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# 23rd World Congress Program Schedule

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## Monday, July 12, 2010

6:30:00 PM,8:00:00 PM

**Meeting Type** Welcoming Reception

**Room:** New Zealand Room

**Strand**

**Title** Welcoming Reception

**Program Copy** Welcoming Reception

First Name	Last Name	Institution	City	State	Country
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## Tuesday, July 13, 2010

8:30:00 AM,10:00:00 AM

**Meeting Type** General Session

**Room:** New Zealand Room

**Strand**

**Title** First General Session

**Program Copy**

First Name	Last Name	Institution	City	State	Country
Stuart	McNaughton	University of Auckland	Auckland		New Zealand

10:30:00 AM,12:00:00 PM

**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Assessment

**Title** The Nepalese Use of Self-Assessment in the English Language Learning Classroom

**Program Copy** The aim of the study discussed in this article was to investigate the use of self-assessment in the English language learning classroom within a Nepalese upper secondary school.

First Name	Last Name	Institution	City	State	Country
Thienhuong	Hoang	California State Polytechnic University	Pomona	CA	USA

## Tuesday, July 13, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Learning Communities

**Title** Leading & Learning in Literacy through IRA/ Rotary International Partnerships

**Program Copy** This Poster Presentation describes, illustrates and provides opportunities for participants to learn about and discuss the origins, nature, history and plans for the future of IRA's Special Interest Group, IRA/Rotary International Partnerships.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Nea	Stewart-Dore		Queensland		Australia

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Learning Communities

**Title** Becoming Literate in Community Contexts

**Program Copy** Present literate and math learning practices in an inner city community and its learning implications instruction in non-formal settings.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ileana	Seda-Santana	Universidad Nacional Autónoma de México	Colonia Capestre		Mexico

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Preparing Reading Specialists to Lead and Learn in Literacy

**Program Copy** Learn how prospective reading specialists framed an inquiry and worked collectively to read and synthesize research reports to produce a collaborative manuscript titled "Meeting the Needs of the ELL."

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Barbara	Palmer	Mount St. Mary's University		MD	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** The Etiquette of In-Class Texting: Faculty vs. Students

**Program Copy** This session will focus on survey and focus group data that were collected from university faculty and undergraduate students concerning the etiquette of in-class text messaging and cell phone use.

First Name	Last Name	Institution	City	State	Country
Nancy	Votteler	Sam Houston State University	Huntsville	TX	USA
Helen	Berg	Sam Houston State University	Huntsville	TX	USA
Joan	Williams	Sam Houston State University	Huntsville	TX	USA
Hannah	Gerber	Sam Houston State University	Huntsville	TX	USA
Dixie	Carwile	Sam Houston State University	Huntsville	TX	USA
Margaret	McGuire	Sam HoustonState University	Huntsville	TX	USA
Donna	Cox	Sam Houston State University	Huntsville	TX	USA
Melinda	Miller	Sam Houston State University	Huntsville	TX	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Critical Literacy and a Picture-Book-Based Dialogue Activity in Taiwan

**Program Copy** This research describes an English Conversation activity offered at a university in Taiwan. This study suggests that literacy should be seen as a social act that promotes not only text-centered responses but also reader responses to social issues.

First Name	Last Name	Institution	City	State	Country
Jun-min	Kuo	Tunghai University	Taichung		Taiwan

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## Tuesday, July 13, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** A Stranger in a Strange Land: A Cyberlesson Study of Shaun Tan's The Arrival

**Program Copy** Reader response to Shaun Tan's graphic novel on immigration/migration is studing across grade levels using a cyberlesson format that capitalizes on the power of the Internet to scaffold comprehension.(Grades 3-8)

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Maureen	Billings	Central Connecticut State University	New Britain	CT	USA
Catherine	Kurkjian	Central Connecticut State University	New Britain	CT	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** AVAILLL:Audio Visual Achievement in Literacy, Language and Learning. Using Quality Literature and Movie Subtitles to Enrich Year 7 & 8 Classroom Reading Programmes.

**Program Copy** The AVAILLL multimedia reading programme currently proving popular for 11-13 year olds throughout New Zealand is enhancing achievement and engagement.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Faye	Parkhill	University of Canterbury	Christchurch		New Zealand
Jane	Bates	University Of Canterbury	Christchurch		New Zealand

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** Round Robin Reading is Still Doing the Rounds. A Case Study in How to Change Teacher Practice.

**Program Copy** This paper presents the findings from case study in New Zealand schools which explored how to shift teachers from using round robin reading to using guided reading.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Tracey	Cullen	Gore Main School	Gore	Southla	New Zealand
Jill	Paris	University of Otago	Invercargill	Southla	New Zealand

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## Tuesday, July 13, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** Dynamic Differentiated Instruction: Literacy is NOT a Spectator Sport!

**Program Copy** The challenge of addressing diversity in today's classrooms around the globe is an important and difficult dilemma for literacy leaders. These successful strategies cut across oceans and culture. Experience innovative ideas that celebrate the strengths of ALL students!

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Katherine	Perez	St. Mary's College of California		CA	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** Introducing, Building, Developing and Nurturing Word Consciousness

**Program Copy** This poster presentation will examine the journey of two Chicago Public School teachers who developed classroom activities to promote and nurture word consciousness, an awareness of and interest in words and their meanings.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Margaret	McGregor	Chicago Public Schools/National Louis Univ	Chicago	IL	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** Beginning Writers, Writing in Dyads and Teacher's Scaffolding

**Program Copy** The poster present the results of a research on the scaffolding effect on the quality of interactions in writing tasks and the effect of these interactions on written productions.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jessy	Marin	University of Quebec in Rimouski	Quebec		Canada
Jean-Yves	Levesque	University of Quebec in Rimouski	Quebec		Canada
Natalie	Lavoie	University of Quebec in Rimouski	Quebec		Canada

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## Tuesday, July 13, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Learning Communities

**Title** Adapting a Swedish Father Literacy Project to Work in Massachusetts

**Program Copy** The "Read to me, Papa" project, initiated in Sweden, serves as an excellent model for making literacy development everyone's business! The question is can this model work in Massachusetts, USA.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Audrey	Wright	Worcester State College	Worcester	MA	USA
Margaret	Bouchard	Worcester State College	Worcester	MA	USA

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Learning Communities

**Title** Strengthening Language and Literacy Practices in Low Socioeconomic Area Preschools: Lessons in an Australian Context

**Program Copy** Issues in implementing a service delivery project focusing on supporting the language and literacy development of 2-5 year old preschoolers in an educationally disadvantaged community through an action oriented approach to teacher professional learning

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Margaret	McNaught	Macquarie University	Sydney		Australia

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Literature

**Title** Universal Response to Children's Literature! Spontaneous Response of Birth to Five-Year-Old Children as a Precursor for Comprehension

**Program Copy** Books and Literacy will abound as you experience responding to some of the newest books for preschool children! Learn of the universality of the preschool child's spontaneous responses to literature for future development of reading comprehension as studied in the U.S., as well as observed and verified in England, Ireland, Germany, and France.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Maureen	Sorfleet	Retired	Liverpool		United Kingdom
Claudia	McVicker	MidAmerica Nazarene University	Olathe	KS	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Assessment

**Title** LITERACY LEARNING PORTFOLIOS – An Example of Effective Assessment Practice in Initial Teacher Education

**Program Copy** This discussion will share the learning about effective literacy assessment theory and practices completed through a Literacy Portfolio assignment by a group of third year undergraduate teachers.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Adair	Polson-Genge	University of Otago	Invercargill	Southla	New Zealand

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Research/Research to Practice

**Title** Creating an Uninterrupted Stream of Literacy Support for Below-Grade Level Readers through a University-School District Collaborative

**Program Copy** This case study explores solutions to the entrenched problem of inequities in literacy programming for children in high-poverty, racially isolated schools. We investigate tutoring programs designed to improve below-grade-level readers' literacy skills.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Martha	Adler	University of Michigan-Dearborn		MI	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Research/Research to Practice

**Title** Using Children's Literature to Teach Mathematics: What Do We Know Now, and What Do We Need to Learn?

**Program Copy** Using children's literature to teach mathematics is widely popular, yet there is little research to guide or support its use. This session synthesizes available findings, offers tentative guidelines for practice, and proposes needed research.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Eula	Monroe	Brigham Young University	Provo	UT	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Research/Research to Practice

**Title** Quality Children's Literature: A Resource for Stimulating Emergent Literacy Understandings and Fostering Student Mentoring within Elementary/Primary Schools.

**Program Copy** Young Indigenous learners often need more opportunities for developing oral language skills and emergent literacy understandings and sharing quality children's literature has been shown to be a motivator for success.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Janelle	Young	Australian Catholic University	Brisbane	Queen	Australia

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Teaching Reading

**Title** Someone Comes on Thursday: Comparing On-Campus and Field-Embedded Preservice Teacher Literacy Preparation.

**Program Copy** This presentation will report results of a two year study comparing literacy preparation and practice of pre-service teachers participating in field-embedded classes at Professional Development Schools versus traditional campus-based settings.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jackie	Greene	Florida Gulf Coast University	Fort Myers	FL	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Teaching Reading

**Title** Effective Practices of Incorporating Songs in English Language Instruction

**Program Copy** The presentation will compare best practices of incorporating songs in English language instruction in the United States, Korea, and Czech Republic.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Soonohk	Hong	Kyungsung University	Busan		South Korea
Guang-Lea	Lee	Old Dominion University	Norfolk	VA	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Symposia (90 minutes)

**Room:** Milford

**Strand** Teaching Reading

**Title** Learning Literacy and Culture through Sharing Writing, Art, and Picturebooks with Friends Around the Globe

**Program Copy** This session describes how elementary school teachers in Taiwan, England, and the United States used picture books to help their students learn from and about each other.

First Name	Last Name	Institution	City	State	Country
Wan-Chen	Yu	National Taipei University of Education	Taipei		Taiwan
Ray	Martens	Towson University	Towson	MD	USA
Hsin-Fen	Chang	National Taipei University of Education	Taipei		Taiwan
Prisca	Martens	Towson University	Towson	MD	USA

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**Meeting Type** Symposia (90 minutes)

**Room:** Auckland 3

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Best Practice For Whom?: International Comparisons of Literacy Policies and Practices as Educators Take the Lead from Children, Families, and Communities

**Program Copy** Educators from North America, Europe, and Latin America question the notion of “best practice” in schools as they share home and community literacy practices in marginalized communities and ask, “Best practice for whom?” and “To what end?”

First Name	Last Name	Institution	City	State	Country
George	Johnson	South Carolina State University		SC	USA
Jean	Conteh	University of Leeds			UK
Mary	Musoni	Girl Child Network			Kenya
Mariana	Souto-Manning	Columbia University		NY	USA
Gloria	Boutte	University of South Carolina		SC	USA
Dinah	Volk	Cleveland State University		OH	USA
Susi	Long	University of South Carolina		SC	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 1

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Culturally Responsive Teachers and Parental Engagement: Model for Teacher and Parent Support of Student Learning

Teacher and Parent Support of Student Learning

**Program Copy** This session will present a model of how teachers in an inner city school have worked with immigrant, poor or culturally diverse families to enhance literacy. The session will present how engaging parental support through a culturally responsive approach could accelerate student literacy.

First Name	Last Name	Institution	City	State	Country
Desiree	Olivas	Santa Ana Unified School District	Fullerton	CA	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 2

**Strand** Teaching Reading

**Title** Blending Video for non-fiction Comprehension

**Program Copy** Combine concept maps, pictures, videos, and non-fiction literature together to create memorable digital video clips that visually engage students and enhance retention and understanding.

First Name	Last Name	Institution	City	State	Country
Mark	Geary	Dakota State University	Madison	SD	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 3

**Strand** Assessment

**Title** Using Evidence to Inform Next Steps in Reading

**Program Copy** Get a closer look at the assessment tools used in New Zealand classrooms to inform students' next steps in reading.

First Name	Last Name	Institution	City	State	Country
Sally	McCaulay	Team Solutions, University of Auckland	Auckland		New Zealand
Liz	McLachlan	Team Solutions, University of Auckland	Auckland		New Zealand
Joyce	Reeves	Team Solutions, University of Auckland	Auckland		New Zealand

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## Tuesday, July 13, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Auckland 4

**Strand** Literature

**Title** Engaging Students with Children's/Young Adult Literature Through Multimedia Response and Web 2.0

**Program Copy** This workshop will showcase how to use multimedia author studies, video book trailers, multimedia retellings, soundscapes and Web 2.0 tools build students' comprehension and love of books, while developing important digital literacies.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Dana	Grisham	San Diego State University		CA	USA
Bridget	Dalton	Vanderbilt University	Nashville	TN	USA

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**Meeting Type** Workshop(45 minutes)

**Room:** Epsom 1

**Strand** Research/Research to Practice

**Title** Making a Difference: The Impact of Reading Recovery in New Zealand

**Program Copy** This workshop will explore the implementation of Reading Recovery at school, regional and national levels. Information, insights, and practices that are critical to ensuring ongoing effective implementation will be provided.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jenny	Wood	The University of Auckland	Auckland		New Zealand
Claire	Marshall	The University of Auckland	Auckland		New Zealand

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**11:15:00 AM,12:00:00 PM**

**Meeting Type** Workshop(45 minutes)

**Room:** Epsom 1

**Strand** Professional Development Issues

**Title** Why Effective Processing of the Information in Print Matters: Comprehending Messages in Reading and Constructing Messages in Writing

**Program Copy** The impact of teaching is marked. We will explore the complexities around the complementary processes of reading and writing to ensure change in the ways children operate with print.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Barbara	Watson	University of Waikato	Auckland		New Zealand

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Tuesday, July 13, 2010

12:15:00 PM, 1:15:00 PM

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**Meeting Type** Author Session - Ticket Required

**Room:** Auckland 4

**Strand**

**Title**

**Program Copy** A conversation with Joy Cowley - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Joy	Cowley	Children's Author	Wellington		New Zealand

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**Meeting Type** Author Session - Ticket Required

**Room:** Marlborough 2

**Strand**

**Title**

**Program Copy** A conversation with Lindy Fisher - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Lindy	Fisher		Auckland		New Zealand

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**Meeting Type** Author Session - Ticket Required

**Room:** Epsom 2

**Strand**

**Title**

**Program Copy** A conversation with David Hill - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
David	Hill		New Plymouth		New Zealand

Tuesday, July 13, 2010

1:30:00 PM,3:00:00 PM

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 2

**Strand** Professional Development Issues

**Title** Learning From Each Other: Negotiating Literacy Expertise in Researcher and Teacher Collaborative Partnerships

**Program Copy** This paper reports how a group of researchers and teachers negotiated different areas of expertise during an action research project on enhancing literacy in three elementary schools.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Christina	van Kraayenoord	University of Queensland	Brisbane	Queen	Australia

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 2

**Strand** Research/Research to Practice

**Title** Building Effective Literacy Processing Systems: The Effect of Text Type

**Program Copy** This session will report findings from research on narrative and information text use in Guided Reading with beginning readers.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Christine	Boocock	The University of Auckland	Auckland		New Zealand

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 1

**Strand** Assessment

**Title** College Students' Awareness and Use of Metacognitive Reading Strategies

**Program Copy** The study presents the metacognitive strategies known to the hundred college student-participants, the strategies they used in actual reading task identified from the learners' written protocol, and the relationship between these strategies.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ma Joahna	Mante	De La Salle University-Manila			Philippines

Tuesday, July 13, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 1

**Strand** Teaching Reading

**Title** Achieving Success Through Strategies for Literacy Independence in Content Area Classes (SLIC): An Intervention Class for Adolescent Students Who Struggling Adolescent Readers

**Program Copy** SLIC is currently implemented in eight San Diego secondary schools. This paper will focus on student literacy learning and achievement in relation to the curriculum, pedagogy and SLIC diagnostic assessments used within the intervention classes.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Trevor	McDonald	Education Associates Inc.	San Diego	CA	USA
Christina	Thornley	Education Associates Inc	San Diego	CA	USA

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Teaching Reading

**Title** Snapshots of the World: Using Photographs to Activate the Reading Process

**Program Copy** Participants will learn how to implement activities using photographs to enhance the reading process for adolescent learners. Special emphasis will be devoted to struggling readers and multiple language learners.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Todd	Goodson	Kansas State University	Manhattan	KS	USA
Roger	Caswell	Emporia State University	Emporia	KS	USA
Heather	Caswell	Kansas State University	Manhattan	KS	USA
Lori	Goodson	Kansas State University	Manhattan	KS	USA

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Teaching Reading

**Title** Enhancing the Language Arts Curriculum Through Computer-Based Learning Objects

**Program Copy** The paper will describe the development and use of computer-based learning objects in teaching reading and language skills in secondary schools, within the context of a literature-based, integrated skills development framework.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Nemah	Hermosa	University of The Philippines	Quezon City		Philippines

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## Tuesday, July 13, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Teaching Reading

**Title** Insights into L2 Learners Reading of Hypertext - Cognitive Consequences

**Program Copy** A study was conducted to identify the metacognitive and cognitive reading strategies used by ESL learners while reading in print and hypertext. A basic framework for hypertext literacy will be discussed.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Cynthia	Doss	Universiti Teknologi Mara			Malaysia

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Professional Development Issues

**Title** Professional Development for Literacy: A Reflection from a Global Perspective

**Program Copy** This round table discussion focuses on the influence of teacher professional development as it pertains to student reading achievement. One professional development approach of OECD countries will be stressed.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Sheron	Brown	EdSolutionsbyDesign, Inc.	Laurel	MD	USA
Anitra	Butler	Transcultural Visions, Inc.	Mitchellville	MD	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Professional Development Issues

**Title** Leading and Learning in Literacy Through Online Professional Development Opportunities

**Program Copy** Does online learning align with the characteristics of effective professional development? An online learning opportunity is aligned to these characteristics to better understand its influence on teacher learning.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Julie	Ankrum	University Of Pittsburgh at Johnstown	Johnstown	PA	USA
Aimee	Morewood	West Virginia University	Morgantown	WV	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Oral Storytelling: A Cultural Bridge to Literacy for English Language Learners

**Program Copy** This roundtable will explore literacy learning by discussing how ELLs' writing proficiency can be improved by using high-interest, culturally-based storytelling as a prompt.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Carolyn	Cook	Mount St. Mary's University	Emmitsburg	MD	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Learning Communities

**Title** A Community Initiative to Support Early Literacy Through Home and School Partnerships

**Program Copy** This discussion introduces a literacy starter kit, which as a community initiative, is being provided to the family of every child starting school in Southland, New Zealand, over a 3 year period. Findings from a preliminary evaluation will be presented.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Adair	Polson-Genge	University of Otago	Invercargill	Southla	New Zealand
Helen	Campbell-O'Brien	Waverly Park School	Invercargill	Southla	New Zealand
Jill	Paris	University of Otago	Invercargill	Southla	New Zealand

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Learning Communities

**Title** Text to Talk: When Digital Natives Go To College

**Program Copy** Presenters will discuss the new literacy practice of text messaging and its implications for learners and instructors in secondary and college learning communities.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Donna	Cox	Sam Houston State University	Huntsville	TX	USA
Dixie	Carwile	Sam Houston State University	Huntsville	TX	USA
Nancy	Votteler	Sam Houston State University	Huntsville	TX	USA
Hannah	Gerber	Sam Houston State University	Huntsville	TX	USA

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Helen	Berg	Sam Houston State University	Huntsville	TX	USA
Joan	Williams	Sam Houston State University	Huntsville	TX	USA
Melinda	Miller	Sam Houston State University	Huntsville	TX	USA

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**Meeting Type** Symposia (90 minutes)

**Room:** New Zealand 4

**Strand** Learning Communities

**Title** Building Infrastructures to Foster Literacy Leadership and Change

**Program Copy** This interactive research-based presentation will describe how multiple reading organizations within two states collaborated to create teams of literacy leaders who worked together to impact large-scale literacy policy and practices.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Bonnie	Houck	The McNight Foundation	Minneapolis	MN	USA
Michael	Martin	Eastern Kentucky University	Richmond	VA	USA
David	O'Brien	University of Minnesota	Minneapolis	MN	USA
Sarah	Martin	Eastern Kentucky University	Richmond	KY	USA
Eva	Boehm	University of Minnesota	Minneapolis	MN	USA
Deborah	Dillon	University of Minnesota	Minneapolis	MN	USA

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**Meeting Type** Symposia (90 minutes)

**Room:** New Zealand 3

**Strand** Professional Development Issues

**Title** Preparing Literacy Teachers and Leaders

**Program Copy** This symposium presented by the Professors of Reading Teacher Educators (A SIG of IRA) will offer current ideas about literacy research and practices that can assist the preparation of teachers for their roles as literacy leaders in the schools.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Marino	Alvarez	Tennessee State University	Nashville	TN	USA
Victoria	Risko	Vanderbilt University	Nashville	TN	USA
Lawrence	Kenney	Middlesex International College			Jamaica
Colleen	Walker	University of North Carolina, Wilmington	Jacksonville	NC	USA

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## Tuesday, July 13, 2010

Stephen	Wilhite	Widener University	Chester	PA	USA
Michael	Ledoux	Widener University	Chester	PA	USA
Elaine	Bukowiecki	Bridgewater State College	Bridgewater	MA	USA

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**Meeting Type** Symposia (90 minutes)

**Room:** Auckland 3

**Strand** Literature

**Title** Using Readers Theatre in the Classroom to Create a Love of Literature : A Performance in Four Acts Featuring Margaret Mahy

**Program Copy** New Zealand author Margaret Mahy and educators from New Zealand and the US will perform Readers Theatre pieces from Margaret Mahy's literary works. Elizabeth Poe will discuss how this model can be used to improve reading skills and enhance literacy appreciation.

First Name	Last Name	Institution	City	State	Country
Margaret	Mahy		Governors Bay		New Zealand
Elizabeth	Poe		Morgantown	WV	USA

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**Meeting Type** Symposia (90 minutes)

**Room:** Milford

**Strand** Professional Development Issues

**Title** There is No Substitute for Teacher Knowledge – Implications for Literacy Educators at Preservice and in Professional Development

**Program Copy** The development of teachers' content knowledge of reading and writing in preservice education, and through professional development, for schools in New Zealand and in Uruguay and implications for effective literacy teaching are examined.

First Name	Last Name	Institution	City	State	Country
Helen	Villers	University of Auckland	Auckland		New Zealand
Pauline	Buchanan	The University of Auckland	Auckland		New Zealand
Libby	Limbrick	The University of Auckland	Auckland		New Zealand

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## Tuesday, July 13, 2010

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**Meeting Type** Symposia (90 minutes)

**Room:** New Zealand 1

**Strand** Research/Research to Practice

**Title** Raising Achievement in Literacy in New Zealand : A Shared Responsibility

**Program Copy** The national Literacy Professional Development Project in New Zealand uses an inquiry-based framework to forge connections and share responsibility between policy makers, researchers, and educators to inform ongoing improvements that result in accelerated improvement for students' literacy achievement.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Judy	Parr	University of Auckland	Auckland		New Zealand
Helen	Timperly	University of Auckland	Auckland		New Zealand
Carolyn	English	Learning Media Ltd.	Wellington		New Zealand
Lyn	Bareta	Learning Media Ltd.	Wellington		New Zealand
Pamela	O'Connell	Learning Media Ltd.	Wellington		New Zealand

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**Meeting Type** Workshop (90 minutes)

**Room:** Auckland 4

**Strand** Teaching Reading

**Title** Comprehending Informational Text: A Strategic Approach to Teaching Vocabulary in Global Settings

**Program Copy** Vocabulary plays a key role in students' comprehension of informational text. A strong research base, a sound theoretical framework, and numerous practical ideas for teaching vocabulary are embedded in this session.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Diane	Barone	University of Nevada	Reno	NV	USA
Maureen	McLaughlin	East Stroudsburg University	East Stroudsburg	PA	United States

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## Tuesday, July 13, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 3

**Strand** Research/Research to Practice

**Title** Vigorous Vocabulary Instruction: Using Word Play and Classroom Performance to Move Beyond Word Lists to Enrich students' Word Knowledge

**Program Copy** This session will address word knowledge, a necessary aspect of reading fluency and comprehension. Presenters will share research and engage participants in meaningful vocabulary-building strategies.

First Name	Last Name	Institution	City	State	Country
Michael	Salinger	Author, Heinemann Publishing			USA
Sara	Holbrook	Author, Heinemann Publishing			USA
Sandra	Whitaker	Author, Heinemann Publishing			USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 1

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** A Process for Developing Effective Literacy Materials for Māori Students in Years 4–6

**Program Copy** A groundbreaking investigation project which aims to ensure that English-medium literacy resources reflect the needs and interests of Māori students and provide effective teaching and learning opportunities for them.

First Name	Last Name	Institution	City	State	Country
Tricia	Glensor	Learning Media Te Pou Taki Kōrero	Wellington		New Zealand
Waitangi	Teepa	Learning Media Te Pou Taki Kōrero	Wellington		New Zealand
Teremoana	Hodges	Learning Media Te Pou Taki Kōrero	Wellington		New Zealand

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Tuesday, July 13, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 2

**Strand** Learning Communities

**Title** Power to Ethiopian Mothers - A Literacy Program for Mothers and k-Children

**Program Copy** A multisensory structured language program will be presented during the workshop as it was implemented to Ethiopian mothers of K-1st grade children in order to empower parents and involve them in children's language-thinking skills. All aspects of language are addressed: phonology, semantics, morphology, reading comprehension, executive functions in a variety of activities. To enhance mothers' involvement in home language activities is imperative in communities that don't believe that language and success at school are interrelated. Home-prepared material may inspire and provide new ideas to the "audience."

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Lily	Pauker	SEE - Institute for Assessing and Teaching			Israel

3:30:00 PM,5:00:00 PM

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**Meeting Type** Poster

**Room:** Auckland Promenade

**Strand** Literature

**Title** Helping Teachers and Students Learn to Discern Culturally Authentic Literature

**Program Copy** This Poster Presentation will show research on how to analyze authentic, culturally ambiguous, and inauthentic literature for children. A sample database will be part of a detailed handout.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Margaret	Pyterek	National Louis University	Chicago	IL	USA

**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Learning Communities

**Title** Navigating an Online Course for Graduate Students: Literacy Successes and Challenges

**Program Copy** This session is a self-study of the successes and challenges of an online course. It examines how the instructor establishes a learning community, stimulates discourse, and constructs deeper comprehension in graduate students.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Linda	McIntyre	South Carolina State University	Columbia	SC	USA

## Tuesday, July 13, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Learning Communities

**Title** Put Your Nose in a Book-Politicians, Pre-Schools, Businesses, Higher Ed Faculty and More Have Joined Forces to Promote Community Literacy Via a Red Nose Initiative Uniting All Stakeholders

**Program Copy** Hear how a local literacy coalition has taken a small idea to amazing heights. We have reached out to a seven county region to involve readers at all levels and abilities with a one day event to promote a community of readers.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Carrie	Cate-Clements	Northwest Indiana Education Service Center	Highland	IN	USA
Karen	Venditti	St. Joseph's College	Rensselaer	IN	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Literature

**Title** Student Created Video for Non-Fiction Comprehension

**Program Copy** Concept maps, videos and nonfiction comprehension? Put them together here. Make a movie without a camcorder, learn strategies for getting the most from your multimedia project. With a little practice, each participant will have an example movie.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Mark	Geary	Dakota State University	Madison	SD	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Professional Development Issues

**Title** Professional Development in Sheltered Instruction for Mainstream Secondary Teachers: Challenges and Successes

**Program Copy** This poster presents the first two years of data from an ongoing longitudinal study of yearlong professional development workshops in sheltered instruction for cohorts of secondary mainstream teachers working with English language learners.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Martha	Adler	University of Michigan-Dearborn		MI	USA

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Tuesday, July 13, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** The Perseverance Among Adults in Literacy: A Theoretical Model and a Teaching Object

**Program Copy** The poster present an original theoretical model gathering essential components inherent to perseverance and, on the basis of this model, a teaching manual with activities to support adults in pursuing their literacy education.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jean-Yves	Levesque	University of Quebec in Rimouski	Quebec		Canada
Natalie	Lavoie	University of Quebec in Rimouski	Quebec		Canada

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Joint Book Reading of Mothers and Young Children in Taiwan: A Longitudinal Study

**Program Copy** Preparation of this study was funded by a grant (NSC97-2628-H003-001-NY3) from National Science Council in Taiwan.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Chien-ju	Chang	National Taiwan Normal University			Taiwan

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Response to Intervention and Identifying Reading Disability

**Program Copy** This study investigates Reading Recovery (RR) as a standard protocol Response to Intervention (RTI) format for Learning Disabilities in reading identification.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Thienhuong	Hoang	California State Polytechnic University	Pomona	CA	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Using First Language Skills to Learn Second Language Skills: A Four Year, Kindergarten to 3rd Grade Multiple Cohort Study

**Program Copy** Kindergarten through 3rd grade sequential, two-cohort research examined the influence of first language (Spanish) emergent literacy skills (receptive vocabulary, phonemic awareness) on cross-language transfer to second language (English) emergent literacy.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
James	Christie	Arizona State University	Tempe	AZ	USA
Kim	Atwill	Griffin Center for Inspired Instruction	Denver	CO	USA
Jay	Blanchard	Arizona State University	Tempe	AZ	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Ready for Reading – Christchurch City Libraries working to connect with hard to reach families.

**Program Copy** This poster explores the 'Ready for Reading' project initiated by staff of the Christchurch City Libraries and implemented together with Canterbury University staff as they work toward engaging parents of the 'hard to reach'.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Brad	Meek	University of Canterbury	Christchurch		New Zealand
Philippa	Buckley	University Of Canterbury	Christchurch		New Zealand

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** Exploring the Potential in Teaching Children's Literature through Multimodal Pedagogy

**Program Copy** This study investigates a Children's Literature Course based on multimodal pedagogy offered at a private university in Taiwan. Such instruction engaged students through multimodal communicative activities involving topics meaningful to students' lives.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jun-min	Kuo	Tunghai University	Taichung		Taiwan

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Tuesday, July 13, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** The Effectiveness of Instruction on Spanish-English Cognates on the Reading Achievement of Bilingual Hispanic Middle School Students

**Program Copy** This poster session will describe instruction in Spanish-English cognates and how that instruction increased reading achievement in English for bilingual Hispanic students in a large, urban middle school in the United States.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Barbara	Hunter	St. Paul Public Schools	St. Paul	MN	USA

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**Meeting Type** Paper

**Room:** New Zealand 2

**Strand** Libraries

**Title** How the Presence of a Technologically Supported Library Influences High School Students' Reading Habits and Skills

**Program Copy** This is intended for those who teach EFL reading literacy at senior high schools.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Chuzaimah	Diem	Siwijaya University	South Sumatra		Indonesia

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 2

**Strand** Teaching Reading

**Title** Why on Earth Do Adolescents Read? What PISA Tells Us about Reading Engagement

**Program Copy** Critical findings about reading engagement from PISA 2009 can provide useful direction for reforms of policy and practice for adolescent literacy.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
William	Brozo	George Mason University		VA	USA

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Tuesday, July 13, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 1

**Strand** Teaching Reading

**Title** Improving Teaching of Adolescent Struggling Readers. Findings about Key Elements of Good Practice from an international Research Project in 11 European Countries

**Program Copy** Presentation and discussion with professionals in reading instruction in secondary schools.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Karl	Holle	University Lueneburg	Lueneburg		Germany
Swantje	Weinhold	University Lueneburg	Lueneburg		Germany
Christine	Garbe	University Of Lueneburg	Lueneburg		Germany

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 3

**Strand** Research/Research to Practice

**Title** Examining Preschool Teachers' Beliefs about Language and Literacy Development in Early Education

**Program Copy** This presentation will highlight the types of language and literacy activities preschool teachers believe are important for children's early learning. The implications of these beliefs for practice will be presented.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jacqueline	Lynch	York University	Toronto	Ontario	Canada

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 3

**Strand** Research/Research to Practice

**Title** Knowledge of Letters and Sounds: Promoting Awareness in Early Childhood Settings in New Zealand

**Program Copy** Results of a quasi experimental study of promoting knowledge of letters and sounds in five early childhood centres in New Zealand.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Alison	Arrow	Massey University College of Education	Palmerston North		New Zealand
Claire	McLachlan	Massey University. College Of Education	Palmerston North		New Zealand

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## Tuesday, July 13, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Research/Research to Practice

**Title** What's New about Research on Learning & Teaching to Comprehend? The Fourth Wave

**Program Copy** This session provides a state-of-the-art account of research on the learning and teaching of comprehension. We describe a dialogic turn in recent research and illustrate the turn with studies that offer more dynamic, flexible approaches to instruction.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ian	Wilkinson	The Ohio State University			USA

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Teaching Reading

**Title** The CORE Model: A Framework for Teaching Research-based Comprehension Strategies

**Program Copy** The CORE model provides a framework for teaching five research-based comprehension strategies in an integrated way. This paper explains the model, strategies, and how to integrate the strategies with the overall aim of improving text comprehension.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Susan	Dymock	University of Waikato	Hamilton		New Zealand

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Teaching Reading

**Title** What is Happening in the Teaching of Reading for the Students in the Final Years of Their Primary Schooling?

**Program Copy** This presentation explores the role of principals, literacy leaders and teachers working together in their schools to raise reading achievement in the final years of primary schooling.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Janinka	Greenwood	University of Canterbury	Christchurch		New Zealand
Faye	Parkhill	University of Canterbury	Christchurch		New Zealand
Jo	Fletcher	University of Canterbury	Christchurch		New Zealand

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## Tuesday, July 13, 2010

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**Meeting Type** Paper

**Room:** Marlborough 2

**Strand** Teaching Reading

**Title** Implementing a Successful Reading Programme in a Dual Language School

**Program Copy** This presentation aims at sharing the experience of how a successful reading programme was implemented in two languages in a private school in Montevideo, Uruguay. It will cover the reasons why it was decided to do it in both languages and the process undertaken to successfully implement it.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ines	Stefani	Woodlands School	Montevideo		Uruguay

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**Meeting Type** Paper (90 minutes)

**Room:** Marlborough 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** A Spanish Twist to Independent Reading Workshop

**Program Copy** This session focuses upon both Independent Reading Workshop (IRW) for elementary English Language Learners (grades 3 to 8) and the process of implementing this in a balanced literacy program. This presentation will also illustrate how an university worked

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Becky	McTague	Roosevelt University	Chicago	IL	USA

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 1

**Strand** Assessment

**Title** RTI: First Year Implementation Gains and Pains

**Program Copy** This session will examine more and less effective RTI practices (e.g., supports, barriers, challenges) of teachers and administrators within the United States during the first year of implementation.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Janice	Almasi	University of Kentucky		KY	USA
Patricia	Edwards	Michigan State University		MI	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 1

**Strand** Teaching Reading

**Title** Digital Storytelling as a Passport to Literacy

**Program Copy** Point, click, write, and read! Students who are reluctant readers and writers and those learning in new languages can benefit from experiences with digital storytelling. A simple, free technology tool for creating digital stories can be used to increase literacy motivation and self-esteem, as well as enhance writing processes and reading comprehension. The presenter will introduce the digital storytelling process, share examples of fiction and nonfiction digital narratives, and discuss the connection to literacy development.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Brenda	Overturf	University Of Louisville		KY	USA

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**Meeting Type** Symposia (90 minutes)

**Room:** Milford

**Strand** Learning Communities

**Title** The Qatar Literacy Collaborative: A Joint Project between IRA and Qatari Educational Stakeholders

**Program Copy** This session will report on an IRA collaborative effort with Qatar University to establish a comprehensive literacy project in the Middle East nation of Qatar. Background on a recent educational reform initiative, practices in literacy education, and an overview of the project will be provided.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Kathy	Moorman	HardinPark Elementary School	Boone	NC	USA
Grant	Webb	Australia Literacy Educators' Association	Queensland		Australia
Sabiha	Aydelott	Private Consultant		TX	USA
Sakil	Malik	International Reading Association	Washington	DC	USA
Gary	Moorman	Appalachian State University	Boone	NC	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Symposia (90 minutes)

**Room:** New Zealand 4

**Strand** Libraries

**Title** The Path to Literacy: Access to Books, Quality Instruction, and Engaged Reading Practice

**Program Copy** This session will examine the 1) relationship between reading volume and reading achievement, 2) factors influencing reading engagement, 3) best practices for creating a community of readers, and 4) strategies to increase student engagement with text.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Nancy	Livingston	Utah Department of Education	Salt Lake City	UT	United States
Linda	Cornwell	Literacy Connections Consulting	Carmel	IN	United States

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**Meeting Type** Symposia (90 minutes)

**Room:** Epsom 1

**Strand** Research/Research to Practice

**Title** Adult Literacy Practices in Latin America: In Search of Definitions

**Program Copy** Issues related to definitions of adult literacy in Latin America and its implications for research and program development will be addressed leading to an open discussion with the audience.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Miguel Angel	Viveros-Hidalgo	Centro de Cooperación Regional para la etc	Pátzcuaro		Mexico
Ernesto	Rodriguez-Moncada	Centro de Cooperación Regional etc.	Morelia		Mexico
María Leticia	Galván-Silva	Centro de Cooperación Regional paa la Edu	Morelia		Mexico
Ileana	Seda-Santana	Universidad Nacional Autónoma de México	Colonia Capestre		Mexico

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## Tuesday, July 13, 2010

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**Meeting Type** Symposia (90 minutes)

**Room:** Auckland 3

**Strand** Research/Research to Practice

**Title** Investigating Inference from National and International Perspectives: A Descriptive Study of the Teaching & Learning of Inference over the Past Twenty-Five Years (1984-2009)

**Program Copy** Presents findings from a study that investigated the teaching and learning of inference over the past twenty-five years, compares findings with 2001 & 2006 PIRLS, and discusses implications for teaching & learning inference worldwide in the 21st century.

First Name	Last Name	Institution	City	State	Country
Lisa	Bircher	Kent State University	Kent	OH	USA
Petra	Moran	Kent State University	Kent	OH	USA
Elizabeth	Ritz	Kent State University	Kent	OH	USA
Julie	Skilton	Kent State University	Kent	OH	USA
Sara	Moore	ETA Cuisinaire	Chicago	IL	USA
Rochelle Marie	Berndt	Kent State University	Kent	OH	USA
William	Bintz	Kent State University	Kent	OH	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 3

**Strand** Learning Communities

**Title** Using the Metacognitive Learning Model to Build District-Wide Learning Communities That Promote Literacy in all Content Areas

**Program Copy** This interactive session will provide teachers with an understanding of the Metacognitive Learning Model that is being successfully implemented in many districts in the US to promote literacy K-12, and district-wide learning communities.

First Name	Last Name	Institution	City	State	Country
Toni	Hollingsworth	National Literacy & Instructional Coach	Chapin	SC	USA

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## Tuesday, July 13, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Auckland 4

**Strand** Teaching Reading

**Title** Empowering Students to Lead and Learn through Literacy: Developing Appropriate Pedagogies for Using Multimodal Texts in a Multiliterate Classroom

**Program Copy** Our focus is on teaching students how to read, write and learn from multimodal texts by identifying planning tools and appropriate pedagogy for use with multimodal texts across the curriculum.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Michele	Anstey	Anstey and Bull Consultants in Education	Queensland		Australia
Geoff	Bull	Anstey and Bull Consultants in Education	Queensland		Australia

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 2

**Strand** Professional Development Issues

**Title** Challenging Teachers to Become Self-Regulated Inquirers

**Program Copy** An effective professional development model that challenges teachers to inquire into their literacy practices.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Margaret	Hayes	University of Auckland	Auckland		New Zealand
Joyce	Reeves	Team Solutions, University of Auckland	Auckland		New Zealand

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 1

**Strand** Literature

**Title** Children's Trade Books, Fact and Fiction: Contexts for Understanding and Appreciating Mathematics as a Human Endeavor

**Program Copy** Similar mathematical behaviors have emerged across cultures to meet human needs. This workshop presents a rationale and integrated literacy/mathematics tasks for using trade books to help students understand mathematics as a truly human endeavor.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Colleen	Tano	Brigham Young University Hawaii	Laie	HI	USA
Eula	Monroe	Brigham Young University	Provo	UT	USA

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## Wednesday, July 14, 2010

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## Wednesday, July 14, 2010

8:30:00 AM,10:00:00 AM

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**Meeting Type** General Session

**Room:** New Zealand Room

**Strand**

**Title** Second General Session

**Program Copy**

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
P. David	Pearson	University of California, Berkeley	Berkeley	CA	USA

10:30:00 AM,12:00:00 PM

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Learning Communities

**Title** Tools for Family Involvement: Technology, Talk and Turkey Sandwiches

**Program Copy** This poster session will portray the extensive family outreach component of a large-scale university based after school tutoring program. The family involvement includes an interactive website, family involvement nights and family book clubs.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Robert	Heubach	University of West Florida	Pensacola	FL	USA
Kimberly	Kirchharr	Escambia County Schools	Pensacola	FL	USA
Kathleen	Heubach	University Of West Florida	Pensacola	FL	USA

**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Literature

**Title** Environmental Landscapes in Children's Literature

**Program Copy** When children read place-specific texts and images from illustrated storybooks that locate characters participating in panoramic or close up shots of local landscapes, they develop interconnections for the ecological spaces where they live.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Peter	Purdue	University of Saskatchewan	Saskatoon		Canada
Linda	Wason-Ellam	University of Saskatchewan	Saskatoon		Canada

## Wednesday, July 14, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Professional Development Issues

**Title** Mentoring the Mentors: The Philippines Department of Education Model to Enhance Teaching and Learning

**Program Copy** Presenters will share the Department of Education model on how to enhance the English Language proficiency and pedagogy skills of teachers to improve teaching-learning situation and elementary pupil's achievement.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Rosalina	Villaneza	Department of Education	Pasig City		Philippines
Rizalina	Labanda	Sts. Peter and Paul Early Childhood Ctr.			Philippines

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Professional Development Issues

**Title** Mentoring Beginning Reading Teachers on the 4-Pronged Approach to the Teaching of Beginning Reading and Writing

**Program Copy** Mentoring beginning reading teachers is a crucial issue in teacher education. This poster will share how mentors at the Reading Education Area of the University of the Philippines develops excellent teachers of young children.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Dina	Ocampo	University of The Philippines			Philippines

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Falling in Horizontal Spaces: Teaching Language and Literacy in a Digital Age

**Program Copy** This presentation explores findings from a recent qualitative inquiry into the textual and pedagogical responses of three Canadian language arts high school teachers to the challenges and changes of teaching adolescents in a digital age.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
James	Nahachewsky	University Of Victoria	Victoria		Canada

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## Wednesday, July 14, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Differentiated Reading Instruction in Classrooms of Exemplary Primary Teachers

**Program Copy** It is important to differentiate reading instruction. How is this done in exemplary classrooms? Our study looks at exemplary differentiated reading instruction in primary US classrooms. This is compared to exemplary instruction in NZ primary schools.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Aimee	Morewood	West Virginia University	Morgantown	WV	USA
Judith	McMahon	Educational Consultant	Ligonier	PA	United States
Mary	McDonald	Junior Class Learning Ltd.	Auckland		New Zealand
Judy	Knott	Junior Class Learning Ltd.	Auckland		New Zealand
Julie	Ankrum	University Of Pittsburgh at Johnstown	Johnstown	PA	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Fostering Early Literacy Skills in Spanish Beginner Readers Growing up in At-Risk Environments: Effectiveness of a Phonological Awareness-Training Program for Reading Achievement

**Program Copy** We assessed the effects of a training program to foster literacy skills in 130 Argentinean beginner readers exposed to low levels of home literacy. The results showed the program's effectiveness for reading, reading comprehension, and writing.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Maria	Porta	INCIHUSA-CCT-CONICET			Argentina

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** How Task-Oriented Instructions Affect Reader Goals, Strategies, and Memory

**Program Copy** In this mixed methods study, experimental data showed differences in readers' attention and memory; interview data explained why these differences occurred: readers' goals affected their strategy use.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Matthew	McCrudden	Victoria University Of Wellington			New Zealand

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## Wednesday, July 14, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Peer Feedback and Error Correction in Foreign Language Writing

**Program Copy** A study was conducted in an EFL context at university level to investigate the effect of guided peer feedback on error correction in academic writing. Results show a significant decrease of errors post intervention. Pedagogical implications will be discussed.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ana	Morra	National University of Córdoba	Córdoba		Argentina

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** The Lasting Benefits of Early Reading Intervention Among Students From Low Income Urban Communities

**Program Copy** Results from a K-3 reading intervention among low-income, urban, minority students are presented. Both short-term (grade K-3) and long-term (grade 4-7) impacts are examined.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Susan	Brand	University of Rhode Island		RI	USA
Stephen	Brand	University of Rhode Island		RI	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** The Development of Visual Word Recognition in German Primary School Children: Evidence for a Strategy-Shift?

**Program Copy** The present research analyses visual written-word identification in three groups of German primary school children. Our study provides evidence for a strategy-shift, supporting dual-access theories (e.g. Coltheart & Rastle 1994).

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Dany	Adone	University of Cologne	Cologne		Germany
Antje	Pillunat	University of Cologne	Cologne		Germany

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## Wednesday, July 14, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** The Power of Home Literacy Practices in Early Intervention Settings

**Program Copy** This collaborative action research problematizes the premise and framework that shapes early intervention. It shares ways in which two Head Start teachers and a teacher educator navigated within and across home and school literacy practices.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Mariana	Souto-Manning	Columbia University		NY	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** An Analysis of Translated Picture Books from Taiwanese Authors: Cultural Authenticity and Identity

**Program Copy** This presentation addresses the cultural authenticity and identity issues by analyzing children's picture books first published in Taiwan and later translated and published in the United States.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ivy Haoyin	Hsieh	Sam Houston State University		TX	USA

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Literature

**Title** Look out! Another Dangerous Poem is Out and About!

**Program Copy** When poetry is alive and flourishing in the classroom, students read, write, think, imagine and create. That's dastardly subversive! How are teachers around the world getting away with it?

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Alan	Trussell-Cullen	Children's Author	Auckland		New Zealand

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## Wednesday, July 14, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Literature

**Title** Fueling the Passion for Reading

**Program Copy** A group of students identified to be avid readers provide insights into the factors which have contributed to their reading for pleasure.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ngaire	Hoben	The University of Auckland	Auckland		New Zealand
Wayne	Mills	The University of Auckland	Auckland		New Zealand
Marineke	Goodwin	The University Of Auckland	Auckland		New Zealand

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Literature

**Title** The Invisible Pedagogy of a School-Wide Read

**Program Copy** This presentation will describe how the underlying pedagogical implications of the school-wide read allowed movement for students and teachers across traditional social and learning spaces.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Dywanna	Smith	Hand Middle School	Columbia	SC	USA
Jennifer	Wilson	University of South Carolina	Columbia	SC	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Using Literacy to Promote Cross-Cultural Relationships in Times of Conflict and Change

**Program Copy** How can teachers utilize literacy to traverse the contexts of human ecology in promoting language and literacy development for language learners in the US?

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Dumrong	Aduyarritigun	Thammasat University			Thailand
Incho	Lee	Penn State University		PA	USA
Rachel	Grant	George Mason University	Fairfax	VA	United States

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## Wednesday, July 14, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Do I Really Need to Select Cultural Relevant Materials for My Classroom?

**Program Copy** Pre-recorded footage of 22 teacher candidates explores how culture plays a major role in learning. They confront their own racism, examine current school structures, identify frameworks of multicultural education, and create cultural classrooms.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Paula	Mathis	University of Hawaii West Oahu	Pearl City	HI	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** American Teachers Learn to Lead in Literacy through Comparative Studies in Mexico City

**Program Copy** This session highlights a comparative education project between Texas A&M University-Texarkana and the Universidad de LaSalle in Mexico City. Visual essays and travel artifacts will be shared.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jauquita	Hargus	Texas A&M University-Texarkana	Texarkana	TX	USA
Teri	Fowler	Texas A&M University-Texarkana	Texarkana	TX	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Forging Reading Links: Building Partnerships between the Academe and the Community

**Program Copy** Shows how a teacher training institution and a community-based literacy center work together in helping struggling urban poor readers develop independent reading skills and love for reading

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Portia	Padilla	University of The Philippines			Philippines

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## Wednesday, July 14, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Teaching Reading

**Title** Introducing Book Clubs into Japanese Classrooms.

**Program Copy** We introduced book clubs which is developed in U.S to improve Japanese students' reading literacy. We changed original book club teaching strategies to be effective in Japanese schools.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Hidefumi	Arimoto	National Institute for Educational Policy Res	Tokyo		Japan

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Teaching Reading

**Title** Beyond Comprehension: Rethinking Book-Based Drama for 21st Century Literacy Learners

**Program Copy** Book-based drama's potential for exploring, revising, and problematizing text in multimodal ways and for the development of insight into the interplay of linguistic, visual, audio, gestural, and spatial modes of meaning making found in digitally-mediated environments will be discussed.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Marylou	Matoush		Waynesville	NC	USA

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**Meeting Type** Symposia (90 minutes)

**Room:** Milford

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Effective Literacy Education Projects in Global Context Promoted by IRA International Development Coordinating Committees

**Program Copy** The IRA International Development Coordinating Committee, or representatives, will tell how their committees have promoted literacy projects effecting early grades literacy, regional literature of different cultures, and adolescent and adult literacy.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Sakil	Malik	International Reading Association	Washington	DC	USA
Robin	Peirce	James Cook School			New Zealand
Maureen	Goodwin	Educounts Limited			Cook Islands
Ambigapathy	Pandian	Universiti Sains Malaysia			Malaysia

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## Wednesday, July 14, 2010

Linda Perez

Virgin Island Public Schools

St. Croi USA

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**Meeting Type** Symposia (90 minutes)

**Room:** Auckland 3

**Strand** Teaching Reading

**Title** Moving the Needle on Reading – How to Bring the Best of Both Worlds to the Teaching of Reading

**Program Copy** In this symposium we report several recent New Zealand studies that show the advantages of combining phonics with whole language instruction for beginning readers and struggling readers. All these studies suggest that we need both approaches.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Laura	Tse	Massey University	Auckland		New Zealand
Shanti	Tiruchittampalam	Unitech	Auckland		New Zealand
Louise	Turner	Massey University	Auckland		New Zealand
Susan	Dymock	University of Waikato	Hamilton		New Zealand
Tom	Nicholson	Massey University	Auckland		New Zealand

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 3

**Strand** Teaching Reading

**Title** Instructional Strategies Using Folktales for Readers in the Consolidation/Transitional Phase of Development

**Program Copy** Exploration of 15 reading strategies supporting Engagement, Comprehension and Print-Focused Connections using world-wide folktales. Elementary, middle school, ELL, adult or struggling readers in the Consolidation/Transitional developmental phase.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Margaret Yats	Phinney	University of Wisconsin-River Falls	River Falls	WI	USA

## Wednesday, July 14, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 2

**Strand** Teaching Reading

**Title** Strategic Reading: Enhancing Literacy Internationally

**Program Copy** Strategic instruction that reflects research-based best practices is critical to understanding content in classrooms worldwide. Reading and writing strategies used to build comprehension in Ethiopia, the United States, and other countries will be presented.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Reba	Wadsworth	Author and Consultant	Decatur	AL	USA
Barbara	Schneider	Great Valley State University		MI	USA
Catherine	Miles	United States Agency for International Devel	Washington	DC	YSA
Mary	Spor	Alabama A&M University		AL	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 1

**Strand** Teaching Reading

**Title** Challenging, Meaningful, and Even Enjoyable Alternatives to Traditional Book Reports

**Program Copy** This session provides alternatives to traditional book reports for use across the curriculum and shares samples of student work. It also discusses guidelines for developing more alternatives that highlight multiple ways of knowing and integrate reading, w

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Sara	Moore	ETA Cuisinaire	Chicago	IL	USA
William	Bintz	Kent State University	Kent	OH	USA

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## Wednesday, July 14, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Auckland 4

**Strand** Research/Research to Practice

**Title** Teaching Vocabulary to Beginning & Struggling Readers

**Program Copy** Participants will learn techniques for developing a strong foundation of word knowledge including how to choose words for instruction and integrate words into read-aloud activities utilizing research-based methodology.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Eve	Puhalla	DeSales University	Pennsburg	PA	USA

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**Meeting Type** Workshop(45 minutes)

**Room:** Epsom 1

**Strand** Research/Research to Practice

**Title** Supporting the Development of an Early Processing System in Writing

**Program Copy** Follow four Reading Recovery children as they develop the early strategic activities required to acquire independent control over a processing system in writing.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Lydia	Berger	NSW Department of Education and Training	Sydney		Australia

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11:15:00 AM,12:00:00 PM

**Meeting Type** Workshop(45 minutes)

**Room:** Epsom 1

**Strand** Teaching Reading

**Title** Reading Our People: How Becoming Literate is From the Very Beginning a Journey Travelled in Meanings

**Program Copy** A close look at the place of culturally negotiated meaning as a source of information in learning how to solve the complexities of printed text.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Blair	Koefoed	The University Of Auckland	Auckland		New Zealand

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## Wednesday, July 14, 2010

12:15:00 PM, 1:15:00 PM

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**Meeting Type** Author Session - Ticket Required

**Room:** Auckland 4

**Strand**

**Title**

**Program Copy** A conversation with Margaret Mahy - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Margaret	Mahy		Governors Bay		New Zealand

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**Meeting Type** Author Session - Ticket Required

**Room:** Marlborough 2

**Strand**

**Title**

**Program Copy** A conversation with Brian Faulkner - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Brian	Faulkner		Auckland		New Zealand

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**Meeting Type** Author Session - Ticket Required

**Room:** Epsom 2

**Strand**

**Title**

**Program Copy** A conversation with Kyle Mewburn - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Kyle	Mewburn		Central Otago		New Zealand

## Wednesday, July 14, 2010

1:30:00 PM,3:00:00 PM

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 3

**Strand** Research/Research to Practice

**Title** Multiliteracies in Primary Classrooms: An Expanded View of Literacy

**Program Copy** A qualitative researcher's study of primary children's multiliteracies development (including traditional print, digital, visual, and critical literacies) with examples of student work, curriculum, and ways to expand primary literacy practices.

First Name	Last Name	Institution	City	State	Country
Penny	Silvers	DePaul University		IL	USA

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 3

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Multiliteracies: A Pedagogy of Hope for Diverse Classrooms

**Program Copy** This paper proposes a multiliteracies framework and the notion of literacy as translation as productive ways for thinking about working with diversity.

First Name	Last Name	Institution	City	State	Country
Jennifer	Rennie	Monash University			Australia

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 3

**Strand** Teaching Reading

**Title** Critical Language Awareness in 2nd Grade Classrooms

**Program Copy** Basic skills and strategies taught in basal reading programs are generally taught as though they are neutral, not politically shaped. This presentation describes Critical Language Awareness in a second-grade, Title I, basal reading program.

First Name	Last Name	Institution	City	State	Country
Kristi	Jones	Westminster College		UT	USA

## Wednesday, July 14, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** What Do the Teachers and Parents of Pasifika Students Perceive Supports Literacy Learning?

**Program Copy** This study asks the teachers and parents of Pasifika students in a cluster of New Zealand schools to state what they thought supported or hindered literacy learning for Pasifika students.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Amosa	Fa'afoi	University of Canterbury	Christchurch		New Zealand
Faye	Parkhill	University of Canterbury	Christchurch		New Zealand
Jo	Fletcher	University of Canterbury	Christchurch		New Zealand

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 2

**Strand** Teaching Reading

**Title** 'Run, run as fast as you can....' An attempt to engaging teen-mothers in a community based preschool literacy initiative.

**Program Copy** While educators focus on raising literacy levels within marginalised groups, parents have the prerogative to establish the value their family ascribes to literacy. This paper gives a voice to those associated with one NZ preschool literacy initiative.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Brad	Meek	University of Canterbury	Christchurch		New Zealand
Philippa	Buckley	University Of Canterbury	Christchurch		New Zealand

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Professional Development Issues

**Title** Creating the Morgridge International Reading Center: Situating a Place for Global Exchange while Leading and Learning in Literacy

**Program Copy** Creating and sustaining the Morgridge International Reading Center will be discussed. Participants will be surveyed to share information about literacy programs around the globe.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Sandra	Robinson	University of Central Florida		FL	USA
Enrique	Puig	University of Central Florida	Orlando	FL	USA

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## Wednesday, July 14, 2010

Kouider	Mokhtari	Iowa State University		IA	USA
Susan	Wegmann	University of Central Florida	Orlando	FL	USA

**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Research/Research to Practice

**Title** Ahead of the Rest and Leading the Way: An Australian Education Authority Demonstrates how a Review of Current Reading Practices is used as a Stimulus for Learning to Change.

**Program Copy** Leading the way and enhancing reading practices describes the actions of personnel at one Australian education authority. A review of current reading practices was used as a stimulus for learning to change to enhance reading outcomes for young children.

First Name	Last Name	Institution	City	State	Country
Tonia	Flanagan	Catholic Education, Diocese of Lismore	Lismore		Australia
Ann	Dawson	Catholic Education, Diocese of Lismore	Lismore		Australia
Paul	Thornton	Catholic Education, Diocese of Lismore	Lismore		Australia
Margaret	Scroope	Catholic Education, Diocese of Lismore	Lismore		Australia
Janelle	Young	Australian Catholic University	Brisbane	Queen	Australia

**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Research/Research to Practice

**Title** Leading & Learning Literacy in three countries: Colombia, Mexico and the United States

**Program Copy** The objective of this presentation is to show that broad understandings of literacy can be developed through research conducted in different regions and across disciplinary boundaries. Drawing on Barton's ecological model, we compare aspects of literacy instruction and learning in Colombia (local and oral histories); Mexico (family and community forms of literacy); and culturally relevant children's literature (United States).

First Name	Last Name	Institution	City	State	Country
Patrick	Smith	The University of Texas El Paso	El Paso	TX	USA
Janine	Schall	The University of Texas Pan American	Edinburg	TX	USA
Luz	Murillo	The University of Texas Pan American	Edinburg	TX	USA

## Wednesday, July 14, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Professional Development Issues

**Title** Best Writing-Literacy Practices and Professional Development in the Limpopo and San Antonio Writing Projects

**Program Copy** The best writing-literacy practices as well as professional development will be compared between the Limpopo Writing Project in South Africa and the San Antonio Writing Project in Texas, USA.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Leketi	Makalela	University of Limpopo			South Africa
Roxanne	Henkin	University Of Texas	San Antonio	TX	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Research/Research to Practice

**Title** Engaging the Cognitive Ability of ALL Children of Poverty

**Program Copy** Children living in poverty are at greater risk of learning to read and write. This session will explore the characteristics of poverty and share strategies and insights from teachers who are successful in teaching children of poverty.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Crystal	Cook	Memphis City Schools	Memphis	TN	USA
Doris	Walker-Dalhouse	Marquette University	Milwaukee	WI	USA
Connie	Briggs	Texas Women's University	Denton	TX	USA
J. Helen	Perkins	University Of Memphis	Memphis	TN	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Research/Research to Practice

**Title** Addressing the International Issue of Aliteracy from a New Zealand pPrspective

**Program Copy** Adolescent aliteracy is an international issue. This discussion will principally examine the use and adaptation of aliteracy assessment tools through the lens of a New Zealand intermediate school study.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Linda	Saunders	University of Waikato	Hamilton		New Zealand

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## Wednesday, July 14, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Teaching Reading

**Title** Comprehension - By All Means

**Program Copy** The sharing of ideas proven to work and grow readers on all levels is important to teachers and teachers of teachers. This session will present creative, innovative means of achieving comprehension and an excitement for reading improvement. Can we present struggling teachers and struggling readers?

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Marsha M.	Lewis	Kenansville Elementary		NC	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Research/Research to Practice

**Title** A Community of Writers: The intersection of English Language Learning, Writer's Workshop, and Critical Literacy

**Program Copy** The purpose of this presentation is to examine the intersection of critical literacy and writer's workshop with English Language Learners (ELL) in two elementary classroom settings located in the southeastern United States.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Kamania	Wynter	Georgia State University		GA	USA
Sara	Gregg	Georgia State University		GA	USA
Amy	Flint	Georgia State University		GA	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Teaching Reading

**Title** MAKING CONNECTIONS with Print and Digital Literacies: Promoting Inquiry, Engaging Conversations, and Deep Understandings

**Program Copy** Presenters will discuss and demonstrate instruction that addresses students' learning comprehension goals and needs as negotiated within learning communities. Activities are authentic, multi-modal, collaborative and negotiated, and designed to relate students' life experiences with students' literacy learning in elementary and middle school grades. Most important, instruction is designed to building trusting relationships with students and to enable them to realize their own capabilities.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Marino	Alvarez	Tennessee State University	Nashville	TN	USA

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## Wednesday, July 14, 2010

Victoria Risko Vanderbilt University Nashville TN USA

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**Meeting Type** Symposia (90 minutes)

**Room:** Auckland 3

**Strand** Teaching Reading

**Title** Reading English as L2 in Early Years: A Comparison of Three Asian Cities

**Program Copy** This symposium presents an exploration of reading English as a second language in early years from three Asian cities: Hong Kong, Taipei and Fukuoka.

First Name	Last Name	Institution	City	State	Country
Shu-Chin	Chen	National Taichung University	Taichung		Taiwan
Yuen-fan	Wong	Hong Kong Institute of Education	Tai Po		Hong Kong
Yoshiko	Namie	Fukuoka Women's University	Fukuoka		Japan
Cheung-Shing	Leung	Hong Kong Institute Of Education	Tai Po		Hong Kong

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**Meeting Type** Symposia (90 minutes)

**Room:** New Zealand 4

**Strand** Learning Communities

**Title** Success! Achieving Higher Standards in Reading and Writing. Celebrating Whole School Improvement Through Teachers and Students Changing Literacy Teaching and Learning Practices Together.

**Program Copy** How did two schools achieve higher standards in reading and writing? Presenters will share effective processes and strategies for whole school improvement. Come along and be inspired to make a real difference in your schools and classrooms.

First Name	Last Name	Institution	City	State	Country
Julie	Crawford	Wonga Park Primary School	Melbourne		Australia
Emma	Broadhurst	Wonga Park Primary School	Melbourne		Australia
Matthew	Dunstone	Templestowe Heights Primary School	Melbourne		Australia
Anne	Matthews	Templestow Heights Primary School	Melbourne		Australia
Lisa	Keskinen	Lisa K Connections	Melbourne		Australia

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## Wednesday, July 14, 2010

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**Meeting Type** Symposia (90 minutes)

**Room:** Milford

**Strand** Professional Development Issues

**Title** Exploring the Theory, Practice and Policy of Multiliteracies: An International Workshop

**Program Copy** Workshop attendees will: unpack their understandings of multiliteracies; engage with multiliteracies theory and practical examples; make connections to policy; and develop multiliteracies pedagogy.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Geoff	Bull	Anstey and Bull Consultants in Education	Queensland		Australia
Susan	McDowell	New Zealand Council for Educational Resea	Wellington		New Zealand
Michele	Anstey	Anstey and Bull Consultants in Education	Queensland		Australia
Jane	Tilson	University of Otago	Dunedin		New Zealand
Susan	Sandretto	University of Otago	Dunedin		New Zealand

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 3

**Strand** Professional Development Issues

**Title** Reciprocal Teaching: Improving Reading Comprehension - A Method That Works!

**Program Copy** This workshop shows how to make long-lasting, positive changes for our students who decode but don't always understand what they are reading?

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Marie	Kelly	Kidz Psychology	Auckland		New Zealand

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 1

**Strand** Research/Research to Practice

**Title** Developing Word Consciousness: Adaptable Vocabulary Strategies that Students (especially English Learners) and Teachers Like and Use

**Program Copy** This workshop presents the rationale for developing word consciousness, research on its success with all students (including ELs), and activities, strategies and ideas developed and classroom-tested by Grade 4-8 teachers.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Donna	Scott	North Woods Discovery School		CA	USA

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## Wednesday, July 14, 2010

Judith Scott University California Santa Cruz CA USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 2

**Strand** Literature

**Title** A World of Stories: International Literature and Literacy Lessons in Elementary Classrooms

**Program Copy** We will explore "a world of stories" by pairing notable international books with activities that engage learners in reading, conversation, research, and writing. Annotated bibliography/activity packet.

First Name	Last Name	Institution	City	State	Country
Nancy	Brashear	Azusa Pacific University	Azusa	CA	ISA
Carolyn	Angus	Claremont Graduate University	Claremont	CA	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Auckland 4

**Strand** Teaching Reading

**Title** Understanding National Reading Standards: Choosing and Using Texts That Meet the Demands of the New Zealand Curriculum

**Program Copy** The National Standards provide opportunities for teachers to engage in professional discussion and professional learning, to improve both the teaching of reading, and students' literacy achievement.

First Name	Last Name	Institution	City	State	Country
Kay	Hancock	Learning Media Limited			New Zealand
Melanie	Winthrop	Learning Media Limited			New Zealand

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**3:30:00 PM,5:00:00 PM**

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**Meeting Type** Poster

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Fiction Versus NonFiction: Processing Observations

**Program Copy** There has been a large influx of non-fiction texts being used in teaching children to read. This paper will examine data to see whether children's reading behaviours are similar when reading fiction and non-fiction text.

First Name	Last Name	Institution	City	State	Country
Floretta	Thornton-Reid	Georgia State University		GA	USA

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## Wednesday, July 14, 2010

Sue Duncan Georgia State University GA US

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Assessment

**Title** The Cognitive Property and Literacy for Japanese Deaf and Hard-of-Hearing Children: An Analysis of K-ABC Tests

**Program Copy** This paper dealt with the relation between cognitive properties and literacy for Japanese deaf and hard-of-hearing through an analysis of K-ABC tests on 125 pupils.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Torigoe	Takashi	Hyogo University of Teacher Education	Kasai		Japan

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Libraries

**Title** Are Books Still Important to 'Born Digital' Readers?

**Program Copy** This presentation explores conceptions and understandings of adolescent readers, their textual choices, and practices through a discussion of recent Canadian-based research into born digital youths' use of E-readers.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Carol	Nahachewsky	University of Alberta	Edmonton		Canada
James	Nahachewsky	University Of Victoria	Victoria		Canada

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Literature

**Title** Post-Apartheid and U.S. Civil Rights Movement Literature for Children: Comparisons of Social Transformation

**Program Copy** This paper describes the learning experiences of preservice teachers who participated in a class about South African and U.S. literature of social transformation.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ann	Neely	Vanderbilt University	Nashville	TN	USA

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## Wednesday, July 14, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Professional Development Issues

**Title** Leading in Literacy: A Comparative Education Project of American Teachers and Graduate Students in Hong Kong

**Program Copy** This session highlights a global studies course integrating international travel into activities aligned with student learning outcomes, and shares visual essays from a comparative education project in Hong Kong.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jauquita	Hargus	Texas A&M University-Texarkana	Texarkana	TX	USA
Teri	Fowler	Texas A&M University-Texarkana	Texarkana	TX	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Professional Development Issues

**Title** The Literacy Professional as Instructional Leader

**Program Copy** This poster will describe the shift in the role of literacy professionals that includes directing instructional and curriculum changes to enhance pupil performance, with examples of collaboration between literacy professionals and educational personnel.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Barbara	Malette	Suny Fredonia		NY	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Hemispheric Asymmetry Profiles During Beginning Reading: Effects of Reading Level and Word Type

**Program Copy** We evaluated how right- and the left-temporal lobe activation of first, second, and third level readers (LR) varied with reading level. The EEG measures showed that during word reading 1stLR had greater right-hemispheric activation than 3rdLR, who had greater left-hemispheric activation.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Maria	Porta	INCIHUSA-CCT-CONICET			Argentina

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## Wednesday, July 14, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Improving Students' Writing: Findings From a Teacher-Researcher Partnership

**Program Copy** Teacher-researcher partnerships focused on using writing assessment effectively resulted in enhanced practice and improved students' writing achievement.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Pauline	Buchanan	The University of Auckland	Auckland		New Zealand
Libby	Limbrick	The University of Auckland	Auckland		New Zealand
Helen	Schwarcz	The University of Auckland	Auckland		New Zealand
Marineke	Goodwin	The University Of Auckland	Auckland		New Zealand

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Multi-Religious/Multi-Ethnic Texts for Reading & Discussion

**Program Copy** Examining a variety of English-language texts that promote religious-ethnic diversity, we will discuss how to highlight both the commonalities and the differences among students from different religious-ethnic traditions.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Barbara	Laster	Towson University	Towson	MD	United States

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** The Arkansas Delta Oral History Project: Theorizing, Practicing, and Researching a Literacy Sponsorship Initiative

**Program Copy** This paper details the theory, practice, and evaluation of the Arkansas Delta Oral History Project, a multi-age literacy initiative which places university students in mentor roles with rural poor students in the Delta region of Arkansas.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
David	Joliffe	University of Arkansas	Fayetteville	AR	United States
Christian	Goering	University of Arkansas	Fayetteville	AR	United States

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## Wednesday, July 14, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** What Spelling Patterns Can Tell about the Morphology-Vocabulary Connection in Second Language Learning

**Program Copy** Spelling patterns of 20 middle-school English Language Learners were analyzed from narrative and expository writing samples, in both Spanish and English. Qualitative analyses revealed the morphology-vocabulary connection for systematic spelling errors.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Ruth	Bahr	University of South Florida	Tampa	FL	USA
Elaine	Silliman	University of South Florida	Tampa	FL	USA
Louise	Wilkinson	Syracuse University	Syracuse	NY	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Piloting Home-School-University Literacy Partnerships to Promote Text Applications and Peace

**Program Copy** This poster session presents literacy-rich pen-pal programs in North America, China, and Africa whose goals include fostering peace.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Stephen	Brand	University of Rhode Island		RI	USA
Susan	Brand	University of Rhode Island		RI	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** Accelerating Reading Inequities in the Early Years

**Program Copy** This teacher action research study offers insights into the relationship between a reading program that is (over)determined by scores, multiple choice questions, and book levels, and the ways in which children, parents, and teachers worked together to maintain their commitment to fostering and sustaining a more equitable community of learners.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Mariana	Souto-Manning	Columbia University		NY	USA

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## Wednesday, July 14, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Assessment

**Title** Are Good Readers Good Writers? A Comparative Analysis of the Reading Comprehension Skills and Composition Writing Skills in English of Selected Filipino ESL College Students

**Program Copy** This research determined if good readers tend to be good writers by assessing the comprehension and composition skills in English of Filipino ESL college students and analyzing these in the context of the students' bilingual education.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Lalaine	Yanilla Aquino	University of the Philippines			Philippines

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Professional Development Issues

**Title** Teachers as Writers: the Impact of the Central Connecticut Writing Project Invitational Summer Institute

**Program Copy** Presentation on the impact of the National Writing Project's Invitational Summer Institute on teachers' dispositions toward writing and the teaching of writing following a four week exploration into writing , pedagogy, and research.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Steve	Ostrowski	Central Connecticut State University		CT	USA
Cara	Mulcahy	Central Connecticut State University		CT	USA
Lynda	Valerie	Central Connecticut State University		CT	USA

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Research/Research to Practice

**Title** Exploring reading-writing connections in Taiwanese EFL children

**Program Copy** This study assessed both reading and writing development of a group of 2nd-grade and 4th-grade students learning English as a foreign language (EFL) in Taiwan and explored the relations between reading and writing in these children.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Lu-Chun	Lin	National Chiao Tung University	Hsinchu		Taiwan

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## Wednesday, July 14, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 1

**Strand** Research/Research to Practice

**Title** Making Room for Exploratory Talk: Science as a Context for Fostering Academic Discourse

**Program Copy** This paper will focus on urban US middle-school teachers' attempts to promote academic discourse in student talk about science. We will report on the teachers' struggles as well as the conditions in which talk fostered and reflected science learning.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Anne	DiPardo	University of Colorado		CO	USA
Sara	Staley	University of Colorado		CO	USA
Gina	Cervetti	University Of California		CA	USA

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 1

**Strand** Research/Research to Practice

**Title** When Readers Onquire: Linking Science Inquiry and Literacy Using the Science Writing Heuristic Approach in Three International Contexts

**Program Copy** Findings from three international studies demonstrate that regardless of the cultural setting, critical embedded language and reading experiences contribute to an increase in student test scores in science and language as well as a developing understandin

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jeonghee	Nam	Pusan National University			Korea
Murat	Gunel	Ahi Evran University			Turkey
Brian	Hand	University of Iowa		Iowa	USA
Lori	Norton-Meier	University Of Louisville		KY	USA

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## Wednesday, July 14, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 1

**Strand** Teaching Reading

**Title** Bringing the World Inside the Classroom Through Literature and Technology--The ASK Program

**Program Copy** The ASK program has been involving primary and secondary students by interviewing authors and "specialists" whose experiences bring a deeper knowledge to social issues from a work of children's literature.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Raymond	Kettel	University of Michigan-Dearborn		MI	USA

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 2

**Strand** Research/Research to Practice

**Title** Reading Fluency: A Definitional and Intervention Critique of the Research Literature

**Program Copy** This session will report on findings from a systematic analysis and synthesis of the conceptualization of reading fluency from the definitional and intervention literature between 1980 and 2009 inclusive.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Linda	Phillips	University of Alberta	Edmonton	Alberta	Canada
Karen	Vavra	University of Alberta	Edmonton	Alberta	Canada

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 2

**Strand** Research/Research to Practice

**Title** Word Recognition Strategies in German ESL Learners

**Program Copy** The present study analyses word recognition in the two languages of German ESL learners. Our study provides evidence for two decoding strategies, supporting dual-access theories (e.g. Coltheart & Rastle 1994).

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Dany	Adone	University of Cologne	Cologne		Germany
Antje	Pillunat	University of Cologne	Cologne		Germany

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## Wednesday, July 14, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 2

**Strand** Teaching Reading

**Title** Setting the South African Reading Instruction Scene: A Comparison of Grade Four Teachers' Practices and Contexts for Teaching From the Progress in International Reading Literacy Study 2006

**Program Copy** This presentation compares South African teachers' instructional practices and the contexts for teaching which promote or impede learner achievement in reading literacy from the secondary analysis of PIRLS 2006 questionnaire data.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Lisa	Zimmerman	University of Pretoria			South Africa

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 3

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Implementing the Freedom Writers Approach in Struggling American High Schools

**Program Copy** The focus of this session is on the implementation of the Freedom Writers approach in two struggling American high schools. The writing work of students from two high poverty high schools and their teachers will be featured.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Paula	Egelson	College Of Charleston	Charleston	SC	USA

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 3

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** A Testing Time for Teachers: Ask the Experts

**Program Copy** This paper reports on a collaborative study between Australia and the US which sought to understand the effects of literacy assessment and policy on the work practices of teachers.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jeanne	Gerlach	University of Texas		TX	USA
Jennifer	Rennie	Monash University			Australia

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## Wednesday, July 14, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** New Zealand 3

**Strand** Teaching Reading

**Title** Responsive Teaching: Orchestrating Change

**Program Copy** The focus lies on the status, concerns and limitations, and doable measures deemed to orchestrate change in teaching and learning reading in one public secondary school district.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Larcy	Abello	University of the Philippines	Los Banos Lagun		Philippines

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**Meeting Type** Paper (90 minutes)

**Room:** Marlborough 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Re-inventing Literacy Education in Post-Katrina New Orleans: Global Lessons for Urban Teacher Preparation

**Program Copy** Post-Katrina, urban New Orleans offers global lessons for teacher education addressing the impact of displacement, diversity and relocation on education. Amid recovery efforts, universities created unique opportunities to re-invent literacy education.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Margaret-Mary	Sulentic Dowell	Louisiana State University	Baton Rouge	LA	USA

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**Meeting Type** Paper (90 minutes)

**Room:** Marlborough 2

**Strand** Teaching Reading

**Title** Helping the struggling reader

**Program Copy** The importance of setting learning intentions that are directly related to the needs of students and the value of explicit teaching. Reflecting on an intervention with teachers years 1-6.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Teresa	Bayly	Waitakere Literacy Centre	Auckland		New Zealand
Sharon	Pond	Waitakere Literacy Centre	Auckland		New Zealand

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## Wednesday, July 14, 2010

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**Meeting Type** Symposia (90 minutes)

**Room:** New Zealand 4

**Strand** Teaching Reading

**Title** Joy Cowley Comes to Japan

**Program Copy** This session shares how New Zealand theory, Joy Cowley's big books, and US professional development have resulted in preschoolers and kindergarteners thriving in literacy learning in Japan.

First Name	Last Name	Institution	City	State	Country
Naoko	Yamamoto	Tomiya Preschool		Okaya	Japan
Kyoko	Ozaki	Chugoku Gakuen University	Fukuyama	Hiroshi	Japan
Mariko	Naghiro	Hikari Preschool	Fukuyama	Hiroshi	Japan
Midori	Kato	Midori Preschool		Okaya	Japan
Yasuhiko	Kato	Chugoku Gakuen University	Fukuyama	Japan	Japan
Joy	Cowley	Children's Author	Wellington		New Zealand
Kazuyo	Yamaguchi	Joto Preschool		Okaya	Japan
Maryann	Manning	University of Alabama at Birmingham	Birmingham	AL	USA

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**Meeting Type** Symposia (90 minutes)

**Room:** Auckland 3

**Strand** Learning Communities

**Title** Inter-University Collaboration: Leading and Learning in Higher Education

**Program Copy** How 10 universities collaborated on a regular basis to support and enhance literacy instruction at the individual institutions and across the state of Florida.

First Name	Last Name	Institution	City	State	Country
Susan	Wegmann	University of Central Florida	Orlando	FL	USA
Wanda	Hedrick	University of North Florida	Jacksonville	FL	USA
Enrique	Puig	University of Central Florida	Orlando	FL	USA
Nancy	Williams	University of South Florida	Tampa	FL	USA
Linda	Ray	Florida Gulf Coast University	Fort Myers	FL	USA

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## Wednesday, July 14, 2010

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**Meeting Type** Symposia (90 minutes)

**Room:** Milford

**Strand** Teaching Reading

**Title** Two Reading Interventions: Varying Settings and Contexts with Consistent Achievement Outcomes

**Program Copy** This symposium is an exploration of effective reading intervention programs. Two successful intervention programs will be described, one an after school tutoring program and the other a school-wide approach to reading intervention.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Patricia	Kelly	Chesterfield County Schools	Richmond	VA	USA
Kimberly	Kirchharr	Escambia County Schools	Pensacola	FL	USA
Kathleen	Heubach	University Of West Florida	Pensacola	FL	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Auckland 4

**Strand** Teaching Reading

**Title** Successful Strategies for Building Lifetime Readers

**Program Copy** Children and teens are spending less time reading books than in previous decades. This dynamic workshop will introduce practical strategies that target reluctant readers.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Steven	Layne	Judson University	Elgin	IL	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 1

**Strand** Literature

**Title** Graphic Novels: Leading the Way to Literacy for Readers

**Program Copy** Workshop participants will interact with multicultural graphic novels to become familiar with features of the format, the variety of genres available, and instructional strategies for classroom use.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Sandra	Gandy	Governors State University		IL	USA

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## Wednesday, July 14, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** We Wear the Mask: Breaking Down Cultural Barriers in the Secondary Classroom using Multicultural Literature

**Program Copy** Literature from ethnically diverse authors will be discussed, and a variation of themes will be analyzed. Teachers will be provided with strategies for incorporating a wide range of multicultural literature into their own classrooms.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Amy	Williamson	Angelo State University	San Angelo	TX	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 3

**Strand** Research/Research to Practice

**Title** Reading Wordless Books: What do you see? What does it mean?

**Program Copy** Guided by data from verbal protocol and action research studies with diverse readers, participants in this interactive workshop engage in various activities using wordless books and consider their potential for literacy instruction and assessment.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Kathleen	Froiep	Georgian Court University		NJ	USA

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**Meeting Type** Workshop(45 minutes)

**Room:** Epsom 1

**Strand** Teaching Reading

**Title** Linking Books and Language: Working With Texts in Early Literacy Development

**Program Copy** How beginning readers' oral language links to their ability to access book language in texts of varying complexity, and how book introductions can support book language development.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Janet	Craigie	Waikato University	Gisborne		New Zealand

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## Wednesday, July 14, 2010

4:15:00 PM,5:00:00 PM

**Meeting Type** Workshop(45 minutes)

**Room:** Epsom 1

**Strand** Assessment

**Title** Capturing Reading Processing: An In Depth Analysis of Observable Changes in Literacy Processing Over Time Using Running Records

**Program Copy** This workshop session will look at running records in detail and discuss how much they can reveal about a child's processing changes from the earliest levels to successful completion of Reading Recovery (discontinuing levels). The richness and clarity of the information they provide helps teachers accurately track progress and tailor ongoing instruction to the individual needs of each child. This workshop would be suitable for teachers experienced in taking running records.

First Name	Last Name	Institution	City	State	Country
Jill	Stephenson	Auckland Reading Recovery			New Zealand

## Thursday, July 15, 2010

8:30:00 AM,10:00:00 AM

**Meeting Type** General Session

**Room:** New Zealand Room

**Strand**

**Title** Third General Session

**Program Copy**

First Name	Last Name	Institution	City	State	Country
Beverly	Derewianka	University of Wollongong			Australia

10:30:00 AM,12:00:00 PM

**Meeting Type** Poster

**Room:** Auckland Promenade

**Strand** Professional Development Issues

**Title** Developing Instructional Leaders Through Study Abroad Experiences

**Program Copy** This poster session shares results from a mixed-methods research study investigating the impact of international study abroad programs on participants' literacy knowledge and leadership development.

First Name	Last Name	Institution	City	State	Country
Tammy	Milby	Virginia Commonwealth University		VA	USA

## Thursday, July 15, 2010

Joan Rhodes Virginia Commonwealth University VA USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Professional Development Issues

**Title** Using Posters to Present Academic Research and Promote Collegiality Among Faculty at Departmental Seminars.

**Program Copy** An evaluation of faculty responses to poster seminars held at the University of Botswana.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Brigid	Conteh	University of Botswana	Gaborone		Botswana
Penelope	Moanakwena	University of Botswana	Gaborone		Botswana

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Professional Development Issues

**Title** Proposing the Content of a Teacher Professional Development Program within the Context of Implementing a Balanced Reading Program

**Program Copy** This presentation will show a proposed model for professional development. The presentation will use PowerPoint to present the background research and the proposed model.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Victor	Villanueva	Scholastic Philippines	Pasig		Philippines

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Beyond Storytime:Whole Class Interactive Reading Aloud

**Program Copy** This study illuminated the practice of four experienced Kindergarten teachers reading aloud to their whole class in the naturalistic settings of highly impacted (by poverty and ELL's) public school classrooms.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Lea Ann	Christenson	University of Maryland	College Park	MD	USA

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## Thursday, July 15, 2010

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** A New Strategy for Improving Literal Comprehension; Post as You Go (PAYGO)

**Program Copy** The "Post As You Go" strategy is designed to improve literal comprehension and writing among readers from middle elementary and up. The results of pilot testing of this strategy with middle school students will be discussed.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Charles	Martin	Georgia College and State University	Milledgeville	GA	USA
Camille	Daniel-Tyson	Georgia College and State University	Milledgeville	GA	USA
Carol	Christy	Georgia College and State University	Milledgeville	GA	USA

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** English Academic Reading of Engineering Graduate Students in Taiwan: a Case Study

**Program Copy** Based on a holistic perspective, the study aims to explore the reading comprehension of Taiwanese engineering graduate students when they study English scientific expository texts.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Kwannin	Kuo	Lunghwa University	Guishan		Taiwan

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Predictors of Reading Comprehension Across Languages

**Program Copy** This poster will present the findings of a series of studies investigating the cognitive-linguistic predictors of reading comprehension levels among Arabic, English and Persian speaking children.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Nasser	Al-Menaye	University of Kuwait			Kuwait
Laya Ghalai	Tehrani	University of Welfare and Rehabilitation Sci			Iran
John	Everatt	University of Canterbury			New Zealand
Gad	Elbeheri	Center for Child Evaluation and Teaching			Kuwait

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## Thursday, July 15, 2010

Briqid	McNeill	University of Canterbury	New Zealand
Amir	Sadeghi	Islamic Azad University of Damavand	Iran

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Research/Research to Practice

**Title** Wheels Are Already Round: Improving Reading Comprehension on the Internet

**Program Copy** It may not be necessary to 're-invent the wheel' to improve reading outcomes on the Internet. A simple metacognitive learning strategy for use on the Internet, based on existing research, is discussed.

First Name	Last Name	Institution	City	State	Country
Kevin	Pope	University Of Auckland			New Zealand

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Reading Comprehension, Text Organization, and Thinking Styles: A Five-Country Survey

**Program Copy** This study examines contrastive rhetoric, thinking-learning styles and reading processes by using verbal protocol data and thinking style questionnaire from five countries.

First Name	Last Name	Institution	City	State	Country
Naomi	Koda	Tohoku University	Sendai		Japan

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**Meeting Type** Poster (90 minutes)

**Room:** Auckland Promenade

**Strand** Teaching Reading

**Title** What BUGS You About Teaching Reading?

**Program Copy** This poster presentation will introduce you to the word bug who will showcase innovative teaching practices (not a program) that integrate a number of evidence based approaches to early literacy instruction.

First Name	Last Name	Institution	City	State	Country
Michele	Chandler	Lindisfarne Anglican Grammar School			Australia

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## Thursday, July 15, 2010

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Research/Research to Practice

**Title** Literacy Stories: Cultural Literacy Practices of Adult Sudanese Refugees and the Literacy Identity and Development of Their Children

**Program Copy** This session will examine the literacies and identities of Sudanese refugee parents and children and the implications of home literacy practices on the children's U.S. school literacy achievement.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
A. Derick	Dalhouse	Minnesota State University Moorhead	Moorhead	MN	USA
Doris	Walker-Dalhouse	Marquette University	Milwaukee	WI	USA

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Chinese or English? A comparative study of parental expectations of language literacy development of ethnic minority children in Hong Kong primary schools

**Program Copy** The paper reports some of the major interview findings about parental expectation of language literacy development of ethnic minority primary school children in Hong Kong.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Yuen-fan	Wong	Hong Kong Institute of Education	Tai Po		Hong Kong

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**Meeting Type** Paper (90 minutes)

**Room:** Epsom 3

**Strand** Teaching Reading

**Title** A Time to Remember: Memoir as a Tool for Understanding Diversity and Developing Literacy Skills

**Program Copy** Learn how the author linked teacher candidates with 6th grade students through a parallel instructional process for reading and writing memoirs using a wiki and face-to-face support visits.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Darcy	Bradley	Eastern Washington University		WA	USA

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## Thursday, July 15, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Assessment

**Title** Using Reading Inventories for Formative and Summative Assessment

**Program Copy** This presentation includes a discussion about the variety of reading inventories used in the United States for formative and summative reading assessment, instruction, and intervention.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Bette	Shellhorn	Eastern Michigan University		MI	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Professional Development Issues

**Title** "A Practicum Experiences to Prepare 'Best-Practice' Reading Specialists"

**Program Copy** Participants are encouraged to compare and share their own university practica for the purpose of creating a more effective experience for master's students.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Karen	Bromley	Binghamton University		NY	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Professional Development Issues

**Title** Improving Adolescent Literacy: The Evolution of Literacy Coaching and its Impact on Student Achievement

**Program Copy** Two literacy coaches from an economically and racially diverse Chicago-area public high school share the evolution and improvement of their leadership roles, and how literacy coaching positively impacts student literacy growth and skill acquisition.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Amy	Verbrick	Evanston Township High School	Evanston	IL	USA
Cassie	Schnatterly	Evanston Township High School	Evanston	IL	USA

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## Thursday, July 15, 2010

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Building Collaborations to Support Reading Success for Indigenous Youth

**Program Copy** Building Collaborations to Support Reading Success for Indigenous Youth focuses on specific programs fostering reading skills of indigenous youth. Providing support and encouragement to readers, these programs enlist community collaboration and enhance readers' opportunities to succeed.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Loriene	Ray	University of Texas	Austin	TX	USA
Wendy	Lambert	The Black Stallion Literacy Foundation	Kissimmee	FL	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Literature

**Title** Harry Potter: Its Readers, Their Motivations, Views, and Reading Practices

**Program Copy** This paper presents results of a study of over 100 Harry Potter readers, aged 8 – 78, on sixty items. It serves as a snapshot of the series readers, in particular, their reading habits, views of the plot of wizardry, and motivation for reading the series.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Raymond	Kettel	University of Michigan-Dearborn		MI	USA
Martha	Adler	University of Michigan-Dearborn		MI	USA

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**Meeting Type** Round Table Discussion (90 minutes)

**Room:** Marlborough 2

**Strand** Literature

**Title** Experiencing Magic: A Psycho-Educational Look at the Best-Loved Filipino Children's Book Characters

**Program Copy** Highlights the qualities of local children's storybook characters that have endeared themselves to Filipino children.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Portia	Padilla	University of The Philippines			Philippines

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## Thursday, July 15, 2010

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**Meeting Type** Symposia (90 minutes)

**Room:** Milford

**Strand** Literature

**Title** Reader Response: Where Are We Now?

**Program Copy** The presenters will discuss the role of space and time in stories and retellings by three Grade 2 classes in two hemispheres.

First Name	Last Name	Institution	City	State	Country
Joan	Stewart	University of Ballarat	Mount Helen	Victoria	Australia
Prisca	Martens	Towson University	Towson	MD	USA
Poonam	Arya	Wayne State University	Detroit	MI	USA
Patricia	Smith	University of Ballarat	Mount Helen	Victoria	Australia

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**Meeting Type** Symposia (90 minutes)

**Room:** Auckland 3

**Strand** Research/Research to Practice

**Title** Reading Recovery: The Capacity to Reach Beyond

**Program Copy** A discussion of how Reading Recovery's leadership and learning continues to lie in the sharpening and shaping of its decision making, problem solving and networking activities.

First Name	Last Name	Institution	City	State	Country
Susan	Duncan	Georgia State University			USA
Christine	Boocock	The University of Auckland	Auckland		New Zealand
Sue	Burroughs-Lange	University of London			UK
Blair	Koefoed	The University Of Auckland	Auckland		New Zealand

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## Thursday, July 15, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 1

**Strand** Teaching Reading

**Title** Teaching Nonfiction Reading Through the Arts in the Primary Grades

**Program Copy** This workshop will highlight how teaching through the arts can bolster nonfiction reading comprehension in a multilingual classroom.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Laurie	Schmidt	Chadron Public Schools		NE	USA
Elaine	Batenhorst	University of Nebraska at Kearney		NE	USA
Julie	Agard	University Of Nebraska At Kearney		NE	YSA

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 2

**Strand** Teaching Reading

**Title** E-Voc Strategies: Technology-Enriched Strategies for Engaging Students in Vocabulary Learning

**Program Copy** A workshop where participants examine classroom tested and technology rich e-Voc strategies for teaching vocabulary to elementary and secondary students.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Bridget	Dalton	Vanderbilt University	Nashville	TN	USA
Dana	Grisham	San Diego State University		CA	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Marlborough 3

**Strand** Teaching Reading

**Title** Teaching for Comprehension: A Secondary Teachers' Guide

**Program Copy** This workshop addresses the use of core texts with students of varying abilities. Participants will learn how to: adapt instructional approaches to meet teaching/learning goals, identify challenges within texts, overcome challenges within texts, and support students to comprehend.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Marisa	Battaglini	Literacy Solutions	Brisbane		Australia
Angela	Ehmer	Literacy Solutions	Brisbane		Australia

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## Thursday, July 15, 2010

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**Meeting Type** Workshop (90 minutes)

**Room:** Epsom 1

**Strand** Responding to Diversity (minorities, multilingual and multicultural populations, migration)

**Title** Response to Interventions: Utilizing Effective Family Literacy Practices for Culturally Diverse Young Language Learners

**Program Copy** Participants will be involved in exploring effective literacy-building strategies and early interventions. They will examine how diversity and cultural competency plays an important role in family literacy activities which can bridge school and home practices.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Nancy	Brashear	Azusa Pacific University	Azusa	CA	ISA
Nilsa	Thorsos	Azusa Pacific University	Azusa	CA	USA

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**Meeting Type** Workshop (90 minutes)

**Room:** Auckland 4

**Strand** Literature

**Title** A Cross-Cultural Comparison of Multicultural Trade Books and Storytelling in the United States, New Zealand, and England

**Program Copy** Following a demonstration of six multicultural titles, using dynamic storytelling methods, participants will enact stories and create projects.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Stephen	Brand	University of Rhode Island		RI	USA
Susan	Brand	University of Rhode Island		RI	USA

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**12:15:00 PM,1:15:00 PM**

**Meeting Type** Author Session - Ticket Required

**Room:** Auckland 3

**Strand**

**Title**

**Program Copy** A conversation with Lynley Dodd - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Lynley	Dodd		Tauranga		New Zealand

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## Thursday, July 15, 2010

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**Meeting Type** Author Session - Ticket Required

**Room:** Marlborough 2

**Strand**

**Title**

**Program Copy** A conversation with Gavin Bishop - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Gavin	Bishop		Christchurch		New Zealand

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**Meeting Type** Featured Author Session - Ticket Requ

**Room:** Epsom 2

**Strand**

**Title**

**Program Copy** A conversation with Jill Eggleton - come and bring your lunch.

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Jill	Eggleton		Auckland		New Zealand

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**1:30:00 PM,3:00:00 PM**

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**Meeting Type** General Session

**Room:** New Zealand Room

**Strand**

**Title** Closing General Session

**Program Copy**

<b>First Name</b>	<b>Last Name</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Country</b>
Joy	Cowley	Children's Author	Wellington		New Zealand

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