

Program

Twenty-Eighth Annual Meeting

NATIONAL READING CONFERENCE

November 30, December 1, and December 2, 1978

Don CeSar Beach Resort
St. Petersburg Beach, Florida

Host Institution

University of South Florida
St. Petersburg Campus

Program Committee

Irene Athey, Garr Cranney, Ken Dulin,
Ed Fry, Frank Greene, Anthony Manzo,
S. Jay Samuels, Harry Singer (Chrm.)

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Wichita State University

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St. Petersburg

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University of South Florida, St. Petersburg

Conference Evaluation

Christopher Ramig, Georgia State University

NRC 1978 CONFERENCE PRE-REGISTRATION FORM

Dr. Mr.
Mrs. Miss Ms.

*Attending **NON-MEMBER**

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Mailing Address

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\$30 Registration Fee: Includes single 1978 Membership Dues (12-1-78 to 11-30-79), one 28th Yearbook, and 4 issues of the *Journal of Reading Behavior*.

Make check or money order payable to:
NATIONAL READING CONFERENCE, INC.

Mail to: **Dr. Gordon Gray**
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Clemson University
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*NOTE: Receives badge only.
For reservation at the Don CeSar Beach Resort please fill out form below. **TEAR OFF** and mail to:

Reservations Manager – Don CeSar Beach Resort
3400 Gulf Boulevard - St. Petersburg Beach, Fl. 33706
(813) 360-1881

National Reading Conference Nov. 29 - Dec. 2, 1978

Requested Accommodations:

- | | |
|--|--|
| <input type="checkbox"/> Single \$30.00 (One person - One bed) | <input type="checkbox"/> Jr. Suite \$50.00 (Queen only) |
| <input type="checkbox"/> Double \$34.00 (Two persons - One bed) | <input type="checkbox"/> Bay-View Suite \$60.00 |
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| <input type="checkbox"/> Additional Persons \$ 6.00 | <input type="checkbox"/> Rollaway Bed \$ 6.00 |

Arrival Date Departure Date

Name Phone

Address

City, State Zip

Company

Additional Person(s)

Room reservations are subject to cancellation at 6 p.m. local time unless deposit equal to one nights room rate is received. Deposit refundable if cancellation received 48 hours prior to arrival. Please call hotel direct for your cancellation number. Reservations must be received prior to October 29, 1978. Check out time 12 noon . . . Please check in after 2 p.m.

Thursday, November 30, 1978

8:00 – 5:00 Registration Lobby

9:00 – 10:15 General Session Grand Ballroom

Conference Welcome: Harry Singer, University of California, Riverside

University Welcome: Lester W. Tuttle, Jr. Dean/Administrator, Regional Campus Affairs, University of South Florida, St. Petersburg Campus

Presidential Address: Jaap Tuinman, Simon Fraser University. **Beyond Criterion-Referenced Measurement**

10:15 – 10:30 Coffee Break Ballroom Arcade

10:30 – 11:55 SECTIONAL MEETINGS

1. Invitational Grand Ballroom, First Floor

Words and Letters

Philip Gough, University of Texas, Austin

Chaired by: Jaap Tuinman, Simon Fraser University

Discussant: James C. Johnston, Bell Laboratories

2. Paper Session Del Prado, Fifth Floor

Boundaries Between and Within Words

Chaired by: John Readence, University of Georgia

2.1 Irene H. Blum and Nancy E. Taylor, The Catholic University of America. **Children's Developing Notions of Word Boundaries.**

2.2 Nelly M. Hecker, University of Georgia. **Word Boundaries as Related to Reading Skill Performance.**

2.3 George McNinch and Mark G. Richmond, University of Southern Mississippi. **Related Experiments in the Recognition of Aural Word Boundaries.**

2.4 Kathleen Gormley and Jane Domaracki, SUNY, Albany. **Coding Preferences of Good and Poor Readers on High Frequency-Low Discriminability Words.**

2.5 Lauren Leslie, Marquette University. **Oral Reading Accuracy: A Determinant of Reading Strategies?**

3. Symposium Granada West, Ground Floor

Progress Report of the USOE Basic Skills Task Force

Organized by: Thomas G. Sticht, National Institute of Education

Chaired by: Ralph Staiger, International Reading Association

3.1 Gilbert Schiffman, USOE/Right to Read. **The USOE Basic Skills Task Force.**

3.2 Thomas Sticht, National Institute of Education. **A Developmental Model of the Basic Skills.**

Discussant: Ralph Staiger

4. Paper Session Granada North, Ground Floor

Adults' Reading Acquisition Behavior

Chaired by: Diana Lagotic, University of Florida, Gainesville

Thursday

- 4.1 Judith A. Boettcher, University of Minnesota. **A Base Study of Word Assignment Strategies of Skilled Adult Readers.**
- 4.2 Judy A. Schwenker, University of Wisconsin. **Decoding Strategies of Adult Basic Education Students.**
- 4.3 Judy S. Richardson, Georgia State University. **Some Factors of Adult Psychology Related to Success of Adult Beginning Readers.**
- 4.4 Mary McMurray, James Madison University; Ray Morgan, Old Dominion University; James L. Laffey, James Madison University. **College Students' Word Identification Strategies.**
- 4.5 Janet J. Larsen, University of Florida; Chester E. Tillman, University of Florida; Robert Millott, Dept. of Health and Rehabilitative Services, State of Florida. **Can We Outgrow "Dyslexia"?**
5. Paper Session Granada South, Ground Floor
Developing Abilities and Disabilities in Reading
Chaired by: Betty Yarborough, Old Dominion University
- 5.1 Peter McDermott and Anne McGill-Franzen, SUNY, Albany. **Negotiating a Reading Disability.**
- 5.2 Robert L. Aaron, University of Georgia and Ron Rood, Allendale County Schools, SC. **Reinforcement Scheduling as a Function of Teacher and Pupil Race.**
- 5.3 Marie Carducci-Bolchazy, SUNY, Albany. **Differences in Content and Mode of Instruction Among Reading Groups.**
- 5.4 Emmaline B. Henrickson and William E. Patton, Kent State University. **A Comparison of Pre-Service Teacher Behavior During Reading Instruction.**
- 12:00 — 1:00 p.m. Publications Committee Meeting**
Executive Board Room, First Floor
- 12:00 — 1:00 p.m. SECTIONAL MEETINGS**
6. Invitational Grand Ballroom
Organizational Patterns in Prose and Their Use in Reading.
Bonnie J.F. Meyer, Arizona State University
Chaired by: S. Jay Samuels, University of Minnesota
Discussant: David Rumelhart, University of California, San Diego
7. Paper Session Del Prado
Predicting Reading Progress and Preventing Reading Failure
Chaired by: Yvonne Turner, California State Polytechnic University, Pomona
- 7.1 Michael C. McKenna and John W. Miller, Wichita State University. **Developmental Trends in the Relative Effects of Intelligence and Perception on Reading.**
- 7.2 Roger A. Johnson and Betty H. Yarborough, Old Dominion University. **Sex Differences in Intellectual Functioning, Reading/Language Arts Achievement, and Affective Development During the First Six Years of Elementary Schooling.**

Thursday

- 7.3 Mary Lorton, Aquinas College and Cristopher Kukuk, University of Missouri, Kansas City. **Does the WISC Really Predict Reading Performance?**
- 7.4 Phyllis Coulter, Linda Hess, Plains Elem. School, Rockingham County Schools; James L. Laffey, James Madison University. **Early Intervention in Preventing Reading Problems – Can it Make a Difference?**
8. Paper Session Granada West
Needs and Beliefs in Secondary School
Chaired by: Grover Mathewson, Florida International University
- 8.1 Sheilah Allen, University of Lethbridge, Alberta. **Results of a Field-test of a Needs-Assessment Instrument in Secondary Reading.**
- 8.2 Jill Edwards Olshavsky, Purdue University. **An Investigation of the Relationship Between Reading Beliefs and Reading Ability.**
- 8.3 Robert L. Curry, University of Oklahoma and Judith M. Billen, Oklahoma City Schools. **Effects of Attitudes on Reading Achievement of Students in an Innovative High School.**
- 8.4 Charles W. Peters, Oakland Schools, Pontiac, Michigan. **Determining Reading Performance Through Student Self Assessment.**
9. Paper Session Granada North
Instruction for Low and High Level College Readers
Chaired by: Alton Raygor, University of Minnesota
- 9.1 Martha Dillner, University of Houston at Clear Lake City. **The Reading and Study Skills for Medical Students: A Measure of the Reading Skills of Medical Students on Medically Related Materials.**
- 9.2 Joseph L. Vaughan, Jr., Paula L. Stillman and Darrell L. Sabers, University of Arizona. **Effect of Using Componential Analysis During Reading on Reading Comprehension of Medical Students.**
- 9.3 Judith W. Irwin, Purdue University and Pauline L. Witte, University of Wisconsin-Madison. **College Readers' Mental Imagery, Comprehension, and Attitude with Abstract and Concrete Expository Materials.**
- 9.4 Stephen P. O'Neill, Bronx Community College, City University of New York. **Reading Methods for ESL College Students.**
10. Paper Session Granada South
Affecting Teachers' Ability to Teach Reading
Chaired by: Harriet Dos Willis, CEMREL, St. Louis
- 10.1 Mary Ann Geissal and June Knafle, Northeastern Illinois University. **The Effects of Miscue Analysis Instruction on Judgments of Seriousness of Oral Reading Errors.**
- 10.2 Wanda Gale Breedlove and Frances S. O'Tuel, University of South Carolina. **Effectiveness of Teaching Reading Methods to Teachers Via Closed-Circuit Television.**
- 10.3 Sharon D. Smith, Douglas County, Georgia, Schools. **The Effectiveness of Two Modules for Training Teachers to Ask Questions.**

Thursday

- 10:4 Hal W. Seaton, University of Georgia. **A Study of The Effectiveness of Traditional and Competency-Based Instruction in Reading Methods with Pre-service Teachers.**

1:05 – 2:05 SECTIONAL MEETINGS

11. Invitational Grand Ballroom
Comprehension of Figurative Language
Andrew Ortony, National Center for the Study of Reading, University of Illinois.
Chaired by: Jean Dreher, University of California, Riverside
Discussant: P. David Pearson, University of Minnesota
12. Paper Session Del Prado
Readiness for Reading
Chaired by: Helen Baines, Tampa, Florida
- 12.1 Emilie Paul Sullivan, University of Arkansas. **The Teach- of Reading in the Kindergarten: State of the Art Re- view.**
- 12.2 Eunice L. Schmidt, Seattle Pacific University. **Linguistic Awareness in Kindergarten Children.**
- 12.3 M. Jean Greenlaw, North Texas State University and David Moore, University of Georgia. **A Meta-Analysis of Beginning Reading Readiness Research.**
- 12.4 R. Ann Zinck, University of Nebraska-Omaha. **Language Concepts and Language Complexity as Factors in De- velopment of Reading Readiness.**
13. Symposium Granada West
The Relationship of Readiness, Mental Age and Word Imagery to Learning Rate for Words.
Organized by: Robert L. Aaron, University of Georgia
Chaired by: Robert L. Aaron and Hal W. Seaton, Uni- versity of Georgia
- 13.1 Robert L. Aaron and Hal W. Seaton. **The Relationship of Mental Age to Rate for Learning Words.**
- 13.2 Glen Powell, and Ann Hall, University of Georgia. **The Effects of Word Imagery Upon Sight Word Learning Rate.**
- 13.3 David Moore, University of Georgia. **Reading Readiness Test Scores and Amount of Instruction as Predictors of Sight Word Mastery for Kindergarten Students.**
Discussants: Albert J. Kingston and James Dinnan, Uni- versity of Georgia.
Continued in Session 18.
14. Paper Session Granada North
College Reading Can Be Improved
Chaired by: Leon Williamson, Las Cruces, New Mexico
- 14.1 Martha Tips, Eugene A. Jongsma and Ron Pound, Southern Methodist University. **The Effects of Instruc- tion in Verbal-Reasoning Strategies (Analogies) in a College Reading Improvement Course.**

Thursday

- 14.2 Joseph A. Hawkins, Jr. and Joan C. Bartlett, Howard University. **The Relationship Between Study Skills Reinforcement and Academic Performance of Under-achieving Science Majors.**
- 14.3 Joseph Ilika, Texas A&M and Shirley T. Spencer, Southern University, Shreveport-Bossier City. **A Comparison of Demographic Characteristics of High and Low Achievers in Adult Reading Improvement Courses.**
- 14.4 Nancy K. Staley and Thomas Smyth, University of South Carolina-Aiken. **An Evaluation of the Effectiveness of a College Reading Program Using Three Criteria.**
- 14.5 Lynna Geis, Oscar Rose Junior College and Myrna L. Carney, University of Oklahoma. **Reading Ability, College Grades, and Attrition: A Two-Year Study.**
15. Paper Session Granada South
What Reading Teachers Want, Need, and Should Know
Chaired by: Shirley B. Merlin, James Madison University
- 15.1 Catherine Tolsma and Robert D. Chester, University of British Columbia. **Reading Inservice Needs-Assessment: What Do Teachers Want?**
- 15.2 Joseph Anthony Muia and Eugene Connors, James Madison University. **Clinical Reading Practices: Some Legal Considerations.**
- 15.3 Karl Koenke, University of Illinois. **A Professional Library for the Remedial Reading Teacher: A Survey of Expert Opinion.**
- 15.4 Allen Berger and Charlene Andolina, University of Pittsburgh. **Are Program Changes in Schools Based Upon Exemplary Research Studies Appearing in Educational Publications?**

2:10 – 3:25 SECTIONAL MEETINGS

16. Invitational Grand Ballroom
Comprehension of Stories
David Rumelhart, University of California, San Diego
Chaired by: Irving H. Balow, University of California, Riverside
Discussant: Bonnie J.F. Meyer, Arizona State University
17. Paper Session Del Prado
Deaf and Disabled Readers
Chaired by: Irene Athey, University of Rochester
- 17.1 Anne McGill-Franzen and Kathleen A. Gormley, SUNY, Albany. **Influence of Context on Deaf Readers' Understanding of Passive Sentences.**
- 17.2 Catherine W. Hatcher, University of Northern Iowa. **Reading Skill Development in Hearing Impaired Children.**
- 17.3 Susanna W. Pflaum, University of Illinois at Chicago Circle. **Sex and Paper Neatness as Factors in Identifying Disabled Readers.**
- 17.4 Judith Cochran, North Texas State University. **Right Hemispheric Readers.**

Thursday

18. Aaron (Session 13 continued) Granada West
19. Paper Session Granada North
Strategies for Study Skills for College Students
Chaired by: Tom Cloer, Furman University
- 19.1 Ruth J. Kurth, North Texas State University. **A Comparison of Small Group and Individualized Instruction in College Remedial Reading Programs.**
- 19.2 Thomas W. Bean, California State University, Northridge; Marcia Stigler, Marlene Hayes, Gilbert Phillips, Western Illinois University. **The Influence of a Structured Overview on University Students' Short and Long Term Comprehension.**
- 19.3 Vincent P. Orlando, Pennsylvania State University. **Notetaking vs. Note-Having: A Comparison While Studying From Text.**
- 19.4 Joyce E. Pederson, College of St. Thomas. **An Investigation into the Differences Between Student-Constructed Versus Experimenter-Constructed Post Questions on the Comprehension of Expository Prose.**
- 19.5 Stanley Wanat, California State University, Fullerton and Harry Singer, University of California, Riverside. **Comprehension: Teaching College Students Semantics and Syntactic Relationships in Four Content Areas.**
20. Paper Session Granada South
For Success in Kindergarten
Chaired by: Gene Towery, University of South Florida, St. Petersburg
- 20.1 John W. R. Smith and Rose Spicola, Texas Women's University. **The Influence of Home Environment on the Development of Language and Concepts About Print.**
- 20.2 Kaaren Perkins, Texas Women's University. **Developmental Observations of Kindergarten Children's Understanding in Regard to Concepts about Print, Language Development, and Reading Behavior.**
- 20.3 Dora B. Knox, Edward Fallon, Kathy Scott, SUNY, Albany. **Preschool Screening Scores as Indicators of Differential Abilities in Reading Achievement.**
- 20.4 Henry G. Timko, University of Victoria. **Effects of Three Visual Discrimination Strategies on the Paired-Associate Learning of Alphabet Letters.**

3:30 – 4:30 SECTIONAL MEETINGS

21. Invitational Grand Ballroom
Components of Reading Ability
Mark D. Jackson and James L. McClelland, University of California, San Diego.
Chaired by: John J. Geyer, Rutgers University
Discussant: Philip Gough, University of Texas at Austin.
22. Paper Session Del Prado
Measurement of Reading
Chaired by: Charles Clark, Western Illinois University

Thursday

- 22.1 Oscar Ozete, University of Wisconsin-Madison. **Assessing Reading Comprehension in Spanish for Bilingual Children.**
- 22.2 Pat Rigg, Karen Thompson, Elizabeth Taylor, and Elizabeth Berger, SUNY, Albany. **Measures of Comprehension.**
- 22.3 Joseph Ilika, Texas A&M University; Rita Martin and Douglas M. Brooks, University of Texas, Arlington. **A Model for the Measurement of External Reading Flexibility.**
- 22.4 R. Scott Baldwin and Robert J. Hess, University of Tulsa. **The Validity of Gain Scores When Adjacent Levels of a Test Series are Used as Pre and Posttest Measures.**
23. Symposium Granada West
Microcomputers for Research and Instruction in Reading
Organized by: Michael L. Kamil, Purdue University
Chaired by: Michael L. Kamil and Ron C. Leslie, New York University
- 23.1 Franz J. Frederick, Purdue University. **An Introduction to Microcomputers: Potential in Education.**
- 23.2 Ron C. Leslie and N.A. Peters, Oakland Schools Child Study Center. **Symbolic Communication Interface for the Multiply-Handicapped.**
- 23.3 Michael L. Kamil and Franz J. Frederick. **Using Low-cost Microcomputers to Train Secondary Teachers in Reading.**
- 23.4 Ron C. Leslie and Michael L. Kamil. **Microcomputers: A Possible Answer for Needed Research Facilities for Information Processing Research in Reading.**
Discussant: Judith Irwin, Purdue University
24. Paper Session Granada North
Teachers' Attitudes Towards Reading
Chaired by: Effie Adams, Jarvis Christian College
- 24.1 Carol S. Greenfield and Elliott Lessen, University of Northern Iowa. **An Analysis of Pre-Service Teachers' Reading Competence and Attitude Toward Reading.**
- 24.2 Penny J. Nielsen, Nicholls State University. **Attitude Toward Reading Instruction Among Elementary Teachers.**
- 24.3 Larry L. Mikulecky, Indiana University. **Teacher Prediction of Students' Reading Attitudes: An Examination of Teacher Judgment Compared to Student-Peer Judgment in Assessing Student Reading Attitude and Habit.**
- 24.4 Patricia L. Anders and Judy N. Mitchell, University of Arizona. **Comparing Pre-Service Teachers: Reading Attitudes, Awareness and Abilities.**
- 24.5 Judy N. Mitchell and Patricia L. Anders, University of Arizona. **Comparing Pre- and In-Service Teachers: Reading Attitudes, Awareness and Abilities.**

Thursday/Friday

25. A Debate Granada South

Merits and Demerits of Rauding Theory

Ronald Carver, University of Missouri, Kansas City

P. David Pearson, University of Minnesota

Chaired by: Ed Fry, Rutgers University

Discussant: Audience reactions

4:30 – 5:30 General Session: Business Meeting Ballroom

Jaap Tuinman, NRC President

Ramsey Selden, National Institute of Education "Designing Documents for Human Use"

8:00 – 12:00 Vital Issues Beach Club

Lift spirits and internalize vital issues.

Friday, December 1, 1978

7:30 – 8:30 Breakfast Meeting, Editorial Board, JRB Coffee Shop

8:10 – 9:10 SECTIONAL MEETINGS

26. Symposium Grand Ballroom

Developmental Differences in Responses to Text Structures and Recall Characteristics.

Organized and chaired by: James Flood, Boston University

26.1 James Flood and Diane Lapp, Boston University. **The Role of Selected Text-Internal Stimulants on Inference.**

26.2 Robert Tierney, University of Arizona. **Inference Across Text Sets.**

26.3 Carol Dixon, University of California, Santa Barbara. **Story Type and Children's Recall.**

26.4 P. David Pearson, University of Minnesota. **Methodological Concerns in Discourse Research.**

26.5 Roger Lantaff, University of California, Santa Barbara. **The Effects of Prose Structure on the Recall of Fifth Graders and College Students.**

26.6 Priscilla Drum, University of California, Santa Barbara. **Differences in Literal and Inferred Recall Resulting from Syntactically or Semantically Simplified Passages.**

Discussant: Janet Keenan, University of Denver

Continued in Session 31.

27. Paper Session Del Prado

Instructional Conditions Affecting Comprehension

Chaired by: Glenda Loston, Wesleyan College, Macon

27.1 Don Nix, IBM. **A Theory-based System for Teaching Reading Comprehension Skills to Children.**

27.2 Molly M. Wilson, University of Georgia. **The Effects of Question Type and Placement on the Reading Comprehension of Upper Elementary Students.**

Friday

- 27.3 Emery P. Bliesmer, Pennsylvania State University and Lynn S. Orlando, York College. **Effects of Different Types of Comprehension Question Training on Comprehension of Good and Poor Readers in Middle Grades.**
- 27.4 Richard L. Isakson, John W. Miller and Michael C. McKenna, Wichita State University. **A Treatment Study of Three Instructional Approaches to Reading Comprehension.**
28. Paper Session Granada West
Test Items and Test Construction
Chaired by: Tom Duffy, Navy Personnel Research and Development Center, San Diego
- 28.1 Rosalie M. Bianco and Bob W. Jerrolds, University of Georgia; Sidney E. Benton, North Georgia College. **An Analysis of the Syntactic Complexity of Multiple Choice Questions, True-False Questions and a High School Textbook.**
- 28.2 Lana McWilliams and Thomas A. Rakes, Memphis State University. **Validation of Informal Group Diagnostic Procedures in Content Areas.**
- 28.3 V. Michael Lahey, Florida A&M University and Janice Smith, Florida State Department of Education. **The Florida Functional Literacy Test.**
- 28.4 Cyrus F. Smith, Jr. and Richard D. Western, University of Wisconsin, Milwaukee. **Passage Independence and Proficiency: A Case Study.**
29. Symposium Granada North
A Multi-Cultural Adult Literacy Program
Organized by: Dorothy M. Hansen, Brigham Young University
Chaired by: Garr Cranney, University of Florida
- 29.1 Garr Cranney. **Aspects of Comprehension: Conceptual Foundations for a Multi-Cultural Adult Literacy Program.**
- 29.2 Dorothy M. Hansen. **Content, Strategy and Results of a Multi-Cultural Adult Literacy Program.**
- 29.3 Sandi H. Amend, Brigham Young University. **Three Methods of Measuring Qualitative Differences in Comprehension.**
- Discussants: George McConkie, Cornell University and Janet Larsen, University of Florida
30. Paper Session Granada South
Adult Reader Difficulties and Help Via Mail
Chaired by: George Maginnis, Western Carolina University
- 30.1 Dorothy J. Watson and Richard D. Robinson, University of Missouri-Columbia. **A Psycholinguistic Investigation of the Reading Process in Older Readers.**
- 30.2 Ellen M. West and Diana L. Lagotic, Alachua County Adult Education Program. **The Accuracy of Adult Disabled Reader's Perceptions of Their Own Reading Difficulties.**

Friday

- 30.3 Joe Peterson, Kansas State University and Edward Paradis, University of Wyoming. **Effects of Passage Length upon Reliability and Consistency of Oral Reading Errors for the Instructional Level of the IRI.**
- 30.4 Evelyn B. Spache, Spache Educational Consultants, Inc. **A Resource for Adult Illiterates: Mail Order Catalogs.**

9:10 – 10:10 SECTIONAL MEETINGS

31. Flood (Session 26 continued) Grand Ballroom
32. Invitational Del Prado
Early Prediction of Reading Success: Profiles of Good and Poor Readers
Robert B. Ruddell, University of California, Berkeley.
Chaired by: Paul Berg, University of South Carolina, Columbia
Discussant: George B. Spache, Spache Educational Consultants, Inc.
33. Paper Session Granada West
Factors Affecting High School Reading Achievement
Chaired by: Sandra P. Burkett, Mississippi State University
- 33.1 Michael R. Sampson and Patricia L. Anders, University of Arizona. **Comparing Estimates of Text Readability: Fry, Cloze, and Teacher Judgment.**
- 33.2 Kathleen Reed, Stonehill College. **An Investigation of the Effect of Sustained Silent Reading on Reading Comprehension Skills and Attitude Toward Reading of Urban Secondary School Students.**
- 33.3 Sr. Jean Otto, O.S.F., Oldenburg, Indiana. **Reading: Cue Use, Achievement and Comprehension in an Adolescent Population.**
- 33.4 Robert D. Chester and Clifford D. Pennock, University of British Columbia. **Coping with Content in Selected High School Textbooks: Influence of Attitude and Achievement.**
34. Paper Session Granada North
Teacher Attitudes, Aptitudes, and Abilities
Chaired by: Richard F. Barron, Oakland University
- 34.1 Michelle H. Johnston, Michigan State University. **Investigations into the Utility of Information Gained from Teacher Diagnostic Techniques.**
- 34.2 Homer Coker and Jeffrey L. Lorentz, West Georgia College. **Georgia Assessment of Teacher Effectiveness (GATE) as a Predictor of Reading Achievement.**
- 34.3 Martha R. Haggard, Northern Illinois University and Mary Lorton, Aquinas College. **Teacher Potential Instrument: Construction, Application and Preliminary Findings.**
- 34.4 Gerald G. Duffy and William Metheny, Michigan State University. **The Development and Use of an Instrument to Measure Teacher Beliefs About Reading.**

Friday

35. Symposium Granada South
Interactive Model for Teacher Education: Interpreting Diagnostic Data
Organized and chaired by: Lenore Ringler, New York University

35.1 Lenore Ringler. **Teacher Concepts of the Reading Process.**

35.2 Margaret Smith-Burke, New York University. **Alternative Interpretations of Diagnostic Data.**

35.3 Ruth S. Meyers, Brooklyn College, CUNY. **Orienting Teachers to an Interactive Model.**

Discussants: Irene Athey, University of Rochester and Robert Tierney, University of Arizona

10:15 – 10:30 Coffee Break **Ballroom Arcade**

10:35 – 11:55 SECTIONAL MEETINGS

36. Paper Session Del Prado

Top-Down Processing of Text

Chaired by: Edys Quellmalz, Center for Study of Evaluation, University of California, Los Angeles.

36.1 Peter Mosenthal, SUNY, Albany. **Paraschematic Variables in Children's Comprehension of Paragraphic Structures.**

36.2 Norma Tepaske and P. David Pearson, University of Minnesota. **The Effects of Metaphorical Propositions on Children's and Adult's Recall of Prose.**

36.3 Margaret W. Cohen and Peter Mosenthal, SUNY, Albany. **The Effect of Teacher-Student Interaction on Students' Reading Comprehension.**

36.4 Stephen B. Kucer, Indiana University. **Cognitive Scripts and Reading Comprehension: Does Less Equal More?**

36.5 Diane Lapp and James Flood, Boston University. **Differences Between Teacher and Student Decomposition and Recall of the Propositional Structures of Student Texts.**

37. Paper Session Granada West

Beginning Readers Decode the Code

Chaired by: Ina Katz, University of California, Riverside

37.1 Richard Allington and Susan Chura, SUNY, Albany. **Effect of Instruction Type on Word Prediction Behaviors of Young Children.**

37.2 Martha Wood and Mavis H. Brown, Texas Woman's University. **Beginning Readers' Recognition of Taught Words in Various Contextual Settings.**

37.3 Jane H. Domaracki, Curtis Clark, Maria Cabiya, and Susan Matzner, SUNY, Albany. **The Reading Achievement of Good and Poor Readers Taught by a Code Emphasis Approach.**

37.4 Ulla Connor and Dale D. Johnson, University of Wisconsin. **The Relationship of Word Identification and Reading Comprehension Among English-as-a-second-language (ESL) Children.**

Friday

- 37.5 Robert E. Leibert and John K. Sherk, University of Missouri-Kansas City. **Teaching Word Recognition II: A Study of the Effects of Passage Difficulty, Word Rehearsal and Practice on Word Identification.**
38. Symposium Granada North
Organization and Sequence in Reading Instruction
Organized and chaired by: Jana M. Mason, University of Illinois
- 38.1 Jana M. Mason. **A Consideration of Instructional Hierarchies.**
- 38.2 Jean Osborn, University of Illinois. **Skill Hierarchies and Decoding Instruction.**
- 38.3 Barak Rosenshine, University of Illinois. **Skill Hierarchies and Reading Comprehension.**
- 38.4 Joseph Jenkins and Darlene Pany, University of Illinois. **Existing Instruction in Reading Comprehension.**
Discussants: Karen Block, University of Pittsburgh and S. Jay Samuels, University of Minnesota
39. Symposium Granada South
Two Applications of Linguistic String Analysis
Organized and chaired by: Anne Eisenberg, Polytechnic Institute of New York, and Ramsay Selden, NIE
- 39.1 Ramsay Selden. **Use of Linguistic String Analysis (LSA) to Explore Frequency Phenomena in the Recognition of Syntax: Application of Computerized Linguistic String Parsing to the Identification of Characteristic Syntactic Patterns in Textbook Prose.**
- 39.2 Anne Eisenberg. **Use of LSA to Construct a Measure of Syntactic Difficulty: A Comparison of Selected Introductory Electronics Texts Using a Syntactic Measure of Difficulty Based on Linguistic String Grammar.**
- 39.3 Anne Eisenberg. **The Effect of Reading Instruction Based on Science Content on the Reading Ability of a Group of Engineering Technology Students Who are Poor Readers.**
Discussant: Audience reactions
40. Invitational Grand Ballroom
What Classroom Observations Reveal About Comprehension Instruction
Dolores Durkin, University of Illinois
Chaired by: Ronald Mitchell, International Reading Association
Discussant: Irene Athey, University of Rochester
- 12:00 – 1:25 Yearbook Advisory Committee**
Executive Board Room
- 12:00 – 1:00 SECTIONAL MEETINGS**
41. Paper Session Grand Ballroom
Some Threads of Discourse: Text Structure and Inference
Chaired by: Monte Penny, National Institute of Education

Friday

- 41.1 Allan Neilsen, University of Calgary and Michael Strange, University of Texas. **The Role of Text Structure on the Comprehension of Familiar and Unfamiliar Written Discourse.**
- 41.2 Alden J. Moe, Purdue University. **Cohesion as a Factor in the Comprehensibility of Written Discourse.**
- 41.3 Robert J. Tierney, University of Arizona; Connie Bridge, University of Kentucky; Joseph L. Vaughan, Jr., University of Arizona. **Toward Understanding Comprehension: An Examination of Systems for Analyzing Inferences.**
- 41.4 Robert J. Tierney, University of Arizona and Connie Bridge, University of Kentucky. **Text-based Inferences Across Discourse Sets.**
42. Paper Session Del Prado
Elementary Oral Reading and Comprehension
Chaired by: Sandra Jo Hornick, Kent State University
- 42.1 Helen Pappas, Maxine Pearce, and Bette Kindman-Koffler, Bridgewater, Raritan Regional School District, New Jersey. **Visual Mapping of Comprehension Skills.**
- 42.2 Lea M. McGee, Old Dominion University. **A Study of Third Graders' Comprehension of a Selected Story when Read by the Teacher, When Viewed on TV, and When Read Silently.**
- 42.3 Linda L. Arthur, University of Georgia. **The Syntactic Complexity of the Oral Language of Third Graders and the Language of Three Widely Used Basal Reading Series.**
- 42.4 Patricia M. Cunningham, Alamance County Schools; Richard C. Rystrom, University of Georgia; James W. Cunningham, University of North Carolina, Chapel Hill. **A New Syllabication Strategy and Reading Achievement.**
- 42.5 Elizabeth Sakiey, Glassboro State College, New Jersey. **The Commonest Syllables: A Graphemic List.**
43. Paper Session Granada West
Teacher Influences on Student Achievement
Chaired by: Linda Reed, CEMREL, St. Louis
- 43.1 William H. Rupley and James F. McNamara, Texas A & M University. **Stability of Teacher Effect on Pupils' Reading Achievement Over a Four Year Period and Its Relation to Instructional Emphases and Practices.**
- 43.2 Donna S. Wanous, Michigan State University. **The Effects of an Innovative Inservice Reading Program on Teachers' Knowledge and Skills and Pupil Achievement.**
- 43.3 Hal W. Seaton, John Mize, and David M. Memory, University of Georgia. **The Relationship of Self-Concept, Knowledge of Reading, and Teacher Effectiveness.**
- 43.4 Timothy R. Blair, University of Florida. **Assessment of Teacher Effort in Mainstreamed Classrooms and its Affects of Student Reading Achievement.**

Friday

44. Paper Session Granada North

Watching the Clock: Time on Task

Chaired by: Richard Robinson, University of Missouri

44.1 Anne D. Forester, University of British Columbia. **Ethnographic Studies in the Classroom.**

44.2 Richard M. Clark, SUNY-Albany and Thomas P. Fitzgerald, New York State Education Department. **How Many Ticks Equal a Tock? Relationships of Time to Reading Performance.**

44.3 Dianne L. Hunter, University of Missouri-Columbia. **Student On-Task Behavior During Second Grade Reading Group Meetings.**

44.4 John C. Stansell and Patti Hubert, Texas A & M University. **Theoretical Orientations Toward Reading Among Preservice Teachers: A Preliminary Study.**

45. Paper Session Granada South

Attitudes, Practices, and Instruction in High School

Chaired by: Eunice Askov, Pennsylvania State University

45.1 Dan Donlan and Harry Singer, University of California, Riverside. **Active Comprehension in Teaching Adolescent Literature.**

45.2 Harry Singer, University of California, Riverside. **Attitudes Towards Teaching Reading and Learning from Text: Positive and Negative Items.**

45.3 Anne E. Wolf and M. Jane Greenewald, University of Wisconsin-La Crosse. **Generalizability of Reading-Related Behaviors in the Secondary School: An Initial Study.**

45.4 Charles Kinzer, Abbotsford School District, British Columbia and Robert D. Chester, University of British Columbia. **Teachers, Teacher Trainees, and Grade 12 Students' Reading Practices, Preferences, and Competencies.**

1:05 – 2:05 SECTIONAL MEETINGS

46. Invitational Grand Ballroom

Beyond Schema Availability: Types of Top-Down Processing Deficiencies in Reading Comprehension.

Rand Spiro, Center for the Study of Reading, University of Illinois.

Chaired by: Ovid Tzeng, University of California, Riverside

Discussant: Alfred Lee, University of California, Riverside

47. Paper Session Del Prado

Comprehension and Critical Analysis of Children's Literature

Chaired by: Bernard Shore, Teaneck Public Schools, New Jersey

47.1 Renee K. Weisberg, Temple University. **A Comparison of Good and Poor Readers' Ability to Comprehend Explicit and Implicit Information in Short Stories Based on Two Modes of Presentation.**

Friday

- 47.2 Sharon J. Crawley and Lee Mountain, University of Houston. **Differences in Elementary Pupils' Attitudes Toward Basal Stories and Branched Stories.**
- 47.3 Jo Ellen Oliver, Piedmont College, Georgia. **Synthesis-Level Conceptualization as an Approach to Literature: The Effects of Training Upon Average-Achieving Fourth Graders.**
- 47.4 Ann Marie Bernazza Haase, University of Arizona. **Adults and Children's Perceptions of Grandparents in Children's Literature.**
48. Symposium Granada West
Multiple Indicators of Reading Comprehension
Organized and chaired by: Richard T. Vacca and William D. Page, University of Connecticut.
- 48.1 William D. Page and Richard T. Vacca, University of Connecticut. **Process and Product Variables in Reading Comprehension: A Conceptual Framework.**
- 48.2 Robert F. Carey, University of Connecticut. **Patterns of Oral Reading Performance: Relationship to Comprehension Indicators.**
- 48.3 Jerome C. Harste and Carolyn L. Burke, Indiana University. **Retellings as Cognitive Processing.**
- 48.4 Rebecca K. Dungan, Ohio Wesleyan University. **Prose Memory of High and Low Comprehending Readers: Effects of Repeated Exposures.**
Discussant: Victor Rentel, Ohio State University
49. Symposium Granada North
Comprehension Testing
Organized and chaired by: Thomas P. Fitzgerald, New York State Education Department.
- 49.1 James Fleming, SUNY-Albany. **Using a Reading Test to Inquire About Reading.**
- 49.2 Bertran Koslin, Sandra Koslin and Susan Zeno, Touchstone Applied Science Associates (TASA). **Progress Towards a Domain Referenced Test for Accountability in Prose Reading Instruction.**
- 49.3 Sandra Koslin, Bertran Koslin and Susan Zeno, TASA. **Placement Decisions for Instructional Activities from a Psycholinguistic Point of View.**
- 49.4 Thomas Fitzgerald and Jane Algozzine, New York State Education Department. **Comprehension Instruction: Research Implications.**
- 49.5 Earl Rankin, University of Kentucky. **Rate of Comprehension Flexibility – A New Measurement Procedure.**
Discussant: Audience reaction
50. Symposium Granada South
Bridging Theory and Practice: An Instructional Management System in Reading/Language Arts (K-8)
Organized and chaired by: R. T. Schuder, Montgomery County Public Schools, Maryland.
- 50.1 Jennifer Greene, Montgomery County Public Schools. **Generic Objectives.**

Friday

- 50.2 Nancy Jackson, Montgomery County Public Schools. **Types and Forms of Discourse.**
- 50.3 Judith Smith, Montgomery County Public Schools. **Purpose and Performance Objectives.**
- 50.4 Margaret Englar and Robyn Mathias, Montgomery County Public Schools. **Activities.**
- 50.5 Elisabeth Flach, Montgomery County Public Schools. **Evaluation.**

Discussants: Carl Frederiksen, NIE and Rockefeller University; Jaap Tuinman, Simon Fraser University

2:10 – 3:35 SECTIONAL MEETINGS

51. Paper Session Grand Ballroom
Interactions Between Reader and Text = Comprehension
Chaired by: Frank Greene, McGill University
- 51.1 George Canney, University of Idaho. **The Relationship Between Student's Schemata for Reading and Reading Comprehension Performance.**
- 51.2 Connie Bridge, University of Kentucky; Robert J. Tierney, University of Arizona; Mary Jane Cera, University of Arizona. **The Differential Discourse Processing Operations of Children Across Narrative and Expository Selections.**
- 51.3 Laura Chodos and Peter Mosenthal, SUNY-Albany. **The Effects of Prequestioning as a Metacognitive Organizer in Children's Comprehension of Stories.**
- 51.4 Alfred Lee, University of California, Riverside. **Effects of Content and Structure on Recall of Ideas from Expository Text.**
- 51.5 Jean Dreher, Rialto Unified School District. **Relation Between Awareness of Story Grammar and Recall of a Narrative.**
52. Paper Session Del Prado
Picture Produced Processes in Comprehension
Chaired by: Jo Anne Vacca, Russell Sage College.
- 52.1 Diana L. Schallert, Ernest T. Goetz, and Karen M. Dixon, University of Illinois. **The Information Content of Illustrations In a Fifth-grade Science Lesson.**
- 52.2 Alice Legenza, University of Kansas and June D. Knafle, Northeastern Illinois University. **The Effective Components of Children's Pictures.**
- 52.3 Karla J. Hawkins, University of Nebraska-Lincoln. **Critical Picture Comprehension Skills and Language Concepts as Factors in Reading Readiness.**
- 52.4 Mary Beth Marr, University of Minnesota. **Children's Apprehension of Pictorial and Textual Events.**
- 52.5 Paul N. Terwilliger and Brenda Kolker, University of Tennessee. **Follow-up Study of the Effects of Imagery on the Number of Trials to Criterion Learning of Words of Second Graders.**

Friday

53. Paper Session Granada West

Aids to Achievement in Reading

Chaired by: Joyce Hamrick, Troy State University, Dothan/Fort Rucker Campus

- 53.1 John A. Childrey, Jr., Florida Atlantic University and Amy J. Leeson, Blackshear Junior High, Blackshear, Georgia. **The Diagnostic Relationship Between Structured Overviews and Selected Reading Tasks.**
- 53.2 James D. Riley, University of Montana. **An Investigation of Reading Guides and a Directed Reading Method on Word Problem Comprehension and Attitude Toward Mathematics.**
- 53.3 Lawrence L. Smith, University of Florida and Lynn C. Smith, Alachua County Public Schools, Gainesville, Florida. **Effect of Advance Organizers and Elaboration on Increasing Comprehension of Educationally Disadvantaged Students.**
- 53.4 Paul J. Blohm, University of Wisconsin. **Effects of Teaching Specific Subskills on Poor Comprehenders' Understanding of Narrative and Expository Prose.**

54. Symposium Granada North

A Preview of the Next National Assessment in Reading and Literature.

Organized and chaired by: Edward Fry, Rutgers University

- 54.1 Nancy Mead, NAEP, Denver, Colorado. **An Integrated Assessment of Reading and Literature Skills: Design and Development.**
- 54.2 Mike Noe, NAEP, Denver, Colorado. **Analyzing and Reporting the Reading/Literature Data: Plans and Pitfalls.**
- 54.3 Shirley Biggs, University of Pittsburgh. **Perspectives of a Reading Professional's Role in the National Assessment: Consumer and Consultant.**

Discussant: S. Jay Samuels, University of Minnesota

55. Paper Session Granada South

Cognition and Creativity in Comprehension

Chaired by: Voncile Mallory, Florida Atlantic University

- 55.1 Ruth Garner, University of Maryland. **Verbalization of Schemata Over Time: An Investigation of Differences in Inclusion and Patterning of Elements by Children and Adults.**
- 55.2 Dawn C. Mayhew, University of New Mexico. **Lexical Egocentrism—Extant in Adolescent Readers — An Investigation in Comprehension.**
- 55.3 James W. Cunningham, University of North Carolina-Chapel Hill. **Creative Response During Discourse Processing.**
- 55.4 Kenneth Kavale, University of California, Riverside. **Reasoning Strategies and Reading Comprehension: The Processes of Good and Poor Readers.**
- 55.5 Deborah P. Birkmire, University of Delaware and John T. Guthrie, IRA. **Semantic Selection in Reading.**

Friday

3:30 – 5:30 SECTIONAL MEETINGS

56. Invitational Symposium Grand Ballroom

Research in Word Perception

Organized by: Ovid Tzeng, University of California, Riverside

Co-chaired by: William S.-Y Wang, University of California, Berkeley and Ovid Tzeng, University of California, Riverside.

56.1 James C. Johnston, Bell Laboratories. **Word Perception: Clues from Studying the Word-Superiority Effect.**

56.2 Neal F. Johnson, Ohio State University. **Integration Processes in Word Recognition.**

56.3 Kathryn T. Spoehr, Brown University. **Processing Words in Context.**

56.4 Marilyn Adams, Bolt, Beranek, and Newman, Inc. **Some Differences Between Good and Poor Readers.**

Discussant: Ovid Tzeng

57. Symposium Del Prado

Bilingual and Bicultural Factors in Reading

Organized and chaired by: Ann Marie Bernazza Haase, University of Arizona

57.1 Patricia D. Van Metre, University of Arizona. **Four Generations of Mexican American Speakers of English.**

57.2 Jack Varney and Adela Artola Stewart, University of Arizona. **Comprehension of Anaphoric Relations of Monolingual and Bilingual High School Freshmen.**

57.3 William J. Valmont, University of Arizona. **Reading Comprehension of Bilingual Students.**

57.4 Adela Artola Stewart, University of Arizona. **Identification of Language Dominance of Kindergarten Bilinguals.**

57.5 Roger Prtzeke, University of Arizona. **Attitudes Towards English and Spanish of Incoming Freshmen.**

57.6 Sally Kaminsky, College of Staten Island, CUNY. **Beginning Reading Stages of Bilingual Readers.**

Discussant: Judy Mitchell, University of Arizona

58. Symposium Granada West

Linguistic Awareness and Cognitive Clarity in Learning to Read

Organized by: John Downing, University of Victoria

Chaired by: John Downing and Albert J. Kingston, University of Georgia

58.1 Ignatius G. Mattingly, University of Connecticut. **The Psycholinguistic Basis of Linguistic Awareness.**

58.2 John Downing. **The Psycholinguistic Basis of Cognitive Clarity.**

58.3 Albert J. Kingston. **Word Boundaries and Associates in Learning to Read.**

58.4 Carol Fowler, Dartmouth College and Haskins Laboratories. **Phonetic Coding by Beginning Readers.**

Discussant: Albert J. Harris, Professor Emeritus, Queens College

Friday/Saturday

59. Paper Session Granada North

Sex, Self, and Strategies in College Readers

Chaired by: Betty Franzblau, University of Cincinnati

- 59.1 Marilyn G. Eanet, Rhode Island College and Jane Warren Meeks, Old Dominion University. **Academic Self Concept and the College Reading Student: A Re-examination.**
- 59.2 M. Jane Greenewald, University of Wisconsin-La Crosse and Ken L. Dulin, University of Wisconsin-Madison. **Male and Female College-age Readers' Affective Response to Formal, Colloquial, and Substandard Dialogue of Male and Female Literary Characters.**
- 59.3 Kathryn Scott, Florida State University. **Whatever Happened to Dick and Jane? Sexism in Basal Readers Re-examined.**
- 59.4 Terry Lovelace, University of Southwestern Louisiana. **The Relationship of Related Variables to Elementary Students' Inference of and Preference for Male/Female, Stereotyped/Non-stereotyped First-Person Protagonists in Selected Story Segments.**
- 59.5 Josephine S. Goldsmith, Rutgers University. **Strategy and Word Driven Reading of Good and Poor College Readers.**

60. Symposium Del Prado

Adjunct Aids and Text Comprehension

Organized by: Wayne Otto, University of Wisconsin-Madison

Chaired by: Eve Wilkie, University of Wisconsin-Madison

- 60.1 Lawrence T. Frase, NIE. **The Influence of Adjunct Aids on Cognitive Performance.**
- 60.2 Anthony V. Manzo, University of Missouri-Kansas City. **Embedding Aids to Readers in Textual Material.**
- 60.3 Jane Warren Meeks, Old Dominion University. **Effects of Imbedded Aids on Prose Related-Textual Material.**
- 60.4 Dixie Lee Spiegel, University of North Carolina-Chapel Hill. **Investigation of the Effects of Training in the Use of Adjunct Aids on Comprehension When Reading Factual Materials, with Attention Given to Measuring Attitudes.**
- 60.5 Eve B. Wilkie. **The Effect of Adjacent-to-text Activities on the Development of Reading Comprehension Skills and on the Comprehension of Text Content.**

Discussants: Bernie Hayes and Wayne Otto, University of Wisconsin-Madison

8:00 – 12:00 Vital Issues Beach Club

Internalize vital issues and dissolve problems.

Saturday, December 2, 1978

8:10 – 9:10 SECTIONAL MEETINGS

61. Paper Session Granada West

Syntactic and Semantic Chunking

Chaired by: Lowell Eberwein, University of Kentucky

Saturday

- 61.1 Robert A. Wisher, Navy Personnel Research and Development Center, San Diego. **Effects of Syntactic Arrangements on Comprehensibility.**
- 61.2 Martin Kling and Ernest P. Balajthy, Jr., Rutgers University. **The Interaction of Eye-Voice Span With Syntactic Chunking and Predictability in Right- and Left-Embedded Sentences.**
- 61.3 Jennifer A. Stevenson, University of Wisconsin. **A Synthesis and Analysis of Research Related to the Bransford and Franks Paradigm of Integration Across Sentences.**
- 61.4 Elizabeth Sulzby, Northwestern University. **Structural to Semantic Shift in Relation to Word Knowiness in Two Presentation Modes.**
62. Paper Session Granada South
Determinants of Comprehension
Chaired by: Mark Aulls, McGill University
- 62.1 Susan Kurushima and Victor Froese, University of Manitoba. **The Effects of Sentence Expansion Practice on the Reading Comprehension and Writing Ability of Third-Graders.**
- 62.2 Dale D. Johnson, University of Wisconsin-Madison and Susan D. Pittelman, Wisconsin R&D Center for Cognitive Learning. **The Relationship of Vocabulary Test Format to Reading Comprehension.**
- 62.3 Barbara M. Taylor, University of Minnesota. **Children's and Adults' Recall of General Concepts and Details After Reading.**
- 62.4 Keith E. Meredith, University of Arizona. **Factors Contributing to Accuracy of Item Responses Within Cloze Passages.**
63. Symposium Grand Ballroom
Direct Instruction: Procedures and Results
Organized and chaired by: Barak Rosenshine, University of Illinois
- 63.1 Wesley Becker, University of Oregon. **Achievement Test Results in the Oregon Direct Instruction Model and Issues in Teaching Vocabulary.**
- 63.2 Barak Rosenshine. **Instructional Principles in Direct Instruction.**
- 63.3 Sigfried Englemann, University of Oregon. **Programing Principles in Direct Instruction.**
- 63.4 Jean Osborn, University of Illinois. **Implementing the Oregon Direct Instructional Model in Schools.**
Discussants: P. David Pearson and S. Jay Samuels, University of Minnesota.
Continued in Session 68.
64. Symposium Del Prado
From Language to Thinking to Reading
Organized by: Anthony V. Manzo, University of Missouri, Kansas City
Chaired by: Anthony V. Manzo and Deanna C. Martin, University of Missouri-Kansas City
- 64.1 Deanna C. Martin. **The Theory and the Practice of L.I.C.A.**

Saturday

- 64.2 Robert Blanc, University of Missouri-Kansas City. **Measuring Language and Thinking Progress.**
- 64.3 Martin Jolley, University of Missouri-Kansas City. **Language in Science.**
- 64.4 Scott Tucker, University of Missouri-Kansas City. **Advancing Formal Symbolic Thought Through Language in Mathematics.**
- 64.5 Michael Moninger, University of Missouri-Kansas City. **Language and General Reading Comprehension.**

Discussant: Margaret Coder-Messler, California State College, Long Beach.

Continued in Session 69.

65. Symposium Granada North
Alternative Models for Inservice Education in Content Area Reading
Organized and chaired by: Eunice N. Askov, Pennsylvania State University

- 65.1 Eunice N. Askov. **Overview of the Issues.**
- 65.2 Robert Barganz, University of Wisconsin-Eau Claire. **University-Based Television Inservice Education in Content Area Reading.**
- 65.3 Irene Reiter, Philadelphia Public Schools. **School-Based Inservice Programs in Content Area Reading.**
- 65.4 Mary M. Dupuis and Eunice N. Askov, Pennsylvania State University. **Combining University and School-Based Inservice Education in Content Area Reading.**

Discussants: Wayne Otto, University of Wisconsin-Madison and Dan Donlan, University of California, Riverside

Continued in Session 70.

9:15 – 10:15 SECTIONAL MEETINGS

66. Paper Session Granada South
Mode, Mediators, and Memory

Chaired by: Ed Coleman, University of Texas, El Paso

- 66.1 Mary Anne Herndon and Kathleen Spracklen, San Diego State University. **Fault Tolerance in the Comprehension of Textual Materials.**
- 66.2 Jerome Niles, John Burton and Terry Wildman, Virginia Polytechnic Institute and State University. **The Effects of Within Level Processing on Memory for Prose.**
- 66.3 Frederick W. Ohnmacht and James T. Fleming, SUNY-Albany. **Effects of Concurrent Memory Load on Reading Comprehension of Children as a Function of Reading Ability.**
- 66.4 Sean A. Walmsley, The University at Albany. **Effects of Reading Ability, Mode of Presentation and Orienting Conditions on the Development of Understanding of Conditionality in Sentence Memory Tasks.**

67. Paper Session Granada West
Close to Comprehension
Chaired by: Wilson Taylor, Professor Emeritus

Saturday

- 67.1 Earl F. Rankin, University of Kentucky and Susan Thomas, Fayette County Public School System. **Effects of Prior Knowledge Upon the Operation of Contextual Constraints in Cloze Passages.**
- 67.2 Eileen B. Entin and George R. Klare, Ohio University. **Differential Relationships of Two Versions of Cloze Tests to Vocabulary and Reading Comprehension.**
- 67.3 Richard H. Bloomer and Elizabeth E. Elmen, University of Connecticut. **Is Cloze Really Reading Comprehension?**
- 67.4 Pose M. Lamb, Purdue University. **An Investigation of Cloze Procedure as a Comprehension Measure in Grade Two.**
68. Rosenshine (Session 63 continued) Grand Ballroom
69. Manzo (Session 64 continued) Del Prado
70. Askov (Session 65 continued) Granada North
- 10:15 – 10:30 Coffee Break Ballroom Arcade**
- 10:30 – 12:30 SECTIONAL MEETINGS**
71. Paper Session Granada North
- Abstracting and Detecting Reading and Learning from Text**
Chaired by: Kitty Clarke, University of South Florida, Sarasota-Ft. Myers
- 71.1 Allan R. Neilsen and Carl Braun, University of Calgary. **Understanding of Abstract Relational Terms by Good and Poor Readers.**
- 71.2 Jocelyn Chen, IBM Corporation. **The Use of Sentence Contexts: Do They Really Make Words More Meaningful for Children?**
- 71.3 Michael F. Graves and David W. Furniss, University of Minnesota. **The Application of Signal Detection Theory to Reading.**
- 71.4 Warren D. Wilde and Joanne May Heckbert, University of Alberta. **Visual Processing with the Infrared Computer Based Oculometer.**
- 71.5 William R. Powell, University of Florida, Gainesville. **Vertical and Horizontal Diagnosis: A New Framework for a Reading Diagnosis.**
72. Symposium Grand Ballroom
- Further Investigations into the Difference/Deficit Hypothesis of Reading Disability**
Organized and chaired by: James Hoffman, University of Texas at Austin
- 72.1 James Hoffman. **Using Facilitation and Interference Ratios to Identify the Underlying Processing Strategies of Good and Poor Readers.**
- 72.2 Richard Allington, SUNY-Albany and Michael Strange, University of Texas at Austin. **An Investigation of the Difference, Deficit Hypothesis Using the Cloze Procedure.**
- 72.3 Mark Condon, University of Louisville. **A Comparison of Difference and Deficit Poor Readers on Word Boundary Identification Tasks.**

Saturday

- 72.4 Gary Caudle and Peter Mosenthal, SUNY-Albany. **The Relative Difference and Deficiency Between the Difference and Deficiency Theories of Reading Disability.**

Discussant: Ronald Carver, University of Missouri-Kansas City

73. Symposium Del Prado

Cloze, Psycholinguistically Speaking

Organized and chaired by: Margaret Smith-Burke, New York University

- 73.1 Patricia S. Gingrich, New York University. **The Differential Role of Function Words and Lexical Items in Narrative and Informational Text.**
- 73.2 Sandra M. Gould, SUNY-Albany. **Cloze Restoration, Recall, and Discourse Processing in Middle Grade Readers.**
- 73.3 Patrick J. Finn, SUNY-Buffalo. **Principle of Least Effort in Cloze Task Performance: Implications for a Model of the Reading Process.**
- 73.4 Margaret Smith-Burke. **An Analysis of the Effect of Prior Context on Cloze Responses Based on Finn's Model.**

Discussants: Richard Allington, SUNY-Albany and Ronald Leslie, New York University.

74. Symposium Granada West

MRM (Matter-Relation-Matter) Units and Their Influence on Comprehension

Organized and chaired by: Elliott M. Mellichamp, Jr., Tennessee State University

- 74.1 Elliott M. Mellichamp, Jr. **Overview of Symposium and Background of MRM Semantic Units.**
- 74.2 Carol Kirchner Stice, Elliott M. Mellichamp, Jr., and J. Weldon Stice, Tennessee State University. **A Study of the Relationships Between mrm World and Words Receiving Primary Stress Across Sentences.**
- 74.3 Elliott M. Mellichamp, Jr., and Katherine Cantrell, Tennessee State University. **Analyzing the Effects of mrm Instruction on Ability to Discern the Main Idea of Sentences.**
- 74.4 Edward Dwyer, East Tennessee State University. **Investigating the Effectiveness of mrm Instruction on Improving Comprehension of Paragraphs.**
- 74.5 Lawrence Hafner and Barbara Palmer, Florida State University. **Analyzing the Effects of mrm Instruction on Inferential Comprehension.**

Discussants: John C. Williams, University of Scranton and James Dinnan, University of Georgia

75. Symposium Granada South

The Affective Domain in Reading

Organized and chaired by: Joseph Mahony, Virginia Commonwealth University

- 75.1 Joseph Mahony and Fredric Linder, Virginia Commonwealth University. **The Relationship of Maslow's Hierarchy of Needs to Reading Competency.**

Saturday

75.2 Patricia Duncan, Virginia Commonwealth University.
**The Relationship Between Teacher Need-Structure
and Instructional Preference in Content-Area Reading.**

75.3 Nancy Boraks, Virginia Commonwealth University.
Affective Aspects of the Adult as Beginning Reader.

Discussant: Emery Bliesmer, Pennsylvania State University

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