awareness, Orthographic Knowledge, Concept of Word, and Metalinguistic Awareness*
 Linda Gubler Junge, Rossier School of Education,
 University of Southern California
 David B. Yaden, Jr., Rossier School of Education,
 University of Southern California

III. *Preliteracy Knowledge in Chinese and U.S. Preschoolers*
 Nancy Pine, Mount St. Mary's College, Los Angeles

**1:15 P.M. – 2:45 P.M. TEXAS B
 DISTINGUISHED INTERNATIONAL
 SCHOLAR ADDRESS**

I. *Chair and Introduction of the Speaker:*
 Linda D. Labbo, University of Georgia

II. *Pattern Recognition: Learning From the Technoliteracy Research*
 Ilana Synder, Monash University, Australia

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

Studies on the Linguistic and Cognitive Aspects of Secondary Literacy

Chair: William G. Brozo, University of Tennessee
Discussant: Tom Bean, University of Nevada-Las Vegas

I. *Attribution Theory Reconsidered: Corroborating Struggling Readers' Explanations for Academic Failure*
 William G. Brozo, University of Tennessee

II. *RTWriting Mathematics: Linguistic Features as a Device to Gain and Demonstrate Desired Levels of Understanding*
 Jingzi Huang, Monmouth University
 Bruce Normandia, Monmouth University

III. *Tagging as a Situated Local Literacy Practice*
 Laurie MacGillivray, University of Southern California
 Margaret Curwen, University of Southern California

1:15 P.M. – 2:45 P.M. DIRECTOR'S 2
PAPER SESSION – AREA 7

Historical Issues in Literacy Research

Chair: Kimberly H. Creamer, University of North Carolina-Chapel Hill

Discussant: Norm A. Stahl, Northern Illinois University

I. *Integration, Adaptation, and Change: An Ethno-history of Reading Instructional Methods at a Rural Primary School*

Kimberly H. Creamer, University of North Carolina-Chapel Hill

II. *Oral Histories of Low-income Neighborhoods*

Eliane Rubinstein-Avila, University of Arizona

III. *Defending Children's Right to Read in Cold War America: The "Business as Usual" Anti-Censorship Work of McCarthy Era Educators and Librarians*

Christine A. Jenkins, U of Illinois at Urbana-Champaign

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

Research on Literary Response and Discussion

Chair: James Damico, Michigan State University

I. *Engaging with Socially Complex Texts: Testimonial Reader Response with young readers*

James Damico, Michigan State University

II. *Literature Discussion: Taking-a-stand for Middle School Learners*

Paula Costello, The University at Albany/CELA
Peter Johnston, The University at Albany/CELA

III. *"We Feel Like We're Separating Us": Black, White and Latina Girls Respond to Multicultural Literature*

Sally Smith, Hofstra University

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

Researchers Examining Texts

Chair: Linda M. Phillips, University of Alberta

I. *Types of Texts in Commercial Elementary Reading Programs*

Linda M. Phillips, University of Alberta
Martha L. Smith, University of Alberta
Stephen P. Norris, University of Alberta
Marion R. Leithhead, University of Alberta

II. *Prototypical written narrative genres: Comparative analysis of descriptive and evaluative functions in personal recount and fictional story picture books*

Kathleen Cali, University of North Carolina at Chapel Hill

III. *"Are we really addressing diversity in classrooms when we leave out so many voices?" Representations of families in literature and in our classrooms*

Karla J. Möller, University of Illinois at Urbana-Champaign

1:15 P.M. – 2:45 P.M. EXECUTIVE 3
PAPER SESSION – AREA 9

Research on Instructional Discussions

Chair: Samantha Caughlan, California State University, Fresno

Discussant: Deborah Appleman, Carleton College

I. *The Dialogic Dance of Discussion*

Samantha Caughlan, University of Wisconsin/Madison

II. *Talking Ourselves to Understanding: Literature-Based Discussions as "Instructional Conversations"*

Kristy L. Dunlap, George Mason University

III. *When reading it wrong is getting it right: Shared evaluation pedagogy among struggling fifth grade readers*

Maren Aukerman, U.C. Berkeley

1:15 P.M. – 2:45 P.M. EXECUTIVE 4
PAPER SESSION

Issues in Literacy Learning and Instruction for English Learners

Chair: Hsiang-ju Ho, SUNY Fredonia

Discussant: Shelley Xu, California State University, Long Beach

I. *Best Approach to Literacy Instruction for English Language Learners: Mainstream Teachers' and Asian Parents' Perspectives*

Guofang Li, SUNY at Buffalo

II. *The Effect of Comprehension Strategies Instruction on Ghanaian English Language Learners' Comprehension Processes and Text Understanding*

Kafui Etsey, University of Iowa

III. *Latina/o adolescents' language and literacy practices as windows into identity (re)constructions*

Alejandra Rodríguez-Galindo, University of Texas at Austin

1:15 P.M. – 2:45 P.M. EXECUTIVE 5
PAPER SESSION

From Preschool to High School: Students Responding to Texts

Chair: Patricia E Enciso, The Ohio State University

Discussant: Susan Hynds, Syracuse University

I. *The Practice of Sociopolitical Theory: An introduction to Critically Engaged Reading Pedagogy*

Patricia E Enciso, The Ohio State University

II. *Discourses of Femininity? A Socio-cultural Analysis of Girls' Reading and Response Practices in Classroom, Focus-Group, and Interview Settings*

Amanda Haertling Thein, The University of Minnesota

III. *Poetry Read-Alouds and Preschool Children's Meaning-Making Responses*

Diane Jackson Schnoor, The University of Virginia

1:15 P.M. – 2:45 P.M.
PAPER SESSION

FIESTA A

Beyond the Standard Form: Research on Multiple Text Types in Schooling

Chair: Wendy Glenn, University of Connecticut
Discussant: Lawrence Sipe, University of Pennsylvania

- I. *From Response to Interpretation to Appreciation: Listening to Novice and Expert Readers Make Sense of Poetry*
Sarah W. Beck, New York University
- II. *Into a New Light: A Qualitative Investigation into the Genre of Biography within the Postmodern Educational Context*
Karen A. Krasny, Texas A&M University
- III. *Enhancing Comprehension by "Reading" Multiple Texts: A Study of Social Inequality and School Desegregation*
Fenice B. Boyd, University at Buffalo, SUNY
Chinwe Ikpeze, University at Buffalo, SUNY

1:15 P.M. – 2:45 P.M.
PAPER SESSION

FIESTA B

Perspectives on Critical Literacy and Social Change

Chair: Elizabeth Dutro, Cleveland State University
Discussant: Patricia Schmidt, Le Moyne College

- I. *"We Didn't Fit the Category": Critical Literacy and the Interrogation of Racial Categories in an Urban Elementary Classroom*
Elizabeth Dutro, Cleveland State University
Elham Kazemi, University of Washington
Ruth Balf, Seattle Public Schools
- II. *Examining Racism with Fresh Eyes: Sixth Graders and Pre-Service Teachers Scaffold Together to Become Agents of Change*
Monica Taylor, Montclair State University
Gennifer Otinsky, Grover Cleveland Middle School
Eric Weiner, Montclair State University
- III. *Leaving Adults Behind: Developing Literacies of Social Justice in a Neoliberal Age*
Eric J. Weiner, Montclair State University

1:15 P.M. – 2:45 P.M. SAN ANTONIO BALLROOM
SPECIAL INVITED SESSION

Struggling Adolescent Readers across Instructional, Inservice, and Administrative Contexts: Researchers and Practitioners in Dialogue

Chair: Mark Dressman, University of Illinois
Discussant: Richard L. Allington, University of Florida

- I. *Short Paper: Instructional Practice Short Paper: Dialogic Response:*
Donna Alvermann, University of Georgia
Josephine Young, Arizona State University
Amy Komitzky, Chandler High School, Chandler, AZ, Unified School District
- II. *Inservice Teacher Education Short Paper: Dialogic Response:*
Colleen Fairbanks, The University of Texas at Austin
Gay Ivey, James Madison University
Sheri Sevenbergen, Herbert Hoover High School, San Diego, CA
- III. *Administration and Policy Short Paper: Dialogic Response:*
Elizabeth Birr Moje, University of Michigan
Mark Dressman, University of Illinois at Urbana-Champaign
Carolyn Schubach, Murray, UT, School District

3:00 P.M. – 3:45 P.M.
ROUNDTABLE

FIESTA PAVILION

- I. *An Analysis of Strategy Instruction in Current Basal and Intervention Programs in Terms of the Research on Word Identification Strategies*
Thomas Gunning, Central Connecticut State University
- II. *From Easyrider to Easy Writer: An Examination of Non-Traditional Writers and Their Road to Literacy*
Cheryl M. North-Coleman, University of Delaware
- III. *Literacy Teachers Making a Difference in Urban Schools*
Althier M. Lazar, Saint Joseph's University
- IV. *Service Learning in Preservice Teacher Education: Promoting a Culturally Responsive Stance Toward Reading Instruction*
Beth Maloch, The University of Texas at Austin
James Hoffman, The University of Texas at Austin
Melissa Madison, The University of Texas at Austin
Laura A. May, The University of Texas at Austin
Carrie S. Bert, The University of Texas at Austin

3:45 P.M. – 4:30 P.M.
ROUNDTABLE

FIESTA PAVILION

I. *Establishing the Construct Validity of a Universally Accessible Word Recognition Assessment*

Karen Erickson, University of North Carolina at Chapel Hill
Stephanie Spadorcia, Lesley University
David Koppenhaver, Appalachian State University
James Cunningham, University of North Carolina at Chapel Hill

II. *Our Journey Backward: Retrospective Analysis of the Development of Authentic Assessment for Teacher Candidate Reading Instruction*

Brian Walker Johnson, Principia College
Katherine Beyer, Principia College
Libby Scheiern, Principia College

III. *Spanish speakers learning to read in English: Results and implications from an early literacy assessment*

Lori Helman, The University of Nevada, Reno

IV. *Teacher Educators: Acting in the Policy Realm*

Devon Brenner, Mississippi State University
Terry Jayroe, Mississippi State University

V. *The Teacher-Student Writing Conference: Exploring Ideas and Revising Text*

Antony T. Smith, University of Washington

3:00 P.M. – 4:30 P.M.
PAPER SESSION

TEXAS A

Foregrounding the Complexity of Literacy Teaching

Chair: Elizabeth G. Sturtevant, George Mason University

Discussant: Jane Hansen, University of Virginia

I. *Literacy Coaches/Reading Specialists in Middle and High Schools: History and Current Policy Issues*

Elizabeth G. Sturtevant, George Mason University

II. *No Quick Fix: A Study of Change and Policy Implementation in a High-Poverty School on Probation*

Kristin M. Gehsmann, University of Vermont
Haly Woodside-Jiron, University of Vermont

III. *Standardized Assessment Practices in Reading and Writing with New Technologies: A Canadian Portrait*

Marlene Asselin, University of British Columbia
Margaret Early, University of British Columbia
Margot J. Filipenko, University of British Columbia

3:00 P.M. – 4:30 P.M.
SPECIAL INVITED SESSION

TEXAS B

Reading at Risk: A Survey of Literary Reading in America from the National Endowment for the Arts

Chair: Mark Bauerlein, National Endowment for the Arts

In 2002, the National Endowment for the Arts commissioned a study of adult participation in the arts, including the reading of fiction, poetry, and drama. The findings for the literature section were published in *Reading at Risk*, a report showing that literary reading rates have declined significantly, especially among young adults. The results will be presented to conference participants in order to assess the validity of the findings and stimulate discussion of the future of literary culture in the United States.

Discussants: Cathy Roller, International Reading Association
Mark Dressman, University of Illinois, Urbana-Champaign
Sandra Stotsky, Northeastern University
Bruce Gans, Wright College

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

TEXAS C

Comprehension Strategy Instruction or Cognitive Engagement?

Chair: Georgia Garcia, University of Illinois at Urbana-Champaign

This symposium reports the initial results of a three-year large-scale project designed the relative effects of comprehension strategy and cognitive engagement instruction with 2nd and 4th graders in moderate to high poverty schools. In this symposium, panel members will provide a 7 minute overview of their topic, followed by 7 minutes of input from the other panel members. The last 20-15 minutes will be reserved for questions from the audience. The topics to be covered include theoretical rationale and overall design of the project; lessons learned in year 1 about professional staff development; lessons learned in year 1 about teacher implementation of comprehension strategy and cognitive engagement instruction; the development and use of process measures along wide-scale measures in year 1; and the dilemmas of conducting an instructional experiment in “real-life” school settings.

Participants:

Georgia E. Garcia, University of Illinois, Urbana-Champaign
Jason Stegemoller, University of Illinois, Urbana-Champaign
Laura Engel, University of Illinois, Urbana-Champaign
Teresa Mendez Bray, University of Illinois, Urbana-Champaign
P. David Pearson, University of California, Berkeley
Vicki Benson, University of California, Berkeley
Barbara M. Taylor, University of Minnesota
Monica Marx, University of Minnesota
Ceil Critchley, University of Minnesota
Eurydice B. Bauer, University of Illinois, Urbana-Champaign
Yvonne Lefcourt, University of Illinois, Urbana-Champaign
Kay Stahl, University of Illinois, Urbana-Champaign
Sunday Cummins, University of Illinois, Urbana-Champaign
Julia Johnson Connor, University of Illinois, Urbana-Champaign

3:00 P.M. – 4:30 P.M.
PAPER SESSION

DIRECTOR'S 2

Research on Computer-Mediated Communication

Chair: Alicia D. Beth, University of Texas at Austin
Discussant: Bridgit Dalton, Center for Applied Special Technologies

- I. "Somewhere Between Repartee and Discourse": Graduate Students' Experiences of Reading and Writing in a Computer-Mediated Discussion**
Alicia D Beth, University of Texas at Austin
- II. Computer-mediated (mis)communication and second language learning: Examining sustained interaction in written conversations**
Paige D. Ware, Southern Methodist University
- III. Teaching-Learning Relationships: How Caring is Enacted in Computer-Mediated Communication**
Minseong Kim, University of Texas
Yoon-Hee Na, Chonnam National University

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

EXECUTIVE 1

Research on Letter Sounds and Vocabulary Instruction in Kindergarten classrooms

Chair: Rebecca Deffes, Harvard Graduate School of Education
Discussant: Susan Neuman, University of Michigan

- I. Comparing Three Methods of Kindergarten Vocabulary Instruction**
Rebecca Deffes, Harvard Graduate School of Education
- II. Teaching Vocabulary to Kindergarten Students during Shared Storybook Readings**
Michael Coyne, University of Connecticut
- III. Articulation Attributes of Letter Sounds: Considering Manner, Place, and Voicing for Kindergarten Instruction**
Terri L. Purcell, Cleveland State University

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

EXECUTIVE 2

Popular Culture, Culturally Relevant Pedagogy, and Third Space Theory: Honoring Funds of Knowledge

Chair: Perry Marker, Sonoma State University
Discussant: Patricia A. Edwards, Michigan State University

The purpose of this symposium is to present research that honors urban and rural funds of knowledge through culturally relevant pedagogy, popular culture, and Third Space Theory. The impact on literacy development is described in three case studies.

- I. Teachers Explore Culturally Responsive Teaching: Integration of Popular Culture Text in an Urban Setting**
Shelley Hong Xu, California State University at Long Beach
- II. Supporting Culturally Relevant Pedagogy: "It made the difference!"**
Patricia Schmidt, Le Moyne College
- III. Exploring Third Space: Alternatives to Business as Usual for Adolescent Learners**
Brenda Shearer, University of Wisconsin Oshkosh
Martha Ruddell, Sonoma State University

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

EXECUTIVE 3

Reconsidering efferent reading and the online transaction.

Chair: John E. McEneaney, Oakland University
Discussant: Dana W. Cammack, Columbia University

This session explores limitations of transactional theory in understanding efferent reading and the online transaction. Papers will present a number of extensions to the transactional model in response to these limitations. The session considers both theoretical perspectives and the application of these perspectives in empirical work and practice.

- I. Reconceptualizing the efferent transaction**
- II. A transactional systems approach to online literacy**
- III. Stance, navigation, recall, and comprehension in expository hypertext**

Participants:

Kristine Allen, Oakland University
Lizabeth A. Guzniczak, Oakland University
Ledong Li, Oakland University
John E. McEneaney, Oakland University

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

EXECUTIVE 4

Echoes and Reverberations: Social Narrative Writing and Identity Work in a Third Grade Classroom

Chair & Discussant: Jerry Harste, Indiana University

This alternative format session focuses on the analysis of social narrative writing in a third grade classroom. Presenters will share results of a year long study that examines how students become textworkers (Kamler, 2001) when a critical writing pedagogy is put in place. The session will provide participants with the opportunity to explore the use of two distinct critical analytical tools to interpret student writing samples.

- I. The Tensions Between Transgression and Compliance: The Identity Work Taken On by One Third Grade Girl in Social Narrative Writing**
Mitzi Lewison, Indiana University
- II. Teaching My Brother About the Good Times and The Bad Times: Putting Social Narrative Writing To Work**
Lee Heffernan, Indiana University/Childs Elementary
- III. Trying On Gee's "Tools of Inquiry" for Analyzing Student Writing**

3:00 P.M. – 4:30 P.M.
PAPER SESSION

EXECUTIVE 5

Understanding New Literacies

Chair: Kimberly Lawless, University of Illinois at Chicago

I. *Investigating how less-skilled readers use reading strategies while reading on the Internet*

Julie Coiro, University of Connecticut
Elizabeth Dober, Emporia State University

II. *Investigating Adolescents' Awareness of Critical Technological Literacy*

Kelly Chandler-Olcott, Syracuse University
Donna Mahar, Syracuse University

III. *The Development of Children's/Adolescents Critical Multiliteracies: Toward a Working Metatheoretical Framework*

James R. Gavelek, University of Illinois at Chicago
Kimberly Lawless, University of Illinois at Chicago

3:00 P.M. – 4:30 P.M.
PAPER SESSION

FIESTA A

Research on Reading and Language in Preschool

Chair: Barbara A. Bradley, University of Kansas

I. *A Formative Experiment to Enhance Verbal Interactions in a Preschool Classroom*

Barbara A. Bradley, University of Kansas

II. *Preschoolers' Acquisition of Vocabulary from Participation in Repeated Read-Aloud Events and Retellings Involving Informational Picture Books about Light and Color*

Cynthia B. Leung, University of South Florida, St. Petersburg

III. *The Development of Knowledge about Environmental Print, the Alphabet and Word Reading: A First Look at a Longitudinal Study*

Sherri L. Horner, Bowling Green State University

3:00 P.M. – 4:30 P.M.
PAPER SESSION

FIESTA B

Research on Teachers Learning About Culture and Literacy

Chair: Caitlin McMunn Dooley, University of Texas at Austin

Discussant: Kathryn Au, University of Hawaii

I. *Teachers' Transforming Understandings about Culture and Literacy: An Exploration of Teacher Learning*

Caitlin McMunn Dooley, University of Texas at Austin

II. *Developing Understandings of Cultural and Linguistic Diversity through Family Stories*

Julie Kidd, George Mason University
Sylvia Y. Sanchez, George Mason University
Eva K. Thorp, George Mason University

III. *Supporting Culturally and Linguistically Diverse Learners in a Mainstream 5th Grade Classroom*

Sandra M. Webb, University of North Carolina-Greensboro

3:00 P.M. – 4:30 P.M.
PAPER SESSION

SAN ANTONIO BALLROOM

Issues, Opportunities, and Initiatives in Literacy Education

Chair: George G. Hruby, Utah State University

Discussant: Mark W. Conley, Michigan State University

I. *Reading Wars, Paradigms, and Pepperian Hypotheses: A Formal Content Analysis of Literacy Research Motifs*

George G. Hruby, Utah State University
Peggie Clelland, Utah State University

II. *An Analysis of the Employment Opportunities for Reading, Language Arts, and Literacy Faculty in Higher Education During the 2003-2004 Academic Year*

Douglas Hartman, University of Connecticut

III. *Literacy Initiatives at the Top 50 Education Schools*

Catherine M. Bohn, University of Minnesota
Steven R. Yussen, University of Minnesota
Anthony D. Pellegrini, University of Minnesota

3:00 P.M. – 4:30 P.M.

BOARDROOM

Research Methodology Series: Discourse Analysis

Chairs: Annie Moses, Michigan State University

Katina Zammit, University of Western Sydney

I. *Discourse Analysis in Literacy Research*

Susan Florio-Ruane, Michigan State University

II. *Critical Discourse Analysis in Literacy Research*

Ernest Morrell, Michigan State University
Leslie Burns, Michigan State University

4:45 P.M. – 6:00 P.M.

TEXAS BALLROOM

OSCAR CAUSEY AWARD PRESENTATION AND ADDRESS

Chair: Lea M. McGee, University of Alabama

I. *Announcement of the Distinguished Scholar Award*

William Teale, University of Illinois, Chicago

II. *Oscar Causey Award Presentation for 2004*

Mark W. Conley, Michigan State University

III. *Introduction of the Speaker*

Connie Juel, Stanford University

IV. *2004 Oscar Causey Address*

Exploring the Mind and Heart of the Reading Teacher

Robert Calfee, University of California Riverside

6:30 P.M. – 7:30 P.M.
TOWN MEETING

TEXAS BALLROOM

Come and celebrate the true NRC spirit of common commitment and conversation.

Facilitators:

Kelly Chandler-Olcott, Syracuse University
Michael McKenna, Georgia Southern University

9:00 P.M. – 10:00 P.M.

FIESTA PAVILION

VITAL ISSUES

Panel and Audience Conversation Around the Issue of the Day: *How Do We Achieve Excellence in Literacy Research?*

Chair: Laurie A. Henry, University of Connecticut

Discussion Panel:

Donna Alvermann, University of Georgia
David Reinking, Clemson University
Elizabeth Sturdevant, George Mason University
Diane L. Schallert, University of Texas, Austin
Jo Worthy, University of Texas
Colin Harrison, University of Nottingham
Kathleen Hinchman, Syracuse University

1. What qualities should characterize exemplary research in our field?
2. What must we do as an organization and as individuals to improve the quality of literacy research? Why?
3. To what extent does technology change our understanding of reading? Writing? Literacy?
4. How must the nature of our research change in order to more directly impact public policy? Why?
5. Which sessions from today represent exemplary models of literacy research for our field? Why?

CONVERSATIONAL ISSUE OF THE DAY: *What Will Define the Future of Literacy Research?*

8:45 A.M. – 9:30 A.M. FIESTA PAVILION
ROUNDTABLE

- I. *The Effects of Bilingual and Multilingual Environments on the Metalinguistic Awareness of Young Children: Implications for Practitioners***
Tina Tsai, University of Southern California
David B. Yaden, University of Southern California
- II. *Does the Road to Professionalism Leak Back to Self?***
Margaret A. Gallego, San Diego State University
Sandra Hollingsworth, San Jose State University
- III. *Doing the hard work of reflection: Using narrative and non-narrative texts to explore literacy, race, class, and culture with preservice and inservice teachers***
Mary McVee, University at Buffalo/SUNY
Maria Baldassarre, University at Buffalo/SUNY
- IV. *Investigating Teacher and Administrator Change in a Professional Development School***
Roxanne Henkin, The University of Texas at San Antonio
Lorri Davis, National-Louis University, Chicago, Illinois
- V. *Teach, Read, & Succeed: Pre-service Teacher Education Making a Difference in Early Field Experiences for Assessment & Instruction***
Verlinda Angell, Southern Utah University
- VI. *The influence of a university-school partnership project on preservice elementary teachers' efficacy for inquiry and student-centered decision-making in literacy instruction***
Denise Johnson, The College of William & Mary

9:30 A.M. – 10:15 A.M. FIESTA PAVILION
ROUNDTABLE

- I. *"That's how you know:" Exploring Young Children's Roles in Meaning Construction***
Anne E. Gregory, Boise State University
- II. *Children's Contemporary Realistic Fiction Portraying Struggling Readers: An Analysis of the Issues Confronted by the Characters***
Jennifer L. Altieri, The Citadel
- III. *Creating Contexts for Education and Literacy at the Crossroads: A Case Study of Anglos, Latinos, and Literacy in Rural America***
Jennifer Schmidt, The University of Iowa
Carolyn Colvin, The University of Iowa
- IV. *Literacy by Design: A Universally Designed Reading Environment for Students with Cognitive Disabilities***
Peggy Coyne, Center for Applied Special Technologies
- V. *Early Adolescent Emerging Readers: A Story of Strengths***
Robin C. Thompson, University of South Florida

8:45 A.M. – 10:15 A.M. TEXAS A
SYMPOSIUM SESSION

No Teacher Left Behind? Investigating Professional Development of the Reading First Initiative as an Innovation for Change

Chair & Discussant: Kenneth Schatmeyer, Wright State University

The presenters are all in the process of collecting data regarding the impact of Reading First on professional development in literacy education. Data and theoretical orientations will be presented in the areas of: job-embedded professional development, teacher change, leadership capacity, school and classroom cultures, and teaching methodologies as they impact literacy achievement in grades K-3.

Participants:

Cynthia Bertelsen, Bowling Green State University
JoAnn Dugan, Ohio University
Sharon Walpole, University of Delaware

- I. *Literacy Specialists: A Catalyst for Change***
- II. *Mirrors of Change: Transforming Literacy Education through Authentic Dialogue, Reflection and Action***
- III. *Changing the Culture of the School to Improve Literacy Teaching and Learning***
- IV. *Shared Responsibility: Principals, Literacy Coaches, and Federal Reform Dollars***

8:45 A.M. – 10:15 A.M. TEXAS B
ALTERNATIVE FORMAT

Figuring Out Literacy Engagement for Adolescent Latino Students Just Beginning to Read and Write English

Chair: Gay Ivey, James Madison University

Discussants: Peter Afflerbach, University of Maryland
Richard Allington, University of Florida
Kathleen Hinchman, Syracuse University
Robert Rueda, University of Southern California

The purpose of this session is to explore the intersections of different lines of inquiry that become important when studying productive reading and writing contexts for older students who are recent immigrants and at the beginning stages of learning to read and write in English. A study in a 7th/8th grade ESL language arts classroom will be used as a springboard for a broader discussion of research-related issues for this understudied, underserved, and complex population. This discussion will begin with comments from four researchers representing a range of areas of expertise relevant to the literacy learning of these students.

Participants:

Gay Ivey, James Madison University
Karen Broaddus, James Madison University
Tu Phillips, Eastern Mennonite University

A Formative Experiment of Older Language Minority Students Beginning to Read and Write English

- I. *Case #1: Connecting with Rosa and Sandra: Finding a Point of Entry***

II. Case #2: Answering Questions with Alejandro: Uncovering the Need to Know

III. Case #3: Laughing with Tony: Revealing the Complexity of Individual Literacy

**8:45 A.M. – 10:15 A.M.
ALTERNATIVE FORMAT**

TEXAS C

Three Years of Growth: Tracing Individual, Group, and Teacher Development while Participating in Peer Discussions of Text

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

This session examines peer discussion from three perspectives: the journey of a cohort of students, their teachers' journeys as they implemented peer discussion, and one individual's journey. Two roundtable sessions will be followed by participant discussion and critical commentary by the discussant regarding how student and teacher growth inform one another.

I. One Cohort's Social, Cognitive, and Affective Development Across Grades 1-3

Janice F. Almasi, University of Kentucky
Hyunhee Cho, University at Buffalo, SUNY
Keli Garas, University at Buffalo, SUNY
Wen Ma, LeMoyne College
Lynn Shanahan, Daemen College
Amy Augustino, University at Buffalo, SUNY

II. Teacher Change in Peer Discussion Classrooms

Barbara Martin Palmer, Mt. St. Mary's College

III. Achieving Social Status Among Peers: The Case of Aliya

Keli Garas, University at Buffalo, SUNY
Janice F. Almasi, University of Kentucky

**8:45 A.M. – 10:15 A.M.
PAPER SESSION**

DIRECTOR'S 2

Critical Perspectives on Literacy Instruction in Classroom Contexts

Chair: Deborah Wells Rowe, Vanderbilt University

Discussant: Beth Maloch, University of Texas at Austin

I. Analyzing the Production of Third Space in Classroom Literacy Events

Deborah Wells Rowe, Vanderbilt University

II. Tracking by Any Other Name: Teachers' Descriptions of "Regular" and "Honors" Language Arts Classes

Jo Worthy, The University of Texas at Austin
Jessica Mejia, The University of Texas at Austin
Norma Carr, The University of Texas at Austin,
North East Independent School District
Heather Bland-Ho, The University of Texas at Austin

III. Black and Latina Children's Critical Literacies in Early Childhood and Elementary School Contexts

Nadjwa E.L. Norton, City College, CUNY

**8:45 A.M. – 10:15 A.M.
SYMPOSIUM SESSION**

EXECUTIVE 1

Benchmark School: Teaching Struggling Readers to Read Is Just the Beginning of Recovery

Chair: Irene Gaskins, Benchmark School

The results of a grounded theory analysis of how Benchmark School educates students is summarized, with commentary by distinguished researchers and teachers who have worked with the school over its three decades. There is much more to literacy development for struggling readers than word recognition and much more to the education of struggling readers than development of literacy skills.

Participants:

Michael Pressley, Michigan State University
Irene Gaskins, Benchmark School
Katie Solic, University of Florida
Stephanie Collins, Michigan State University
Richard C. Anderson, University of Illinois
Linnea Ehri, CUNY Graduate Center
Linda Six, Benchmark School
Sally Laird, Benchmark School

**8:45 A.M. – 10:15 A.M.
SYMPOSIUM SESSION**

EXECUTIVE 2

Emergent Literacy in Early Reading First Sites

Chair: Elizabeth Sulzby, University of Michigan/CIERA

Discussants: Dorothy Strickland, Rutgers University
Mary Ann Colbert, Region One, New York City Public Schools

This symposium presents data from an Early Reading First site and two other related sites in which a full emergent literacy implementation is being integrated with skills instruction focusing on alphabetic knowledge, phonemic awareness, and language development. Early implementation shows that these low income, minority 3 and 4 year olds "read" and "write" emergently and use literate language. Additional assessment instruments are being cross validated with those from the program being implemented.

I. Implementation of Emergent Reading and Writing in an Early Reading First Site in New York City

Elizabeth Sulzby, University of Michigan/CIERA

II. Bookreading and Classroom Literacy Environments: Changes During Early Implementation

Deanna Birdyshaw, University of Michigan/CIERA
Elizabeth Sulzby, University of Michigan/CIERA

III. "Come Read With Me": Meaningful Early Literacy Assessment

Andrea DeBruin-Parecki, High/Scope Literacy Research Institute
Marjata Daniel-Echols, High/Scope Educational Research Foundation

IV. Meaningful Writing: Invented Spelling and its Antecedents

Donald J. Richgels, Northern Illinois University

8:45 A.M. – 10:15 A.M. EXECUTIVE 3 SYMPOSIUM SESSION

Social and Cultural Identity Issues of ENL Students in New Literacy Acquisition

Chair: Guofang Li, SUNY at Buffalo

Discussant: Charles A. Elster, Purdue University

This symposium explores cultural and social identity issues essential to ENL (English as a New Language) students' success in mainstream classrooms. Students' identity construction is linked to L2 literacy acquisition through children's literature and classroom instruction.

- I. *Social Identity Construction in ENL Learners***
Xiaoning Chen, Purdue University
- II. *Academic Discourse and Cultural Identity of Female Asian High School Students***
Reiko Habuto Ilejki, Purdue University
- III. *Picture Books and ENL Students: Theory and Practice***
Olha Tsarykovska, Purdue University

8:45 A.M. – 10:15 A.M. EXECUTIVE 4 ALTERNATIVE FORMAT

Integrating Technology in Teacher Education: A Socio-cultural Perspective

Chair & Discussant: Dana Grisham, San Diego State University

The purpose of this alternative session is to examine what teacher educators are learning from integrating technology into their literacy curriculum. Building on a pilot study that was presented at 2003 NRC, data from interviews with literacy educators committed to technology are explored.

Participants:

Rebecca S. Anderson, The University of Memphis
Gary B. Moorman, Appalachian State University
Jane B. Puckett, The University of Memphis
Laura S. Roehler, Michigan State University

8:45 A.M. – 10:15 A.M. EXECUTIVE 5 SYMPOSIUM SESSION

"They learned a lot...and so did I!" Preservice teachers encounter multicultural picture books.

Chair & Discussant: Ann Powell-Brown, Central Missouri State University

The symposium shares studies from two universities where multicultural/international literature was shared with pre-service teachers. The research focuses on attitudes and awareness of visual literacy, multicultural appreciation and knowledge and implications for prospective teachers. The data indicate that pre-service teachers need more experiences with visual literacy and multicultural texts.

- I. *Overview of the studies, data collection and analysis***
Kathryn Chapman Carr, Central Missouri State University
- II. *Three trends in pre-service teachers' thinking***
T. Gail Pritchard, University of Alabama
- III. *Visual literacy as an instructional tool***
Dawna Lisa Buchanan, Central Missouri State University

8:45 A.M. – 10:15 A.M. FIESTA A PAPER SESSION

Research on Literacy and Identity

Chair: Iris Dixon Taylor, Teachers College, Columbia University

Discussant: Sara Ann Beach, University of Oklahoma

- I. *Contextualizing the Interplay of Critical Literacies and Identities of African American Youth***
Iris Dixon Taylor, Teachers College, Columbia University
- II. *"That's the Way It Is for Us Too": Reading to Construct Identities***
Jessica Zacher, University of California, Berkeley
Julia Menard-Warwick, University of California, Davis
- III. *Boys' Literacy Spaces Under Construction***
Sandra M. Webb, University of North Carolina-Greensboro

8:45 A.M. – 10:15 A.M. FIESTA B PAPER SESSION

Effective Literacy Practices Across Languages and Cultures

Chair: Youb Kim, Michigan State University

Discussant: Aydin Durgunoglu, University of Minnesota, Duluth

- I. *Mandarin Students' Development as Writers in English and Chinese***
Sarah J. McCarthey, University of Illinois at Urbana-Champaign
Yi-Huey Guo, University of Illinois at Urbana-Champaign
- II. *Examining the role of syntactic proficiency in second-language reading comprehension: Studies of Spanish and German learners***
Elizabeth B Bernhardt, Stanford University
- III. *Language and literacy practices in Mexico***
Robert T. Jimenez, University of Illinois at Urbana-Champaign
Patrick H. Smith, University of the Americas, Puebla

8:45 A.M. – 10:15 A.M. SAN ANTONIO BALLROOM PAPER SESSION

Do try this at home: Training parents in phoneme awareness activities

Chair: Keonya C. Booker, University of Virginia

Discussant: Patricia A. Edwards, Michigan State University

- I. *"Kiss Your Brain": A Closer Look at Successful Literacy Gains in Impoverished Elementary Schools***
Keonya C. Booker, University of Virginia
Marcia A. Invernizzi, University of Virginia
Montana McCormick, University of Virginia
- II. *Do try this at home: Training parents in phoneme awareness and reading aloud***
Shannon Coman Henderson, Auburn University
Bruce A. Murray, Auburn University
Connie Buskist, Auburn University
Edna Greene Brabham, Auburn University
- III. *The Effect of an After-School Intervention Programme on Children Experiencing Reading Difficulties***
Susan J. Dymock, University of Waikato, New Zealand

8:45 A.M. – 10:15 A.M. BOARDROOM

Research Methodology Series: Looking forward into our future - Upcoming methodologies and issues with new definitions of literacy

Chairs: Julie Coiro, University of Connecticut
Katherine Hilden, Michigan State University
Mary Love, University of Georgia

- I. Considering paradigms and possibilities for research in electronic environments**
Charles K. Kinzer, Teachers College, Columbia University
- II. Examining Electronic Data Collection: Benefits, Concerns, and Future Possibilities**
Rachel Karchmer, University of Delaware
- III. Bringing together screen and talk data in digital research: a multimethod approach to investigating how students engage as users and creators of curricular knowledge**
Claire Wyatt-Smith, Griffith University

10:30 A.M. – 11:15 A.M. FIESTA PAVILION ROUNDTABLE

- I. A Multidimensional Model of Past, Current, and Future Adolescent Literacy Research**
Roger A. Stewart, Boise State University
David G. O'Brien, University of Minnesota
- II. Examining Communication Interactions of a Korean L2 Child, the Parents, and Teachers**
Jennifer Battle, Texas State University-San Marcos
Won Gyoung Kim-Choi, Texas State University-San Marcos
- III. Snapshots of Literacy: Using Photographs to Capture and Define Adolescent Literacy Events**
Deanna M. Stoube, St. Ambrose University
- IV. Storyteller as Cultural Tool: The Use of Storytelling in Early Literacy Environments**
L. Marie Lavalley, University of Louisville
- V. The use of Multicultural Children's Literature in six Primary-Grade Classrooms**
Bena R. Hefflin, University of Pittsburgh

11:15 A.M. – NOON FIESTA PAVILION ROUNDTABLE

- I. Exploring the Emotions of "Struggling" Readers: Influences of School Contexts, Curriculum, and Relationships**
Cheri F. Triplett, Virginia Tech
- II. Family Involvement in Literacy Education: An Analysis of Preservice Teachers' Knowledge, Perspectives, and Plans**
Laurie Elish-Piper, Northern Illinois University
- III. Individualized Instruction in an Urban Middle School: Improving Reading for Students who Experience Significant Delays**
Nancy Frey, San Diego State University
Douglas Fisher, San Diego State University
Diane Lapp, San Diego State University
James Flood, San Diego State University

IV. The Power of the Pencil: A preschooler explores genre and social positioning through writing

Heather E. Bland-Ho, The University of Texas at Austin

V. Friendships As Catalysts To Literacy Learning

Huei-Hsuan Lin, Syracuse University
Jolene T. Malavasic, Syracuse University and
Baldwinsville School District

10:30 A.M. – NOON TEXAS A SYMPOSIUM SESSION

Using Technology to (Re)Conceptualize Literacy Teacher Education: Considerations of Design, Pedagogy and Research

Chair: Colin Harrison, University of Nottingham, England, UK
Discussant: Elizabeth Baker, University of Missouri

This symposium presents innovative uses of technology to enhance literacy teacher education in three, large-scale, funded research and development projects in the United States and England; projects that are using multimedia, interactive, web-delivered technologies. Three different technology tools will be discussed, with a focus on the research underpinnings of each.

- I. 'P, not-P and perhaps Q': How the Interactive Classroom Explorer (ICE) Interface can Support Teacher Professional Development**
Colin Harrison, University of Nottingham, England, UK
Daniel Pead, University of Nottingham, England, UK
Mary Sheard, University of Nottingham, England, UK
- II. Considerations of Pedagogy and Research using Reading Classroom Explorer (RCE)**
Erica Boling, Rutgers University
Suzanne Knezek, Michigan State University
Sharman Siebenthal, University of Michigan, Flint
Aman Yadav, Michigan State University
- III. Considerations of Design, Pedagogy and Research using Case-based Technologies to Enhance Literacy Learning (CTELL)**
Charles K. Kinzer, Teachers College, Columbia University
Dana W. Cammack, Teachers College, Columbia University
Donald J. Leu, University of Connecticut
William Teale, University of Illinois, Chicago
Linda D. Labbo, University of Georgia

10:30 A.M. – NOON TEXAS B SYMPOSIUM SESSION

The National Assessment of Educational Progress Reading Framework for 2009 and Beyond

Chair: Terry Salinger, American Institutes for Research

Development of the Framework for the 2009 NAEP reading assessment reflected the political and theoretical perspectives of many reading educators, researchers, and policy makers. The new Framework has the potential to influence instruction and assessment. The session discusses the conceptualization of the Framework, the debates surrounding its development, and its implications for policy and for instruction.

- I. The Process of Creating the New NAEP Framework**
Terry Salinger, American Institutes for Research

II. *The NAEP Framework for 2009 and Beyond*

Michael L. Kamil, Stanford University

III. *Comparison of the 1992 and 2009 NAEP Reading Frameworks*

Barbara Kapinus, National Education Association

IV. *Panel Discussion and Question and Answer Session*

Peter Afflerbach, University of Maryland
Charles W. Peters, University of Michigan
Karen Wixson, University of Michigan

10:30 A.M. – NOON PAPER SESSION

TEXAS C

Policies and Research on Retention, Assessment, and Early Literacy Instruction

Chair: Anne McGill-Franzen, University of Florida
Discussant: Sheila W. Valencia, University of Washington, Seattle

I. *Questioning the Confluence of Two Policy Mandates: Core Reading Programs & 3rd Grade Retention*

Anne McGill-Franzen, University of Florida
Courtney C. Zmach, University of Florida
Katie Solic, University of Florida
Jacqueline Love Zeig, University of Florida

II. *"Readiness," Policy Guidelines, and Reading Gains: Factors Affecting Teachers' Decisions to Retain or Promote Elementary Students (4-91)*

Alysia D. Roehrig, Florida State University

III. *Stability of Early Literacy Skills: A Comparison of Kindergarten and First Grade (4-511)*

Heather Patridge, University of Virginia
Laura Justice, University of Virginia
Jennifer Howell, University of Virginia
Karly Geller, University of Virginia

10:30 A.M. – NOON PAPER SESSION

DIRECTOR'S 2

Central Issues In New Literacies

Chair: Katina Zammit, University of Western Sydney
Discussant: Michael McKenna, Georgia Southern University

I. *Engaging students from disadvantaged backgrounds in learning: Using multiliteracies, technology and popular culture in an Australian elementary classroom*

Katina Zammit, University of Western Sydney

II. *Pen Pals Without Borders: A Cultural Exchange of Teaching and Learning*

Gwendolyn Thompson McMillon, Oakland University
Rochester, Michigan

III. *Impact of Technology and Media on Literacy Learning of Adolescent Boys and Girls*

Kathy Sanford, University of Victoria

10:30 A.M. – NOON ALTERNATIVE FORMAT

EXECUTIVE 1

Professional Development in Literacy Instruction: Reports from Two Partnerships Designed to Support Teacher Learning and Student Achievement

Chair: Kathleen M. Collins, University of San Diego

The purpose of this session is to provide a forum for analysis, critique and discussion of research designed to promote effective literacy practices through engaging teachers in collaborative inquiry with university-based researchers. What are the constraints and affordances of such professional development efforts? How do they contribute to our understanding of effective professional development in literacy instruction? In what ways, if any, do they support teachers and students in navigating the demands of standardized tests and systemic reform as they are played out in local school sites? To what extent do they support increased achievement in academic literacy tasks by students previously identified as underachieving?

I. *Six in the City: Examining the Usefulness of Six Traits Writing for Improving Writing about Reading in Urban Schools*

James L. Collins, SUNY Buffalo

II. *Contexts of Promise: Teachers and Artists Collaborating to Support Student Success Through Integrated Arts Instruction.*

Kathleen M. Collins, University of San Diego

III. *Component Research Reports:*

A. *Tricks or Traits: The Research Basis for Six Traits Writing in the Context of Writing About Reading*

James Collins, The State University of New York at Buffalo

B. *The Influence of Professional Development: How Teachers Take Up Six Trait Writing in Content Area Classrooms*

Kim Leavitt, The State University of New York at Buffalo

C. *The Influence of Writing Instruction: Case Studies of Writers Before and After Six Traits Writing Instruction*

Pauline Skowron, The State University of New York at Buffalo

D. *The Influence of Six Traits Writing with Special Needs Children: A comparison of Peer and Independent Methods to Promote Meaningful Revision*

Corinne Kindzierski, The State University of New York at Buffalo

IV. *Every Picture Tells a Story: Drawing on Visual Thinking Strategies to Support Students' Development of Text-Based, Academic Literacies*

Melissa Showman, Finney Elementary School
Danielle Michaelis, Community/Teachers/Artists
Kelly Rampino, University of San Diego

V. *Building a Battery: Sculpting, Modeling and Movement as Scaffolds for Students' Understanding of Matter and Energy in Third Grade Science*

Kathy Busser, Rogers Elementary School
Elizabeth Bennett, University of San Diego
Renee Weisenberger, Community/Teachers/Artists

VI. *The Play's the Thing: Second Grade Students' Use of Drama to Construct*

**10:30 A.M. – NOON EXECUTIVE 2
PAPER SESSION**

Contemporary Issues in Reading Research

Chair: Annemarie Sullivan Palincsar, University of Michigan

I. *Investigating verbal protocols for what they reveal about upper elementary students' text processing across narrative and informational texts*

Annemarie Sullivan Palincsar, University of Michigan
Bridget Dalton, Center for Applied Special Technologies
Shirley J. Magnusson, University of Michigan
Nancy DeFrance, University of Michigan
Adrienne Gelpi-Lomangino, University of Michigan
Susanna Hapgood, University of Michigan

II. *Effects of K-1st, 2nd-3rd, and 4th-5th grade looping on reading comprehension*

Gretchen C. Guitard, Southwest Missouri State University
Cynthia J. MacGregor, Southwest Missouri State University

III. *Playing Within and Beyond Text: Examining the Book-Related Pretend Play of At-Risk Preschoolers*

Jodi G. Welsch, Frostburg State University

**10:30 A.M. – NOON EXECUTIVE 3
PAPER SESSION**

Studies in comprehension and composing

Chair: Janice F. Almasi, University of Kentucky

Discussant: Nell K. Duke, Michigan State University

I. *The Impact of Peer Discussion on Social, Cognitive, and Affective Growth in Literacy*

Janice F. Almasi, University of Kentucky
Hyunhee Cho, University at Buffalo, SUNY
Keli Garas, University at Buffalo, SUNY
Lynn Shanahan, Daemen College
Wen Ma, University at Buffalo, SUNY
Amy Augustino, University at Buffalo, SUNY

II. *Developing Independence in Writing: The Journeys of Six Young Writers*

Karen L. Fischer, University of New Mexico
John F. O'Flahavan, University of Maryland

III. *Exploring texts: The uses of informational texts in a second grade classroom*

Beth Maloch, University of Texas at Austin

**10:30 A.M. – NOON EXECUTIVE 4
SYMPOSIUM SESSION**

Assessing Elementary ESL and Native English Speaking Students' Oral Reading Fluency and Orthography

Chair: Woodrow Trathen, Appalachian State University

Discussant: Jerry Zutell, The Ohio State University

Three papers in this session report on current research that examines the reliability and validity of time honored reading assessments (word lists, passage reading, spelling), the relations between the individual measurement tasks, and the appropriateness of these instruments to measure native English speaking and ESL students' reading and spelling processes.

I. *Utility of Oral Reading Fluency and Spelling Measures: Contrastive Cases*

Darrell Morris, Appalachian State University
Woodrow Trathen, Appalachian State University

II. *The Relationship Between Presentation Durations of a Word Recognition Inventory (WRI) and Other Measures of Reading*

Elizabeth Frye, Appalachian State University

III. *ESL Students' Acquisition of English Orthography and Its Relationship to Reading Performance*

Laurie Palmer, Hickory City Schools
Woodrow Trathen, Appalachian State University

**10:30 A.M. – NOON EXECUTIVE 5
PAPER SESSION**

Research on Preservice Teacher Education

Chair: Julia Kara-Soteriou, University of Bridgeport

Discussant: Rachel Karchmer, University of Delaware

I. *A Longitudinal Study of the Self-Assessment of Preservice Literacy Teaching*

Linda S. Wold, Purdue University Calumet

II. *The Integration of the Miss Rumphius Award Winning Web Sites in a Language Arts Course: A Study With Pre-Service Teachers*

Julia Kara-Soteriou, University of Bridgeport

III. *Validating Literacy Engagements that Support Teacher Resiliency: Preservice Teachers Create Multicultural Text Sets*

Janelle Mathis, University of North Texas
Diana Bernshausen, University of North Texas

**10:30 A.M. – NOON FIESTA A
SYMPOSIUM SESSION**

The Complexity of the Instruction-Achievement Relationship in Early Reading

Chair: Ellen McIntyre, University of Louisville

Discussant: Laurie MacGillivray, University of Southern California

This symposium will highlight the major findings of a longitudinal study of early reading instruction and student achievement. Our study examined achievement in phonics application, reading fluency, and comprehension of 107 primary grade struggling readers in relation to their early reading instructional models, and in particular the specific instructional features of the enacted models. Students in direct instruction models fared better than others on phonics applications, while students in one balanced model of instruction saw medium or high achievement in all areas for all students. Students in classrooms that allowed for much reading time fared better in the later grades, but not in the primary grades. Students in classrooms with teachers who enabled high engagement also fared better than students in classrooms where there was much off-task behavior. Finally, how teachers implemented the various models of instruction is explored.

I. *The Complexity of the Instruction-Achievement Relationship in Early Reading*

Ellen McIntyre, University of Louisville

II. How Much Should Emergent Readers Read?

Ellen McIntyre, University of Louisville
Sherry Powers, Western Kentucky University

II. Fighting Boredom: High and Low Literacy Engagement in Classrooms

Rebecca Powell, Georgetown College

III. How Direct is Direct Instruction Anyway? The Enactment of SRA in Different Settings

Elizabeth Rightmyer, University of Louisville

**10:30 A.M. – NOON
PAPER SESSION**

FIESTA B

Adolescents' Perceptions of Literacy

Chair: Lisa Patel Stevens, University of Queensland

Discussant: Gay Ivey, James Madison University

I. What's So 'Adolescent' about Adolescent Literacy?

Lisa Patel Stevens, University of Queensland

II. Classroom Case Studies in Multiliteracy Research: Working from an Asset Model of Young Adolescent Literacy

Jill Kedersha McClay, University of Alberta

III. High School High Achievers Who Say They Hate to Read: A Close Up Look at Their Reading Journeys

Adnan Salhi, Saginaw Valley State University

**10:30 A.M. – NOON
PAPER SESSION**

SAN ANTONIO BALLROOM

Theoretical and Methodological Perspectives on Literacy Research

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

Discussant: George G. Hruby, Utah State University

I. Framing School Literacy Research as Rhetorical Practice

Mark Dressman, University of Illinois at Urbana-Champaign

II. Discussing Shiloh: A Conversation Beyond the Book Using Critical Discourse Analysis to Investigate Student Discussions

Lane W. Clarke, University of Cincinnati

III. Co-Researcher Methodologies with Black and Latina Early Childhood and Elementary Age Children

Nadjwa E.L. Norton, City College, CUNY

1:15 P.M. - 2:45 P.M.

BOARDROOM

Research Methodology Series: What makes for excellence in literacy research methodology?

Chairs: Deborah Golos, University of Georgia
Kristen Perry, Michigan State University

I. Perspectives from the Editors of Reading Research Quarterly

Donna Alvermann, University of Georgia
David Reinking, Clemson University

II. Perspectives from the Journal of Literacy Research

Nancy Padak, Kent State University

III. Understanding Methodology in Grant Writing

Richard Anderson, University of Illinois

1:15 P.M. – 2:00 P.M.

FIESTA PAVILION

ROUNDTABLE

I. Examining the role of the literacy practicum in transforming literacy representations: A symbolic interaction perspective.

Linda Bausch, Southampton College, Long Island University
Julio Gonzalez, Southampton College, Long Island University
Susan Voorhees, Dowling College, Oakdale, N.Y.

II. In search of the elementary multicultural literary canon: A cross-site exploration

Deborah L. Thompson, The College of New Jersey
Susan S. Lehr, Skidmore College

III. Positioning Theory as a Critical Lens to Guide Analysis and Discussion of Young-Adult Literature

Kendra Sisserson, University of San Diego

IV. Pre-Service Teachers' Perspectives and Responses in a Children's Literature Course: Moving Beyond "I Loved this Book"

Susan King Fullerton, Clemson University

V. The Promise of Cooperative Inquiry to Locate Texts and Literacy in Content-Area Classrooms

Roni Jo Draper, Brigham Young University
Daniel Siebert, Brigham Young University

VI. Writing prompts: Do they help students improve writing skills?

Karin Huttzell, NWAC Schools
Kathryn Bauserman, Indiana State University

2:00 P.M. – 2:45 P.M.

FIESTA PAVILION

ROUNDTABLE

I. Beyond Intensive Tutoring: Facilitating Effective Partnership with Parents in Clinical Remediation

Chinwe Ikpeze, University at Buffalo, State University of New York

II. Instruction of Reading Comprehension: Understanding How Teachers Come to Teach Cognitive Engagement

Eurydice Bouchereau Bauer, University of Illinois at Urbana-Champaign
Joan Primeaux, University of Illinois at Urbana-Champaign

III. Interactive Assessment: Portfolios as Tools for Inquiry into Literacy Learning.

Thomas P. Crumpler, Illinois State University

IV. Non-Fiction Study Group: A Portfolio of Primary Literacy Curriculum Development

Beverly J. Bruneau, Kent State University

V. Teachers' Beliefs About Reading Instruction: Contrasting Preservice Teachers' Conceptions with Experienced Teachers' Conventions

Jerrell C. Cassady, Ball State University
Lawrence L. Smith, Ball State University

VI. Vocabulary-Comprehension Relationships: A Retrospective Research Review

James F. Baumann, University of Georgia

Chair: Michael McKenna, Georgia Southern University

I. Information Communication Technology and Adolescent Literacy

Donna E. Alvermann, University of Georgia

II. Technology and the Literacy Achievement Gap

Kathryn H. Au, University of Hawai'i

III. Comprehension and Technology

Nell K. Duke, Michigan State University
Beth Schmar-Dobler, Emporia State University
Shenglan Zhang, Michigan State University

IV. Can Technology Support Emergent Reading and Writing?: Directions for the Future

Lea M. McGee, University of Alabama
Donald. J. Richgels, Northern Illinois University

V. Integrating Reading Assessment and Technology

Barbara J. Walker, Oklahoma State University
Sandra K. Goetze, Oklahoma State University

VI. Vocabulary Development and Technology: Teaching and Transformation

Camille L.Z. Blachowicz, National-Louis University
Peter Fisher, National-Louis University

VII. Real and Imagined Roles for Technology in Acquiring Second-Language Literacy

Elizabeth Bernhardt, Stanford University

VIII. Technology and the Engaged Literacy Learner

Linda Gambrell, Clemson University

IX. The Role of Technology in Family Literacy

Patricia A. Edwards, Michigan State University

X. Spelling and Technology: It's More than Just Encoding

Shane Templeton, University of Nevada, Reno

XI. The Potential of Technology in Fluency, Phonics and Phonemic Awareness Instruction

Melanie R. Kuhn, Rutgers University
Steven A. Stahl, University of Illinois (in memorium)

Panelists:

Julie Coiro, University of Connecticut
Richard E. Ferdig, University of Florida
Colin Harrison, University of Nottingham, UK
Renee Hobbs, Temple University
Rachel Karchmer, University of Delaware
Ronald Kieffer, Ohio State University at Lima
Linda D. Labbo, University of Georgia
David Reinking, Clemson University
Rand Spiro, Michigan State University
Sharon Walpole, University of Delaware

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

TEXAS A

Approaches to the History of Literacy: Cases in What is Learned, Silenced, and Privileged

Chair: Victoria Risko, Peabody College of Vanderbilt University

Discussant: Janice F. Almasi, University of Kentucky

This symposium examines how approaches to historical analysis reveal and conceal aspects of literacy's past. By looking at three separate case studies, the presenters will highlight the privileging and marginalizing that occurs when various positions are taken to the constructing of historical narrative.

I. How History is Told: Approaches and Lenses for Historical Access

Jim Furman, Peabody College of Vanderbilt University
Julie Justice, Peabody College of Vanderbilt University
Jason Lovvorn, Peabody College of Vanderbilt University
Patrick Tiedemann, Peabody College of Vanderbilt University
Victoria Risko, Peabody College of Vanderbilt University

II. Collecting Oral History Evidence in Literacy Contexts: Is it the Talk or is it the Text?

Norman Stahl, Northern Illinois University
James R. King, University of South Florida

III. An Organizational History of Literacy: What is Learned, Silenced, and Privileged in Complementary Institutional Narratives

Douglas Hartman, University of Connecticut
Lou Ann Sears, University of Pittsburgh

1:15 P.M. – 4:30 P.M.
SYMPOSIUM SESSION

TEXAS B

DOUBLE SYMPOSIUM

The Potential of Technology in Principal Dimensions of Literacy Instruction

Volume Two of the Handbook of Literacy and Technology will showcase, in part, leaders whose primary research has not involved technology. These researchers will use their knowledge of an important area of literacy instruction to examine briefly the future possibilities for technology in that area. A second group of chapter authors, those whose research has focused on technology, will then react to the papers.

1:15 P.M. – 2:45 P.M. TEXAS C
PAPER SESSION

Research on Reading Fluency Assessment

Chair: Sheila W. Valencia, University of Washington, Seattle

Discussant: Peter Afflerbach, University of Maryland

I. *The Rush for Oral Reading Fluency: Issues of Assessment and Implications for Classroom Instruction*

Sheila W. Valencia, University of Washington, Seattle
Antony Smith, University of Washington, Seattle
Heather Newman, University of Washington, Seattle
Anne Reece-University of Washington, Seattle
Kelley Archer-University of Washington, Seattle
Karen K. Wixson, University of Michigan

II. *A Psychometric Study of Two Methods of Measuring Reading Rates*

Jennifer Howell, University of Virginia
Timothy J. Landrum, University of Virginia
Marcia A. Invernizzi, University of Virginia

1:15 P.M. – 2:45 P.M. DIRECTOR'S 2
PAPER SESSION

Contemporary Perspectives on Reading Models and Strategies

Chair: Kevin Flanigan, West Chester University

Discussant: Lauren A. Liang, University of Utah

I. *A Concept of Word in Text: A Pivotal Event in Early Reading Acquisition*

Kevin Flanigan, West Chester University

II. *Reading Strategies Revealed in Chinese Children's Oral Reading*

Xiaoying Wu, University of Illinois at Urbana-Champaign
Richard C. Anderson, University of Illinois at Urbana-Champaign

III. *The Development of Reading-Specific Representational Flexibility and its Contribution to Reading Comprehension in Beginning Readers*

Kelly B. Cartwright, Christopher Newport University
Kristina Dandy, Christopher Newport University
Marisa Isaac, Christopher Newport University
Timothy R. Marshall, Christopher Newport University

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

Studying Central Issues in Writing

Chair: Douglas Kaufman, University of Connecticut

Discussant: Jane Hansen, University of Virginia

I. *Growth in Written Reflections in Journal Writing over Traditional and E-mail List Serves*

Diane S. Kaplan, Texas A&M University

II. *Learning about Language: Written Conversations in Multilingual Classrooms*

Katie Van Sluys-DePaul University
Tasha Tropp Laman-Indiana University

III. *Pre-service Teachers Perceptions of Learning Through Personal Writing in the Language Arts Methods Classroom*

Douglas Kaufman-University of Connecticut

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

Negotiating and Co-constructing Research with "Struggling" Middle School Readers and Writers

Chair & Discussant: Rebecca Rogers, Washington University

In this session we explore the question: What have differing methodological frameworks afforded us in understanding adolescents' literacies? Roundtables and a group discussion will allow attendees, authors, and the discussant opportunities for dialogue as we explore the implications of methodological choices for our informants and ourselves as researchers.

I. *Listening to the Voices of Middle School Readers and Writers*

Christine Woodcock, Massachusetts College of Liberal Arts/CELA
Elizabeth Yanoff, The University at Albany/CELA
James Collins, The University at Albany/CELA
Cheryl Dozier, The University at Albany/CELA

II. *Methodological Issues: Examining the Research Process*

Paula Costello, The University at Albany/CELA
Peter Johnston, The University at Albany/CELA

III. *Negotiating Literacy Across Communities: Case Studies from Two Longitudinal Studies*

Virginia Goatley, The University at Albany/CELA
Erin McCloskey, Kingston City School District

IV. *"That was Then, This is Now": Time, Place, and Shifting Experiences of Literacy in Rural Learning and Teaching*

Marta Albert, The University at Albany/CELA
Mark Jury, The University at Albany/CELA

1:15 P.M. – 2:45 P.M. EXECUTIVE 3
ROUNDTABLE

Research on Teacher Change

Chair: Dana Grisham, San Diego State University

Discussant: Deborah Appleman, Carleton College

I. *The Role of University Professional Development in Perceptions of Self-Efficacy of Experienced Literacy Teachers*

Dana Grisham, San Diego State University
Evangelina Bustamante-Jones, San Diego State University

II. *Caught in the Middle: Teachers' Collaboration for Students with Language/Literacy Difficulties in Grades 6-7*

Francine C. Falk-Ross, Northern Illinois University

III. *Teacher Interruption Behaviors with Minority Students and Students from Low Socioeconomic Backgrounds*

Tania Mertzman, University of Wisconsin, Milwaukee

**1:15 P.M. – 2:45 P.M. EXECUTIVE 4
ALTERNATIVE FORMAT**

A Moment in Time: The Influence of History, Gender, and Power on Literate Identity

Chair: Sara Ann Beach, University of Oklahoma

This alternative session is designed to allow participants to discuss their literate identities and how they are influenced by history, gender, and power. By identifying a moment in time important to their literate identities participants and presenters will discuss the importance of literate identity and the influences of gender, history, and power. Those attending will reflect in writing on their own important moment, share those moments, and analyze with the session leaders the influences of gender, history and power on their changing literate identities.

Participants:

Sara Ann Beach, University of Oklahoma
Angela Ward, University of Saskatchewan
Sapargul Mirseitova, Kazakstan Reading Association

**1:15 P.M. – 2:45 P.M. EXECUTIVE 5
PAPER SESSION**

Transforming Literacy Instruction

Chair: Laura B. Smolkin, University of Virginia
Discussant: Trika Smith-Burke, New York University

I. *Scientific Reasoning during Science Trade Book Read Alouds*

Laura B. Smolkin, University of Virginia
Carol A. Donovan, University of Alabama

II. *Under Pressure: Controlling Factors Faced by Classroom Literacy Teachers as They Work through a Professional Development Program*

Faith H. Wallace, Kennesaw State University

III. *Bumps in the Road: Challenges in Learning to Teach Literacy*

Stephen White, George Mason University
Debby Deal, Loyola College in Maryland

**1:15 P.M. – 2:45 P.M. FIESTA A
PAPER SESSION**

Preparing to Teach in an Information Age

Chair: Mary Sheard, University of Nottingham, England, UK
Discussant: Linda D. Labbo, University of Georgia

I. *Envisionments in Pre-service: Examining the Impact of Web-based Technology on Curriculum and Pedagogy*

Ruby Sanny, University of Illinois at Chicago

II. *Learning to teach literacy in a digital age: A narrative analysis of literacy stories*

Amy Suzanne Johnson, University of Wisconsin-Madison

III. *First Graders' Reading and Writing Preferences in Information-literacy Rich Classrooms*

Marilyn L. Chapman, University of British Columbia
Jon Shapiro, University of British Columbia
Margot J. Filipenko, University of British Columbia
Marianne McTavish, University of British Columbia

**1:15 P.M. – 2:45 P.M. FIESTA B
PAPER SESSION**

Central Research Issues in Professional Development

Chair: Katherine Hilden, Michigan State University
Discussant: Erica Boling, Rutgers University

I. *Stories of Obstacles and Success: Teachers' Experiences in Professional Development of Reading Comprehension Instruction*

Katherine Hilden, Michigan State University
Michael Pressley, Michigan State University

II. *Exploring Comprehension Instruction: The Effects of a Clinical Practicum on Teacher Practices*

Pamela Ross, San Diego State University
Cynthia McDaniel, San Diego State University

III. *'Becoming': a Literacy Coach: The First Year in Reading First Schools*

Rita M. Bean, University of Pittsburgh
Kathy Carroll, University of Pittsburgh
Allison Swan, West Virginia University
Naomi Zigmund, University of Pittsburgh

**1:15 P.M. – 2:45 P.M. SAN ANTONIO BALLROOM
SPECIAL INVITED SESSION**

Recent Research on New Literacies

Chair: Denise Johnson, The College of William & Mary

I. *The promise of electronic storybooks for young children at-risk: Outcomes of two emergent literacy experiments.*

Adriana Bus, Leiden University, Netherlands
Maria DeJong, Leiden University, Netherlands

II. *Children's Reading of Commercials: A Post-Developmental Perspective*

Joe Tobin, Arizona State University

**3:00 P.M. – 3:45 P.M. FIESTA PAVILION
ROUNDTABLE – AREA 10**

I. *Investigating Teacher Change through Online Professional Development*

Charlotte J. Boling, The University of West Florida

II. *Pictures and Text: Portrayal of African American Children in Picture Books*

Wendy M. Smith, Loyola College in Maryland
Margaret Musgrove, Loyola College in Maryland

III. *Preschool Children's Emergent Understanding of Global Structures and Linguistic Registers of Information Book Genre*

Ida Maduram, North Park University

IV. *Rereading with Audio Models and Verbal Discussion Prompts: Extending Comprehension Instruction into the Homes of Diverse Learners*

Irene H. Blum, Literacy Partners International
Patricia S. Koskinen, Literacy Partners International

V. Significant Stories: The Figured Worlds of White Teachers

Audrey Appelsies, University of Minnesota

VI. The Role of a Teacher Observation Tool in Guiding the Professional Development of Preschool Teachers in Early Literacy

Shelly McNerney, University of Kansas
Diane C. Nielsen, University of Kansas

VII. Handheld Computers and Electronic Portfolios: Enhancing Literacy Assessment and Instruction

Elaine Roberts, State University of West Georgia
Cathleen Doheny, State University of West Georgia

**3:45 P.M. – 4:30 P.M. FIESTA PAVILION
ROUNDTABLE – AREA 2**

I. "Do you want me to explain that?": A Seventh Grade Remedial Reader's Experiences in Mathematics

Leigh A. Hall, Michigan State University

II. "Getting Along in the World": Exploring Preservice Teachers' Responses to Children's Literature through a Framework of Critical Literacy.

Cynthia McDaniel, San Diego State University.

III. Beginning Teachers' Interpretations of Balanced Literacy Theory and Practice

Lois A. Groth, George Mason University

IV. The Initial Development of a Reading Self-Perception Scale for Use in Secondary Grades

William A. Henk, Southern Illinois University
Steven A. Melnick, Penn State Capital College

V. The Standardized Assessment of Phonological Awareness: Validity, Reliability, & Usability

Jerrell C. Cassady, Ball State University
Lawrence L. Smith, Ball State University
Linda Huber, Ball State University

VI. Decoding & Metacognition: One 5-year old's Journey

Roya Q. Leiphart, The University of NC at Greensboro & Winston-Salem/Forsyth County Schools

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

Exploring New Issues in Literacy Research

Chair: Lauren A. Liang, University of Utah

I. Scaffolding Middle School Students' Comprehension of and Response to Narrative Text

Lauren A. Liang, University of Utah

II. A Tale of Two Teachers: Facilitated Reflection to Support Professional Change

Eileen Kaiser, Wisconsin Department of Public Instruction

III. Revisiting the Philosophical Orientation to Literacy Learning (POLL) Questionnaire: The Impact of Data Collection on Instrumentation

Kimberly L. Klakamp, Texas A&M University - Commerce
LaVerne Raine, Texas A&M University - Commerce
Wayne M. Linek, Texas A&M University - Commerce

Mary Beth Sampson, Texas A&M University - Commerce
Patricia E. Linder, Texas A&M University - Commerce
Crystal Torti, Texas A&M University - Commerce
Ceretha Levingston, Texas A&M University - Commerce

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

Research on New Literacies in Classroom Contexts

Chair: Dana Grisham, San Diego State University
Discussant: Richard E. Ferdua, University of Florida

I. Creating a Middle School Learning Community with Technology

Dana Grisham, San Diego State University
T. Devere Wolsey, Lake Elsinore USD

II. Integrating Literacy and Technology: How Classroom Teachers are Using their own Web Pages

Elizabeth (Betsy) A Baker, University of Missouri-Columbia
Soon-Wha Kim, University of Missouri-Columbia

III. Investigating digital literacies: resolving dilemmas of researching multimodal technologically-mediated literacy practices

Geraldine Castleton, University College, Worcester, UK
Claire Wyatt-Smith, Griffith University, Australia

**3:00 P.M. – 4:30 P.M. DIRECTOR'S 2
SYMPOSIUM SESSION – AREA 6**

Research on Identity and Response in Adolescent Literacy Contexts

Chair: Loukia K. Sarroub, University of Nebraska - Lincoln

I. I Was Bitten by a Scorpion: Reading and Masculinity In and Out of School in a Refugee's Life

Loukia K. Sarroub, University of Nebraska - Lincoln
Todd Pernicek, Teach for America
Tracy Sweeny, Rancocas Valley Regional High School, Mount Holly, NJ

II. Reading Race: Constructing Self and Other In and Through Narrative Discourse

Laura Schneider VanDerPloeg, University of Michigan
Elizabeth Birr Moje, University of Michigan

III. Reading and Writing Texts with Radical Change Characteristics

Sylvia Pantaleo, University of Victoria
Heather Sandquist, University of Victoria

3:00 P.M. – 4:30 P.M.
PAPER SESSION

EXECUTIVE 1

Research on Reading and Writing Practices Among Adolescents and Adults

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

- I. *Sociocultural Dimensions of Multiple Texts in Two Experienced Content Teachers' Classrooms***
Nancy T. Walker, University of La Verne
Thomas W. Bean, University of Nevada, Las Vegas
- II. *Reading in a High School: Mapping the Terrain of Students' Reading Across Content Areas***
Bruce Taylor, University of North Carolina at Charlotte
- III. *The Writing Lives of Women Scholars in Education***
Elizabeth Noll, University of New Mexico
Dana Fox, Georgia State University

3:00 P.M. – 4:30 P.M.
PAPER SESSION

EXECUTIVE 2

Research on Spelling Instruction and Development

Chair: Mark Sadoski, Texas A&M University

- I. *Orthographic and Semantic Predictors of Spelling Performance***
Mark Sadoski, Texas A&M University
Victor L. Willson, Texas A&M University
Angelia Holcomb, Texas A&M University
Regina Boulware-Gooden, Nehaus Educational Center
- II. *Which Way is Best?: One District's Pursuit of Effective Spelling Instruction***
Donita Massengill, University of Kansas
Sharon Green, University of Kansas
- III. *Spelling Development in Korean Orthography: Grades 1 through 6***
Minwha Yang, University of Virginia

3:00 P.M. – 4:30 P.M.
SPECIAL INVITED SESSION

EXECUTIVE 3

Federal Research Grant Funding Opportunities

Chair: David Reinking, Clemson University

- I. *Building the Evidentiary Base in Literacy, and Gaining Grant Support to Make it Possible***
Peggy McCardle, Child Development & Behavior Branch,
National Institute of Child Health and Human
Development
- II. *Funding Opportunities for Reading Research and Evaluation at IES***
Elizabeth R. Albro, National Center for Education Research,
Institute of Education Sciences, U.S. Department of
Education

3:00 P.M. – 4:30 P.M.
PAPER SESSION

EXECUTIVE 4

New perspectives on research in literacy learning

Chair: Sharon Vaughn, The University of Texas

- I. *Enhancing the Literacy and Oracy Development of English Language Learners***
Sylvia F. Linan-Thompson, The University of Texas
Sharon Vaughn, The University of Texas
- II. *Building Early Literacy Skills: An Integrated, Theme-Based Approach***
Kendra Hall, Brigham Young University
Brenda Sabey, Brigham Young University
Barbara Culatta, Brigham Young University
- III. *Developing an Arts Integrated Reading Comprehension Program for Less Proficient Third and Fourth Grade Readers***
Kari-Lynn Winters, University of British Columbia

3:00 P.M. – 4:30 P.M.
PAPER SESSION

EXECUTIVE 5

Critical Perspectives on Reading and the Teaching of Literature

Chair: Jen Turner, University of Maryland

Discussant: Violet J. Harris, University of Illinois at Urbana-Champaign

- I. *"If there was still slavery...": Reading Sojourner Truth in a Diverse 5th-Grade Classroom***
Jessica C. Zacher, The University of California, Berkeley,
Graduate School of Education
- II. *"Mocking" the Other: Pre-Service Teachers Negotiating Subjectivity, Identity and Representation in High School Reading Practices***
Ingrid Johnston, University of Alberta
Jyoti Mangat, University of Alberta
- III. *Fictional Boys Defying Patriarchal Expectation: A Feminist Critical Analysis of the YA Novels of Karen Hesse***
Wendy Glenn, University of Connecticut

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

FIESTA A

Technology Infusion: Helping Preservice Teachers Integrate Technology into Literacy Learning in Meaningful Ways

Chair: Amy Andersen, West Texas A&M University

Discussant: Eddie Henderson, West Texas A&M University

This presentation will demonstrate how technology integration strategies can be modeled for preservice teachers to enhance their technology skills and confidence especially in literacy related contexts. Ideas will be presented that allow preservice teachers to seamlessly integrate technology into language arts lessons. Examples of specific technology projects will be modeled.

- I. *Improving the Technology Skills of Preservice Teachers***
- II. *Read All About It: Infusing Technology into a Children's Literature Course***

III. Integration of Technology into a Language Arts Methods Course

IV. Cause and Effect: Preservice Teacher Technology Integration and How it Impacts Inservice Technology Integration

Participants:

Kathy Burleson, Datatrac Information Services
Suzanne Monroe, West Texas A&M University
Buddy Fox, West Texas A&M University
Amy Andersen, West Texas A&M University

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

FIESTA B

Research on Multiliteracies and Multimodality

Chair: Melissa McMullan, University of Connecticut
Discussant: Katina Zammit, University of Western Sydney

I. Critical Multimedia Literacy: student Subjectivities and Agency in Multiple Modalities

Eli Tucker-Raymond, University of Illinois at Chicago

II. Literacies in the Art museum: Examining the Theories, Spaces, Conditions, and Possibilities for Multimodal Literacy Learning and Subject Formation

Jonathan Eakle, University of Georgia

III. Educating Ourselves: Teacher Educators and Graduate Students Explore the Multiliteracies of Local Adolescents

Heather Sheridan-Thomas, Binghamton University
Jennifer Moon Ro, Binghamton University
Karen Bromley, Binghamton University

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

BOARDROOM

Multiple Perspectives on Literacy Research

Chair: Renita R. Schmidt, University of Iowa
Discussant: George G. Hruby, Utah State University

I. Broken Trust: Teachers' Talk about Literacy Teaching in Times of Mandates

Renita R. Schmidt, University of Iowa

II. Critical Interactions: Teenage Mothers' Interrogations of Texts and Lives

Kara L. Lycke, Grinnell College

III. When "Home" is a Homeless Shelter: Mothers' Literacy Practices in a Public Space

Laurie MacGillivray, University of Southern California
Amy Ardell, University of Southern California

**3:00 P.M. – 4:30 P.M. SAN ANTONIO BALLROOM
PAPER SESSION**

Studies of Literacy Practices across Contexts

Chair: Patricia A. Young, Howard University
Discussant: William H. Teale, University of Illinois at Chicago

I. Boys and Girls in the Reading Club: Conversations about Gender and Reading in an Urban Elementary School

Lyndsay Moffatt, Toronto District School Board and University of British Columbia

II. Power and Agency in the Importation and Exportation of Literacy Practices Across School, Community, Language, and Cultural Borders

Kristen Perry, Michigan State University
Victoria Purcell-Gates, University of British Columbia

III. Bridge: A Cross-Culture Reading Program (1977): Rediscovering A Technology Of Literacy Made By And For African Americans

Patricia A. Young, Howard University

4:45 P.M. – 6:00 P.M.

TEXAS B

PLENARY SESSION

Chair: Sarah J. McCarthy, University of Illinois

I. Announcements

Donald J. Leu, University of Connecticut

II. Edward B. Fry Book Award Presentation About the Edward B. Fry Book Award

Edward B. Fry

Presentation of the Award

Janice Strop, Cardinal Stritch University

III. Introduction of the Speaker

Sarah J. McCarthy, University of Illinois

IV. Plenary Address

Leaving too many students behind: What contemporary policy reveals about educational research and the struggle for education 50 years after Brown

Michele Foster, Claremont Graduate School

6:00 P.M. – 6:45 P.M.

EXECUTIVE 2

NRC YEARBOOK AND JOURNAL OF LITERACY RESEARCH RECEPTION

6:30 P.M. – 7:15 P.M.

SAN ANTONIO BALLROOM

ANNUAL BUSINESS MEETING

9:00 P.M. – 10:00 P.M.

FIESTA PAVILION

VITAL ISSUES

Panel and Audience Conversation Around the Issue of the Day: *What Will Define the Future of Literacy Research?*

Chair: Jill Castek, University of Connecticut

Discussion Panel: *Plenary Speakers and Distinguished International Scholars*

Colin Lankshear, University of Ballarat and Central Queensland University

Michele Knobel, Montclair State University

Michele Foster, Claremont Graduate School

Ilana Snyder, Monash University, Australia

1. What will be the most important issue for our field ten years from now?
2. Given the nature of the changes taking place, what questions have we failed to ask in our research?
3. What implications do changes hold for our own research and for our organization?
4. What should we do as an organization and as individuals to improve the quality of our research in the future?
5. How must our organization change in order for our research to more directly influence public policy? What are the risks in moving in this direction?
6. Which sessions have challenged you to think differently about literacy instruction and research?

8:45 A.M. – 10:15 A.M.
SYMPOSIUM SESSION

TEXAS A

Improving literacy achievement by investing in teachers versus programs: Research on three promising initiatives

Chair: Samantha Bowers Welte, University of Illinois at Chicago

Discussants: Karen Wixson, University of Michigan

P. David Pearson, University of California, Berkeley

This symposium examines three school reform programs and how each is defining and assessing its own effectiveness. Together we will share what we know about implementing literacy demonstration and development programs and tailoring them to their setting to make them successful. Research presented here helps to illuminate what works in certain types of school reform programs and what needs to be considered when developing such research-based, capacity-building efforts.

I. *Experiences with the Standards Based-Change Process: What It Takes for Schools to Make a Difference in Students' Literacy Achievement*

Kathryn H. Au, University of Hawaii

II. *Focus on Professional Learning Communities: Implementation and Evaluation of a Standards-Based Change Process in an Urban Setting*

Taffy Raphael, University of Illinois at Chicago
Susan Goldman, University of Illinois at Chicago
Samantha Bowers Welte, University of Illinois at Chicago
Hongmei Dong, University of Illinois at Chicago
Ji Yon Kim, University of Illinois at Chicago
Andrea Brown, University of Illinois at Chicago
Catherine M. Weber, University of Illinois at Chicago
Nance Wilson, University of Illinois at Chicago

III. *Focus on Professional Learning Communities: Implementation and Evaluation of a Standards-Based Change Process in an Urban Setting*

Barbara M. Taylor, University of Minnesota

8:45 A.M. – 10:15 A.M.
ALTERNATIVE FORMAT

TEXAS B

The National Early Literacy Panel: Findings from a Synthesis of Scientific Research on Early Literacy Development

Chair: Timothy Shanahan, University of Illinois at Chicago

Discussant: Laura Westberg, National Center for Family Literacy

The National Early Literacy Panel (NELP) conducted a research synthesis regarding the development of early literacy skills in children, ages birth through five, including parental and home effects on that development. For this panel presentation, panel members will share the synthesis methodology, discuss their findings, and define some education research, policy and practice decisions.

I. *Methodology for the Synthesis of Scientific Research on Early Literacy Development*

II. *The Early Literacy Skills that Predict Later Reading Achievement*

III. *Identifying Effective Programs and Interventions that Impact Early Literacy*

IV. *Implications for Educational Research, Policy and Practice*

Participants:

Victoria Molfese, University of Louisville
Christopher J. Lonigan, Florida State University
Anne Cunningham, University of California at Berkeley
Dorothy Strickland, Rutgers University

8:45 A.M. – 10:15 A.M.
ALTERNATIVE FORMAT

TEXAS C

Becoming Critically Literate Across the Lifespan

Chair: Rebecca Rogers, Washington University in St. Louis

Discussant: Peter Johnston, University at Albany

In this session we frame critical literacy research within a "reconstructive" framework that involves the redesigning of identities and social structures across the lifespan. Through the use of different methodologies and contexts across the lifespan (e.g. primary, secondary, GED, and teacher education), the authors arrive at interpretations that provide literacy researchers insight into the "look" and "feel" of emancipating and affirmative discourse practices. Roundtable discussions and a group discussion will allow the session attendees, presenters, and the discussant opportunities for dialogue as we explore the theoretical, methodological, and practical implications of becoming critically literate.

I. *Roundtable Discussions*

A. *Critical Literacy in a White, Working Class Classroom*

Rebecca Rogers, Washington University in St. Louis
Melissa Mosley, Washington University in St. Louis

B. *What Difference Does Critical Literacy Make for Adolescents?*

C. *"As if you heard it from your momma": Reconstructing Histories of Participation with Literacy Education in an Adult Education Class*
Rebecca Rogers, Washington University in St. Louis
Carolyn Fuller, Adult Education and Literacy,
St. Louis Public Schools

D. *Talking of Change: A Study of a Teacher Education Critical Study Group*

Margaret Finders, Washington University in St. Louis

II. *Discussant's Discussion of the Papers*

Peter Johnston, University at Albany

III. *Open Dialogue with Session Participants and Presenters*

**8:45 A.M. – 10:15 A.M.
ALTERNATIVE FORMAT**

DIRECTOR'S 2

Stances of Situated Literacy: Moving from Situation to Situation

Chair: Sherry L. Macaul, University of Wisconsin, Eau Claire
Discussant: Jamie Myers, Pennsylvania State University

This alternate session presents situated media literacy studies involving connections between technology and literacy in K-12 and higher education settings. Presentations will extend the investigation of media literacy instruction, discuss the integration of new technologies into classrooms, and make visible sociocultural understandings of situated media literacy.

- I. *From Fringe to Center of a Situated Literacy Event: Where are the Critical Moments of Learning?***
Karen E. Smith, University of Manitoba
- II. *Stances During Mediated Digital Video Self-Evaluation***
Ronald Kieffer, The Ohio State University, Lima
- III. *New Literacies & Media Literacy Assignments and Assessments in Teacher Education***
Sherry L. Macaul, University of Wisconsin, Eau Claire
- IV. *Changing Views about Critical Thinking Over Time and in Intentional Spaces in Pre-service Technology Pedagogy Courses***
David M. Lund, Southern Utah University

**8:45 A.M. – 10:15 A.M.
SYMPOSIUM SESSION**

EXECUTIVE 1

Evidence-Based Research: Internalization and Transfer of Comprehension Processes

Chair: Margaret Taylor Stewart- Louisiana State University
Discussant: Michael Pressley, Michigan State University

Principal investigators from three universities present data demonstrating effects of enriched instructional models that significantly increase students' comprehension and use of informational text, content knowledge, reading motivation, and vocabulary. Following presentations, discussant, panel members, and participants will discuss interrelationships between comprehension strategies used before, during, and after reading.

- I. *Internalization and Transfer of Comprehension Processes: Integrated Strategies Using the GO!Chart - Impact on Instruction, Learning, and Motivation***
Carrice Cummins, Louisiana Tech University
- II. *Internalization and Transfer of Comprehension Processes: Integrated Strategies Using Bookmarks and Post-It Notes - Impact on Instruction, Learning, and Motivation***
Cathy Collins Block, Texas Christian University
- III. *Internalization and Transfer of Comprehension Processes: Impact of Informational Text and Comprehension Strategies Instruction on Vocabulary Learning***
Margaret Taylor Stewart, Louisiana State University

**8:45 A.M. – 10:15 A.M.
ALTERNATIVE FORMAT**

EXECUTIVE 2

Applying a Transactional Framework to Research in Online Reading

This session defines a framework for conceptualizing online reading and applies it in exploring a broad range of online reading studies that investigate web searches, site navigation, comprehension strategies, and user attention to layout and media in individual web pages. The session is designed as a highly interactive "working session" for those interested in research and theory in online reading.

- I. *Web-level Transactions: Inquiry-oriented search as an expression of stance***
Maya Eagleton, Center for Applied Special Technologies
- II. *Site Level Transactions: User navigation as an expression of the evocation***
John E. McEneaney, Oakland University
- III. *Page Level Transactions 1: Eye movements as an expression of selective attention***
Bob Dolan, Center for Applied Special Technologies
- IV. *Page Level Transactions 2: Supporting and warranting the evocation***
Bridget Dalton, Center for Applied Special Technologies

**8:45 A.M. – 10:15 A.M.
ALTERNATIVE FORMAT**

EXECUTIVE 3

Exploring the Interface of Technology and Tutoring for Literacy Learning

Chair: Michelle Commeyras, University of Georgia

Based on projects at our southeast and northwest universities that link technology and tutoring, we explore their interface on three dimensions: (1) technology's influence on the tutoring process, (2) its ability to broaden the availability of tutoring services, and (3) its potential to anchor the tutors developing instructional competence.

- I. *Overview***
Michelle Commeyras, University of Georgia
- II. *Technology Poster Presentations***
Jane Middleton, University of Georgia
Tanya Dwight, University of Georgia
Nancy Edwards, University of Georgia
Tammy Ryan, University of Georgia
Mary Love, University of Georgia
Kathleen Waugh, University of Georgia
Gary Fogarty, University of Georgia
Mary Roe, Washington State University
Gerald Maring, Washington State University
John Doty, Washington State University
Michelle Fickle, Washington State University
- III. *Grand Conversation***
Linda D. Labbo (Discussion Leader), University of Georgia

8:45 A.M. – 10:15 A.M. SYMPOSIUM SESSION

EXECUTIVE 4

Teens, Preservice and Inservice Teachers Interact with Everyday Texts in Various Settings

Chair: Josephine Peyton Young, Arizona State University
Discussant: Donna Alvermann, University of Georgia

The purpose of this symposium is to explore how teens, preservice and inservice teachers interact with everyday texts (e.g., lyrical texts, instant messaging texts, televisual texts) in outside and inside official school settings. Research and instructional implications of the studies for classroom teaching and literacy teacher education will be discussed.

I. Adolescents' Punk Rock Fandom: Construction, Deconstruction, and Production of Lyrical Texts

Barbara Guzzetti, Arizona State University
Sheila Fram-Kulik, Arizona State University
Yunjung Yang, Arizona State University

II. Preservice Teachers Seek a Connection between Popular Culture Texts and Children's Literature Texts

Shelley Hong Xu, California State University, Long Beach

III. In-Service Teachers and Graduate Students Make Inquiries into the New Literacies

Jennifer Moon Ro, Binghamton University-SUNY

8:45 A.M. – 10:15 A.M. SYMPOSIUM SESSION

EXECUTIVE 5

Constructing Responses to Postmodern Children's Picturebooks

Chair: Frank Serafini, University of Nevada, Las Vegas
Discussant: Theresa Rogers, University of British Columbia

This session will present a variety of perspectives on postmodern picturebooks and their role in the elementary reading curriculum. Presentations will address the elements and structures of postmodern picturebooks, the responses intermediate grade readers constructed in transaction with postmodern picture books and how they were used in a particular elementary classroom

I. What is "Postmodern" about Postmodern Children's Picturebooks?

Lawrence Sipe, University of Pennsylvania

II. Entertaining Ambiguity – Readers Respond to Postmodern Picturebooks

Frank Serafini, University of Nevada, Las Vegas

III. The Role of Postmodern Picturebooks in the Elementary Reading Curriculum

Suzette Youngs, University of Nevada, Reno

8:45 A.M. – 10:15 A.M. SYMPOSIUM SESSION

FIESTA A

Through the picture frame: Children's drawings and their responses to international literature.

Chair & Discussant: T. Gail Pritchard, University of Alabama

The symposium shares the conclusion of a study which utilized specific strategies for sharing international picture books. The research data focused on elementary students' visual literacy. Findings show gains in aesthetic appreciation and facility, and related increases in cultural awareness. Implications for teaching are significant and relevant for classroom use.

I. Review of the study, data collection and analysis

Kathryn Chapman Carr, Central Missouri State University

II. Exploring the visual: Reviewing selected samples of children's drawings

Dawna Lisa Buchanan

III. Implications and suggestions for teachers

Ann Powell Brown, Central Missouri State University

8:45 A.M. – 10:15 A.M. ALTERNATIVE FORMAT

FIESTA B

Holding the Beast at Bay (and Maybe Even Taming It): Grammar and the Preservice Teacher

Chair: Janet W. Bloodgood-Appalachian State University
Discussant: Charles Duke-Appalachian State University

This session considers approaches to grammar instruction in elementary education methods classes. We will demonstrate methods currently in use in classrooms, approaches we have taken, and student responses. A hands-on demonstration of an alternative method using read alouds, sentence reconstruction, and analysis will follow. Participants will discuss grammar's role in teacher education.

I. The Beast: Grammar through Preservice Teachers' Eyes

Linda C. Pacifici, Appalachian State University

II. Some Background: A History of Grammar Instruction

Lynne Bercauw, Appalachian State University

III. The Magic Wand: Grammar through Skills-DOL and Grammar with a Grin

Ellen Pesko, Appalachian State University

IV. The Crystal: Grammar through Literature

Linda Kucan, Appalachian State University

V. The Sword: Grammar through Writing

Susan A. Colby, Appalachian State University

VI. The Juggler: Inductive Grammar through Sentence Reconstruction

Janet W. Bloodgood, Appalachian State University

**8:45 A.M. – 10:15 A.M. SAN ANTONIO BALLROOM
ALTERNATIVE FORMAT**

***We're in This Thing Together: Collaborating to Implement
Statewide Change in Literacy Instruction***

Chair: Janice Almasi, University of Kentucky
Discussant: Ellen McIntyre, University of Louisville

This alternative format session shares success stories from the Kentucky Reading Project, a statewide professional development initiative implemented through Kentucky's eight public universities. Brief presentations and small group discussions will illustrate changes associated with uniting a state's university literacy faculty to improve instruction and achievement through effective teacher professional development.

I. Introduction to the Kentucky Reading Project

Susan Cantrell, Collaborative Center for Literacy Development, University of Kentucky

II. Statewide Trends in Instruction and Achievement

Kaye Lowe, University of Kentucky
Shani Yero, National Center for Family Literacy

III. Case Studies from Kentucky

Mary Shake, University of Kentucky
Michele Bowling, Fayette County Schools
Stephanie Haggard, Fayette County Schools
Goria Quinn Wright, Fayette County Schools
Beverly Walker, Fayette County Schools
Shirley Long, Eastern Kentucky University
Margaret Davis, Eastern Kentucky University
Faye Newsome, Eastern Kentucky University
Michelle Lemmon, Model Lab School
Sherry Powers, Western Kentucky University

8:45 A.M. – 10:15 A.M. BOARDROOM

***Research Methodolgy Series: Questions and Conversation
with the Series Participants***

Chairs: Donald J. Leu, University of Connecticut
Marla H. Mallette, Southern Illinois University
Nell K. Duke, Michigan State University

Panel:

Jonna Kulikowich, Penn State University
Anne Cunningham, University of California, Berkeley
Richard Lomax, University of Alabama
George Kamberelis, State University of New York, Albany
Greg Dimitriadis, State University of New York, Buffalo
Diane Barone, University of Nevada, Reno
Savilla Banister, Bowling Green State University
Elizabeth Birr Moje, University of Michigan
Cathy Roller, International Reading Association
David Reinking, Clemson University
Barbara Bradely, University of Georgia
Susan Florio-Ruane, Michigan State University
Ernest Morrell, Michigan State University
Leslie Burns, Michigan State University
Charles K. Kinzer, Teacher College, Columbia University
Rachel Karchmer, University of Delaware
Claire Wyatt-Smith, Griffith University
Donna Alvermann, University of Georgia
Nancy Padak, Kent State University
Richard Anderson, University of Illinois

10:30 A.M. – NOON TEXAS BALLROOM

NRC ANNUAL RESEARCH ADDRESS

Chair: Kathleen Hinchman, Syracuse University

I. Albert J. Kingston Award

Laura Smolkin, University of Virginia

II. Introduction of the Award Winner

Martha Ruddell, Sonoma State University

III. Introduction of the Speakers

Charles K. Kinzer, Teachers College, Columbia University

IV. 2004 NRC Research Address

***Speaking literacy and learning to technology; Speaking
technology to literacy and learning***

Annemarie Sullivan Palincsar, University of Michigan
Bridget Dalton, Center for Applied Special Technology

12:45 P.M. – 1:45 P.M. TEXAS BALLROOM

AFTERNOON RESEARCH KEYNOTE ADDRESS

Chair: Leigh A. Hall, Michigan State University

Research as a Foundation for Teaching

Gay Su Pinnell, Ohio State University

Research-Based Practices in Literacy Instruction

Program Committee: Research-Based Practices in Literacy Instruction

Co-Chairs: Victoria Purcell-gates, University of British Columbia
Leigh A. Hall, Michigan State University

Committee Members: Kristen Perry, Michigan State University
Annie Moses, Michigan State University

Saturday	8:00 – 8:45 A.M.	Early Bird Registration
12.04.04	8:45 – 10:15 A.M.	Early Bird Research Sessions (see pp. 52-53)
Schedule	9:45 – 10:30 A.M.	Registration/Coffee
	10:30 – Noon	Morning Research Keynote Address
	12:00 – 12:45 P.M.	Lunch (on your own)
	12:45 – 1:45 P.M.	Afternoon Research Keynote Address
	2:00 – 3:00 P.M.	Breakout Sessions A
	3:15 – 4:15 P.M.	Breakout Sessions B

Morning Research Address

Texas Ballroom
10:30 A.M. – Noon

Albert J. Kingston Award

Laura Smolkin, University of Virginia

Introduction of the Award Winner: Martha Ruddell, Sonoma State University

Introduction of the Speakers

Charles K. Kinzer, Teachers College, Columbia University

2004 NRC Research Address

Speaking literacy and learning to technology; Speaking technology to literacy and learning

Annemarie Sullivan Palincsar, University of Michigan

Bridget Dalton, Center for Applied Special Technologies

Afternoon Research Address

Texas Ballroom
12:45 P.M. – 1:45 P.M.

Research as a Foundation for Teaching

Gay Su Pinnell, Ohio State University

Chair and Introduction: Leigh A. Hall, Michigan State University

Breakout Session A

2:00 – 3:00 P.M.

Building Comprehension of Informational Text (Executive 5)

Nell K. Duke, Michigan State University

Chair and Introduction: Annie Moses, Michigan State University

Another Look at Content Area Literacy: How to Connect the Literacy Lives of Adolescents to the Literacy Goals of Content Area Classrooms (Executive 1)

Elizabeth Birr Moje, University of Michigan

Chair and Introduction: Mary Kay Johnson, Michigan State University

**Breakout
Session A**

2:00 – 3:00 P.M.

Providing Reading Interventions to Primary Grade EL Learners at Risk for Reading Difficulties (Executive 2)

Sharon Vaughn, University of Texas
Sylvia F. Linan-Thompson, University of Texas
Patricia Mathes, Southern Methodist University
Sharolyn Pollard-Durodola, Texas A&M University
Elsa Cardenas Hagan, University of Houston
Chair and Introduction: Linda Golson, University of Alabama

Two Urban Teachers' Experiences with an Integration of Students' Popular Culture Texts into Literacy Curriculum (Executive 3)

Shelley Xu, California State University at Long Beach
Chair and Introduction: Jory Brass, Michigan State University

**Breakout
Session B**

3:15 – 4:15 P.M.

Instructional Strategies for Addressing the Challenges of Reading for Information on the Internet (Executive 5)

Julie Coiro, University of Connecticut
Beth Schmar-Dobler, Emporia State University
Chair and Introduction: Alison K. Billman, Michigan State University

The Stories Behind the Scores: High Literacy Gains in High Poverty Schools (Executive 3)

Keonya Booker, Randolph-Macon Woman's College
Marcia A. Invernizzi, University of Virginia
Montanna McCormick, University of Virginia
Chair and Introduction: Katherine Hilden, Michigan State University

Some Suggestions for Meaningful Talk About Texts (Executive 2)

Linda Kucan, Appalachian State University
Chair and Introduction: Julia Reynolds, Michigan State University

The Power of Text Sets: Encouraging First-Graders' Responses to Four Versions of The Three Little Pigs (Executive 1)

Larry Sipe, University of Pennsylvania
Anne Brighton, University of Pennsylvania
Chair and Introduction: David Gallagher, Michigan State University

Appendix I: Board of Directors & Committee Chairs

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Deborah R. Dillon (2001-2002)
Lee Gunderson (2002-2003)
Lea M. McGee (2003-2004)

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Margaret Finders, Washington University in St. Louis
Jamie Myers, Pennsylvania State University
- Area 2: In-service Teacher Education/Professional Development in Literacy**
Douglas Fisher, San Diego State University
Marla Mallett, Southern Illinois University
Sarah J. McCarthy, University of Illinois, Urbana-Champaign
- Area 3: Literacy Instruction and Literacy Learning**
Elizabeth Baker, University of Missouri-Columbia
Rachel Brown, Syracuse University
Julia Kara-Soteriou, University of Bridgeport
- Area 4: Literacy Assessment, Evaluation, and Public Policy**
Fenice Boyd, University at Buffalo, SUNY
Zihui Fang, University of Florida
Dana Grisham, San Diego State University
- Area 5: Early and Elementary Literacy Processes**
Denise Johnson, The College of William & Mary
Douglas Kaufman, University of Connecticut
Jeanne Swafford, Mississippi State University
- Area 6: Adolescent, College, and Adult Literacy Processes**
Mark Dressman, Univ. of Illinois at Urbana-Champaign
Gay Ivey, James Madison University
Josephine Young, Arizona State University
- Area 7: Social, Cultural, and Political Issues and Practices in Literacy**
Renee Casbergue, University of New Orleans
Kelly Chandler-Olcott, Syracuse University
- Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings**
Milly Gort, University of Connecticut
Karla Moller, University of Illinois
Marjorie Orellana, UCLA
- Area 9: Teaching and Learning Literature and Text Analysis**
Wendy Glenn, University of Connecticut
Laura Smolkin, University of Virginia
- Area 10: Literacy and Technology/Media**
Bridget Dalton, Center for Applied Special Technologies and
Rachel Karchmer, University of Delaware
- Area 11: Study Groups**
Julie Coiro, University of Connecticut
Margaret Hagood, College of Charleston
Catherine Kurkjian, Central Connecticut State University
- Area 12: All Other Areas**
Dana W. Cammack, Teachers College, Columbia University and
Carol A. Donovan, University of Alabama

Appendix III: Participants Index

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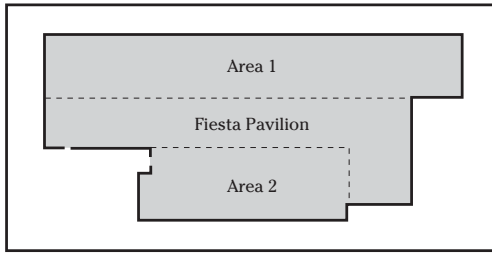
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Zeek, Catherine 15
Zeidler, Dana
Zhang, Shenglan 18, 41
Zigmond, Naomi 45
Zippay, Cassie 21
Zmach, Courtney 40
Zutell, Jerry 40

Map of Hotel

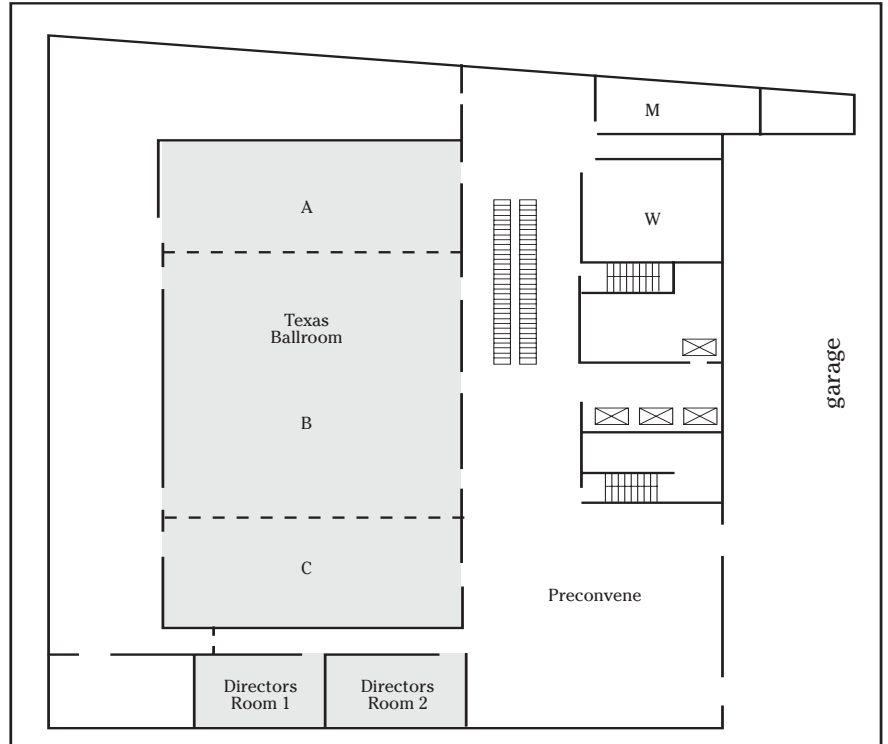
Lower Level



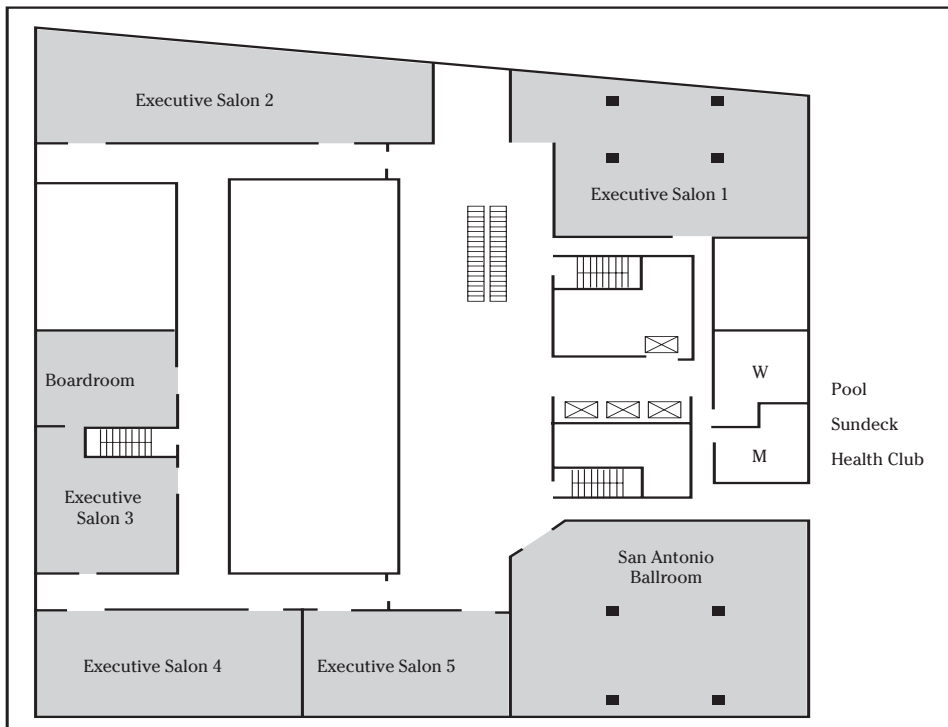
* Acces available by elevators or back stairwell



Second Floor



Third Floor



111 Pecan Street east
San Antonio, TX 78205
(210) 354-2800

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