

**PROGRAM**  
Thirtieth Annual Meeting  
**NATIONAL READING  
CONFERENCE**

**3,4,5, & 6 December, 1980**

Islandia Hyatt House  
San Diego, California

**Host Institutions**

San Diego State University  
US Navy Personnel Research Center — San Diego

**Program Committee**

Irene Athey, Mark Aulls, Tom Estes, Vic Froese,  
Frank Greene (chair), Ann Haase, George Klare,  
Bob Leibert, Lenore Ringler, Joe Vaughn,  
Joanna Williams

**Conference Coordinator**

Michael McKenna

**Local Arrangements**

Bob Wisher, US Navy Personnel Research Center  
Emily Majer, Instructional Science & Development Inc.  
Diane Lapp, San Diego State University

The 1980 National Reading Conference will be held at

Islandia Hyatt House  
1441 Quivire Road  
San Diego, CA. 92109  
(714) 224-3541

If the hotel reservation form is missing from this program, write directly to the hotel for reservations, requesting the special NRC conference rates. The hotel has blocked rooms for the conference, but after the end of October they may release unreserved rooms to other people not connected with the conference. There is overflow space in near by hotels, but this arrangement is never as comfortable as being in the conference hotel itself. Make your own reservations directly with the hotel and EARLY.

If The Conference Registration and NRC Membership form is missing from this program, write directly to: National Reading Conference, 1230 17th Street, N.W., Washington, D.C. 20036. (202) 223-9615. The membership categories and fees are:

Member (Journal of Reading Behavior, Yearbook & voting rights)	\$35.
Comprehensive membership (JRB, YB, voting rights & conference)	\$50.
* Emiritus (JRB, YB, & voting rights)	\$20.
* Emeritus Comprehensive (JRB, YB, voting rights & conference)	\$25.
** Student (JRB, YB)	\$20.
** Student Comprehensive (JRB, YB, & conference)	\$25.
Subscription to Journal of Reading Behavior	\$25.
Subscription to Yearbook	\$15.

Conference attendance only:

members	\$25.
non-members	\$35.
Emeritus & Student	\$15.
On-site fee	
(not pre-registered)	\$ 5.

- \* Emeritus open to person who has been a member of NRC for 10 consecutive years, is over 55 years of age, and is no longer employed full-time.
- \*\* Student open to person who is full-time graduate student in Reading or related area of study. Student status may be held for maximum of two years.

Note that pre-registration (before Mid-November) saves you the \$5. on-site fee.

Note: There are two school visitations available on Wednesday, 3 December, in addition to the normal program. If you are interested in attending either trip, write directly to the person indicated so that they may make necessary arrangements.

School visitation No. 1 8:30 a.m. meet in front of the Islandia

**Storytelling, Reader's Theater, and Language Development.**

To participate in this session write directly to: Ramon Royal Ross, Clinical Training Center, San Diego State University, San Diego, CA, 92182

School visitation No. 2 8:30 a.m. meet in front of the Islandia

**Direct Instruction: the wonder of it all**

To participate in this session write directly to: Jean Osborn, Center for the Study of Reading, University of Illinois, 51 Gerty Ave., Champaign, Illinois 61820

## Wednesday 3 December 1980

8.am — 5pm Registration

Regency Foyer

8:30am School Visits see note inside front cover.

9:00 — 10:20am Sectional Meetings

- 1 All Day Workshop (continues in sessions 6, 11, 16, & 21) Island A  
**Secondary Reading Research Group**  
Convened by: Priscilla Drum, University of California-Santa Barbara. Presenters: Thomas Estes, University of Virginia; Beth Evans, Laramie County School District No. 1, WY; Anthony Manzo, University of Missouri-Kansas City; Joseph Vaughn, East Texas State University; and others. This workshop provides an organized format for the presentation of original research with reading behaviors of secondary students so that they may receive indepth peer critiquing to the end of encouraging further research. To receive materials in advance of the session, write to: Priscilla Drum, School of Education, University of California, Santa Barbara, CA, 93106.
- 2 All Day Workshop (continues in sessions 7, 12, 17, & 22) Dolphin  
**Reading Instruction: issues, approaches, and research designs**  
Convened by: Mark Aulls, McGill University.  
This workshop provides an organized format for thinking about instructional research in reading and an opportunity for professionals presently engaged in such research to interchange ideas. To receive materials in advance of the session, write to: Cathy Wilson, W325 East Hall, University of Iowa, Iowa City, IA, 52242.
- 3 Paper Session Regency A  
**Transmitting College / Adult Skills**  
Chaired by: John Guthrie, International Reading Association
  - 3.1 Anne Forester; Camosun College, **Preparing a Reading and Study Skills Package for Distance Education**
  - 3.2 Ann Coil; California State University-Fullerton. **The Perry Scheme: Applications to College Reading.**
- 4 Symposium (continues in session 9) Island B  
**Research Generated from a Psycholinguistic Model of Reading**  
Chaired by: Yetta Goodman; University of Arizona.
  - 4.1 Bess Altwerger; Arizona State University. **Processing of Metaphor.**
  - 4.2 Claudia Dybdahl, University of Arizona, **Linguistic Awareness and Literacy.**
  - 4.3 Barbara Flores, University of Arizona, **Psycholinguistic Principles in Literacy and Bilinguality.**
  - 4.4 Yetta Goodman, University of Arizona. **A Model of Beginning Reading.**
  - 4.5 Discussant: Roger Shuy, Georgetown University.
- 5 Paper Session Regency C  
**Intermediate Grade Techniques**  
Chaired by: Lenore Ringler, New York University
  - 5.1 Jane Hansen, University of New Hampshire. **An Intervention Study; Improving the Inferential Comprehension of Fourth Grade Good and Poor Readers.**
  - 5.2 Patricia Herman, Toledo Public Schools, Peter Dewitz & John Stammer, University of Toledo. **The Development of Syntactical Chunking in Intermediate Grade Non-Fluent Readers Using the Method of Repeated Readings.**
  - 5.3 Linda McHugh & Ray Buss, University of Wisconsin-Madison. **Diagnostic and Prescriptive Decisions made by Specialists and Teachers: Quadratic Assignment as a Reliability Measure.**
  - 5.4 Dixie Spiegel & Jill Whaley, University of North Carolina-Chapel Hill. **Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Prose.**

## Wednesday

### 10:30 — 11:50am Sectional Meetings

- 6 Continuation of Session 1 Island A
- 7 Continuation of Session 2 Dolphin
- 8 Paper Session Regency A

#### **College / Adult Study Skills**

Chaired by: Ron Mitchell, International Reading Association

- 8.1 Linda Johnson, University of Wisconsin. **The Effects of Stylistic Factors on Textbook Readability.**
- 8.2 Terry Salinger, New Mexico State University & Emily Payne, Austin Commercial College. **A Developmental Approach to Curriculum: College Reading and Study Skills.**
- 8.3 Dennis Kear, Michael McKenna & John Miller, Wichita State University. **An Examination of the Efficiency of Four Reading / Study Techniques.**
- 8.4 Tina Jacobowitz & Michael Maslanek, Montclair State College. **The Effects of Previewing Expository Text on Recall & Recognition.**
- 9 Continuation of Session 4 Island B
- 10 Paper Session Regency C

#### **Early Reading Techniques**

Chaired by: Irene Athey, Rutgers University

- 10.1 Peter Dewitz & John Stammer, University of Toledo. **The Development of Linguistic Awareness in Young Children from Label Reading to Word Recognition.**
- 10.2 Ruth Cook, Southern Illinois University. **A Study of the Strengths and Weaknesses in Readiness Skills Typical of Children Entering Kindergarten.**
- 10.3 Judith Greenwald, City University of New York. **Children's Concept of Temporal Sequence and Their Comprehension of Inverse Temporal and Causal Sentences.**
- 10.4 Sarah Rogers, Corpus Christie State University. **A Description of Four Stages of Oral Reading Behavior Exhibited During the First Six Weeks of Learning to Read.**

### 12n — 1:20pm Sectional Meetings

- 11 Continuation of Session 1 Island A
- 12 Continuation of Session 2 Dolphin
- 13 Paper Session Regency A

#### **Auditory Training**

Chaired by: Lauren Leslie, Marquette University

- 13.1 Charles Lindamood, Patricia Lindamood, & Phyllis Lindamood, Lindamood Center. **The Auditory Conceptual Factor in Literacy Development.**
  - 13.2 Miriam Pepper-Sanello, C.D.S. No. 19, Brooklyn, NY. **The Effect of Auditory Distraction at Varying Intensities on Listening and Reading Ability.**
  - 14 Symposium Island B
- Models for the 80's: Questions the 70's Didn't Ask.**  
Chaired by: Sheilah Allen, University of Victoria
- 14.1 Charles Kinzer, University of California-Berkeley. **Questions from an Interdisciplinary Perspective: Some Answers are Already out There.**

## Wednesday

14.2 Karen Carroll, University of California-Berkeley. **Questions from a Temporal Perspective: Adding a Missing Dimension to Reading Theory.**

14.3 Donald Leu, University of California-Berkeley. **Questions from a Meta-theoretical Perspective: The Interdependence of Possible Solutions.**

14.4 Discussant, John Geyer, Rutgers University

### 15 Paper Session

Regency C

#### **Elementary Reading and Writing**

Chaired by: Peggy Ransom, Ball State University

15.1 Susan Goldman & Connie Varnhagen, University of California-Santa Barbara. **The Development of Listening and Reading Comprehension: The Role of Story Ending Information.**

15.2 Joyce Hood, University of Iowa. **Procedures for Scoring Retellings, Their Reliability and Sensitivity to Effects of Prose Type and Growth in Ability.**

15.3 Andee Rubin, Bolt, Beranek & Newman. **The Story Maker in the Classroom: A Follow-up.**

15.4 William Teale, University of California-San Diego. **How Preschoolers Interact with Written Communication: First Year Report.**

### 1:30 — 2:50pm Sectional Meetings

16 Continuation of Session 1

Island A

17 Continuation of Session 2

Dolphin

18 Symposium

Regency A

#### **Establishing a Theoretical Base for Research, Evaluation, and Instruction in College Reading.**

Chairperson and Discussant: Sharon Smith, Indiana University

18.1 David Caverly, Indiana University. **An Application of Two Strategies for Improving Reading Comprehension and Retention.**

18.2 Janet Jackson, Indiana University. **Assessing Student Learning and Retention Strategies Using Retellings of Text Passages.**

18.3 Diane Menendez, University of Cincinnati. **Reading and Rereading, Writing and Re-writing: Success of Revision Strategies Used by Basic Students.**

19 Symposium (Continues in Session 24)

Island B

#### **Some Perspectives on Metalinguistic Awareness and its Importance for Learning to Read and Write.**

Chaired by: Jerry Zutell, Ohio State University

19.1 Darrell Morris, National College of Education. **Concept of Word and Sound Segmentation Ability.**

19.2 Jerry Zutell, Ohio State University. **Cognitive Development, Metalinguistic Ability, and Invented Spellings: Comparisons and Correlations.**

19.3 Tobie Sanders, Ohio State University. **Children's Concept of Word and Language of Instruction.**

19.4 Shane Templeton, Emory University, & Elizabeth Sulzby, Northwestern University. **Beyond the Psycholinguistic Vise of Competence / Performance Theory: Why Study Metalinguistic Awareness?**

19.5 Elizabeth Sulzby, Northwestern University, & Shane Templeton, Emory University. **The Development and Validation of Metalinguistic Tasks Assessing Children's Concepts of "Word-ness".**

19.6 Discussant: Linnea Ehri, University of California-Davis

## Wednesday/Thursday

20 Paper Session Regency C

### **Computer Uses.**

Chaired by: Michael Kamil, University of Illinois-Chicago.

20.1 James Juola, Nicklas Ward, Hsuan-Chih Chen, & Cindy Ikenaga, University of Kansas. **Reading Serially-presented Text.**

20.2 Ron Leslie, New York University. **The Utilization of an Augmented Transitional Network to Investigate Early Reading Processes.**

## 2:30 — 4:20pm Sectional Meetings

21 Continuation of Session 1 Island A

22 Continuation of Session 2 Dolphin

23 Paper Session Regency A

### **Artificial Intelligence.**

Chaired by: Rand Spiro, University of Illinois-CSR.

Roger Shank, Yale University. **Reading and Understanding: A Perspective from Artificial Intelligence.**

24 Continuation of Session 19 Island B

25 Paper Session Regency C

### **Words and Spelling.**

Chaired by: Sarah Freedman, San Francisco State University.

25.1 Dale Johnson, Susan Pittelman, Judy Schwenker, & Linda Shriberg, University of Wisconsin-Madison. **A Focus on Mastery: A New Approach to the Assessment of Word Identification Skills.**

25.2 Carmen Andrew, University of Iowa. **The Effect of Vocabulary Difficulty and Contextual Predictability on the Reading Efficiency of Beginning Readers.**

25.3 Connie Juel, University of Texas-Austin, & Robert Solso, University of Idaho. **The Role of Orthographic Redundancy, Versatility, and Spelling-Sound Correspondence Used in Word Identification.**

25.4 Leon Williamson, New Mexico State University. **Facets of English Spelling: Phonics, Semantics, Etymology, Preference.**

## Thursday December 4th, 1980

8am — 5pm Registration Regency Foyer

9:00 — 10:20

26 First Plenary Session Regency

Conference Welcome: Frank Greene, McGill University.

University Welcome: Robert Nardelli, Acting Dean, College of Education, San Diego State University.

Presidential Address: Harry Singer, University of California-Riverside. **Hypotheses in Search of Classroom Validation.**

## 10:30 — 11:50am Sectional Meetings

27 Symposium Regency A

### **Beginning Reading Instruction: Factors to Consider.**

Chaired by: Dawn Mayhew, University of Montana

27.1 David Elkind, Tufts University, & Dawn Mayhew, University of Montana. **Figurative Play and Beginning Reading.**

## Thursday

- 27.2 Dawn Mayhew, University of Montana, & David Elkind, Tufts University. **Equivalence Decoding: A Reading Readiness Consideration.**
- 27.3 Discussant: Charles Read, University of Wisconsin-Madison
- 28 Symposium Island B  
**Frequency Counts in Theoretical and Practical Perspective.**  
Chaired by: Edward Fry, Rutgers University.
- 28.1 Edward Fry, Rutgers University. **A Partial Reading Model Utilizing Language Unit Size by Frequency.**
- 28.2 Richard Hodges, University of Puget Sound. **Phoneme-Grapheme Frequency Counts.**
- 28.3 Elizabeth Sakiey, Glassboro State University. **Syllable and Word Frequency Counts.**
- 28.4 Josephine Goldsmith, Rutgers University. **Frequency of Larger than Word Units.**
- 29 Symposium (Continues in Session 34) Dolphin  
**Experimental Studies in Adult and Aged Reading.**  
Chaired by: Ann Haase, University of Arizona.
- ① 29.1 Richard Robinson, University of Missouri, & Ann Haase, University of Arizona. **Diagnostic and Interest Reading Inventories of Middle Aged Reading Specialists and Sophisticated Readers.**
- ② 29.2 Paulette O'Malley & Ann Haase, University of Arizona. **Diagnostic and Interest Reading Inventories of GED and Community College Students.**
- 29.3 Molly Wilson, Idaho State University. **Reading Interests of the Elderly.**
- ③ 29.4 Alice Wescott, Phyllis Berlowe, & Ann Haase, University of Arizona. **Cloze Error Profiles of Spanish Speaking American Adults.**
- 29.5 Stephanie Brown, University of Arizona. **An Examination of the Subject Matter Preference of Adults Concerning Reading Material for Children and Adolescents.**
- 29.6 Frederick Casler, Brock University. **Adult Reading of Ancient Languages.**
- 29.7 Discussant: Elizabeth Antley, University of Arizona.
- 30 Symposium Regency C  
**Researching Comprehension Instruction in Content Classrooms.**  
Chaired by: David Moore, University of Georgia
- 30.1 John Readence, University of Georgia. **Reviewing Applied Research in Comprehension Instruction.**
- 30.2 David Moore, University of Georgia. **Some Suggested Approaches and Procedures for Researching Comprehension Instruction.**
- 30.3 Richard Barron, Oakland University. **An Example of Systematic Research in Content Area Comprehension Instruction.**
- 30.4 Discussant: Thomas Bean, California State University-Fullerton
- 31 Paper Session Island A  
**Metacognition and Metalinguistics.**  
Chaired by: Trika Smith-Burke, New York University.
- 31.1 Linda Gambrell & Patricia Koskinen, University of Maryland, & Jack Cole, Prince George's County Public Schools. **Metacognitive Knowledge about Mental Imagery: A Comparison of Above and Below Average Readers.**
- 31.2 Rebecca Palmer, University of Minnesota. **How Good Studiers Handle Written Discourse.**

## Thursday

- 31.3 Gail Huffman, Michael Green, & Barbara Edwards, University of North Carolina-Charlotte. **Development Stages of Metalinguistic Awareness Related to Reading.**
- 31.4 Michael Green, Gail Huffman, & Barbara Edwards, University of North Carolina-Charlotte. **Development Stages of Metalinguistic Awareness Related to Oral Communication.**

### 12n — 1:20pm Sectional Meetings

- 32 Symposium Regency A  
**Polysemous Words and Reading Comprehension: Theory, Practice, and Needed Research.**  
Chaired by: Jaap Tuinman, Simon Fraser University
- 32.1 Janet Kendall, Simon Fraser University. **Literature Review: Research Problems.**
- 32.2 Jana Mason, University of Illinois-CSR. **Instructional Questions re. Generic Vocabulary Skills.**
- 32.3 Jaap Tuinman, Simon Fraser University. **A Research Plan to Investigate the Development of Polysemy.**
- 33 Symposium (Continues in Session 38) Island B  
**Relationship of Constructs and Instrumentation in Developmental Research.**  
Chaired by: Mark Aulls, McGill University
- 33.1 Ellen Ryan, University of Notre Dame. **Methodological Problems in Researching Strategy Deficiencies among Poor Readers.**
- 33.2 Margaret MacLean, McGill University. **Comprehension of Incomplete Messages.**
- 33.3 Carol Latour, Lakeshore School Board, Montreal. **Progressive Cloze: Qualitative Insights into Narrative and Expository Text Processing.**
- 33.4 Peter Winograd, University of Illinois-CSR. **Examination of Summaries Produced by Good and Poor Readers.**
- 33.5 Mark Aulls, McGill University. **Developmental Considerations of Reading Research on Good and Poor Readers.**
- 34 Continuation of Session 29 Dolphin
- 35 Paper Session Island A  
**Recording Teachers' Concerns.**  
Chaired by: Anthony Manzo, University of Missouri-Kansas City.
- 35.1 Martha Haggard, Northern Illinois University, & Robert Ruddell, University of California-Berkeley. **The Inservice Instructional Cycle (IIC): A Paradigm for Conducting Inservice Programs.**
- 35.2 Mary Geissal, Northeastern Illinois University, June Knafle, & Susanna Pflaum, University of Illinois-Chicago. **The Affective Responses of Teachers and Pre-Teachers to Spelling Variations.**
- 35.3 Lee Mountain, University of Houston. **A Graduate Program in Reading that Helps Students Publish.**
- 36 Paper Session Regency C  
**Prior Knowledge and Text Structure.**  
Chaired by: Joanna Williams, Teachers College-Columbia.
- 36.1 Judith Langer, New York University, & Mark Nicolich, Millstone, N.J. **Effect of Altered Prior Knowledge Level on Passage Recall.**



## Thursday

- 36.2 Gregory McKenzie, Allan Neilsen, & Carl Braun, University of Calgary. **Effect of Linguistic Connectives and Prior Knowledge on the Understanding of Causal Relationship by Good and Poor Readers.**
- 36.3 Peter Johnston & David Pearson, University of Illinois — CSR. **Explicitness of Connectives and Content Familiarity as Determinants of Reading Comprehension.**
- 36.4 Jennifer Stevenson, University of Wisconsin-Madison. **The Effects of Explicit-Activated and Implicit-Activated Antecedents on Average Third and Eighth Grade Readers' Resolution of Anaphora.**

### 1:30 — 2:50pm Sectional Meetings

- 37 Critical Review Regency A  
Chaired by: Robert Wisher, US Navy Personnel-San Diego  
Rosemarie Park, University of Minnesota. **A Critical Review of Developments in Adult Literacy.**
- 38 Continuation of Session 33 Island B
- 39 Paper Session Dolphin  
**Vocabulary Selection.**  
Chaired by: Adela Stewart, University of Arizona
- 39.1 Philip Lanasa, University of Houston-Clear Lake City. **Comparison of Functional-Survival Core Vocabularies for the Adolescent Slow Learner: Research Basis vs. Empirical Basis.**
- 39.2 Sandra Stotsky, Curry College. **Toward Reassessment of the Principles Underlying Choice of Vocabulary and the Teaching of Word Analysis in Reading Instructional Material.**
- 39.3 Michael Graves & Wayne Slater, University of Minnesota. **Some Measurements of the Depth of Children's Word Knowledge.**
- 40 Symposium (Continues in Session 45) Regency C  
**Classroom Implementation of Comprehension (Discourse Analysis) Research.**  
Chaired by: Diane Lapp, San Diego State University.
- 40.1 Diane Lapp, San Diego State University. **Utilizing Questions as a Comprehension Stimulant.**
- 40.2 James Flood, Boston University. **Metalinguistic Awareness: The Teachable Part.**
- 40.3 Betty Holmes & Nancy Roser, University of Texas-Austin. **A Comparison of Techniques Used to Assess Reader's Prior Knowledge.**
- 40.4 Robert Calfee & Robert Curley, Stanford University. **Comprehending and Knowing: Formal and Informal Discourse Structures.**
- 40.5 Priscilla Drum & Carol Dixon, University of California-Santa Barbara. **Observation of Student-Teacher Interaction in Reading Comprehension Instruction.**
- 40.6 David Pearson, University of Illinois — CSR. **A Review of Instructional Research in Reading Comprehension.**
- 40.7 Carol Dixon & Priscilla Drum, University of California-Santa Barbara. **Application of Discourse Analysis Research to Diagnosis.**
- 40.8 Robert Tierney, University of Illinois — CSR., Diane Schallert, University of Texas-Austin, & Jill LaZansky, University of Illinois — CSR. **Aspects of Incoherence in Biology and Social Studies Text.**

## Thursday

- 41 Paper Session Island A  
**Discourse Structure and Memory.**  
Chaired by: John Guthrie, International Reading Association.
- 41.1 Alice Boljonis, Syracuse University, & Daniel Kaye, Yale University. **Differences in 4th Grade Readers' Recalls of Written Prose as an Effect of the Type and Level of Structure Present in the Text.**
  - 41.2 James Baumann, University of Wisconsin-Madison. **Effects of Height of Information in the Content Structure and Measurement Mode on Third and Sixth Graders' Comprehension of Expository Discourse.**
  - 41.3 Barbara Rennie, Allan Neilsen, & Carl Braun, University of Calgary. **The Effect of Typographical Cueing on Memory for Superordinate Relationships in Written Discourse.**
  - 41.4 Rosalind Horowitz, Gene Piché, & Jay Samuels, University of Minnesota. **A Study of the Effect of Contrasted Rhetorical Predicates on the Recall of Expository Discourse.**
- 2:30 — 4:20pm Sectional Meetings
- 42 Debate Regency A  
**Beginning Reading: Two Psycholinguistic Views**  
Chaired by: Harry Singer, University of California-Riverside
- 42.1 Kenneth Goodman, University of Arizona. **The Right View.**
  - 42.2 Philip Gough, University of Texas-Austin. **The Wrong View.**
- 43 Symposium Island B  
**Classrooms, Constraints and the Language Process: An Example of Naturalistic Research.**  
Chaired by: Robert Carey, Indiana University.
- 43.1 Robert Carey, Indiana University. **Naturalistic Inquiry: The Non-Dominant Paradigm.**
  - 43.2 Jerome Harste, Indiana University. **Classroom Constraints on Comprehension Instruction.**
  - 43.3 Karen Feathers, Indiana University. **Comprehension as Extended Text.**
  - 43.4 Margie Siegel, Indiana University. **Discourse Processing from the Perspective of Speech Act Theory.**
  - 43.5 Discussant: Judith Greene, University of Delaware.
- 44 Paper Session Dolphin  
**Secondary Reading Considerations.**  
Chaired by: Lyndon Searfoss, Arizona State University.
- 44.1 Anne Wolf, University of Wisconsin-Eau Claire, & Jane Greenewald, University of Wisconsin-La Crosse. **Frequency of Reading in Secondary Content Areas: A Follow-up Observation Study.**
  - 44.2 Ken Dulin & Mary Sue Dillingofski, University of Wisconsin-Madison. **Five Secondary-Level Reading Attitude Measures compared with Various Teacher-Selected Criterion Measures of Reading Ability.**
  - 44.3 Shirley Merlin, James Madison University, & Nadja Sefeik-Earl, Petersburg High School, WV. **The Relationship between Reading Frustrations and Behavior Characteristics of Good and Poor Readers.**
  - 44.4 John Readence & David Moore, University of Georgia. **An Investigation into the Effects of a Student-Directed Categorization Strategy on Concept Development.**

## Thursday/Friday

- 45 Continuation of Session 40 Regency C  
46 Paper Session Island A

### **Good and Poor Readers.**

Chaired by: Robert Aaron, University of Georgia

- 46.1 John Miller, Wichita State University. **Differences Between Low Income Schools with High Reading Achievement and High Income Schools with Low Reading Achievement.**
- 46.2 Lea McGee, Virginia Polytechnic Institute. **Good and Poor Readers' Ability to Distinguish Among and Attend to Levels of Importance in Expository Text:**
- 46.3 Helen Gabriel, Carl Braun & Allan Neilson, University of Calgary. **The Effects of an Author's Textual Schema on the Comprehension of Good and Poor Readers.**
- 46.4 Susanna Pflaum & Ernest Pascarella, University of Illinois-Chicago. **The Contribution of Prior Knowledge to Disabled and Normal Readers' Comprehension.**

- 4:30 — 6:00pm Annual Business Meeting Regency  
8:00pm — 12:00m Vital Issues Islands A & B

## Friday December 5th, 1980

- 8:00am — 5:00pm Registration Regency Foyer  
9:00 — 10:20am Second Plenary Session Regency

Chaired by: Jaap Tuinman, Simon Fraser University

- 47 Ann Brown, University of Illinois — CSR. **Writing and Reading and Metacognition.**

### 10:30 — 11:50am Sectional Meetings

- 48 Symposium (Continues in Sessions 53 & 63) Regency A  
**Learning from Science Textbooks: Text Structure, Reading Strategies, and Comprehension.**

Chaired by: Thomas Estes, University of Virginia.

- 48.1 Thomas Estes, University of Virginia. **Properties of Text Predicting Comprehension.**
- 48.2 Mary Wetmore, University of Virginia. **Does Cueing Improve Recall?**
- 48.3 James Deese, University of Virginia. **Form of the Text and Comprehension.**
- 48.4 Wayne Shebilske, University of Virginia. **Study Strategies and Comprehension.**
- 48.5 John Rotondo, University of Virginia. **Mapping the Perceived Structure of Text: Methodological Prospects.**

- 49 Symposium (Continues in Session 54) Island B  
**Reading and Discourse Structure.**

Chaired by: Victor Froese, University of Manitoba

- 49.1 Beth Evans, Laramie County School District No. 1, WY. **Developmental Trends in the Retention of Proposition Level.**
- 49.2 Allan Neilson, University of Calgary. **Effects of Micro-and Macro-Structure on Text Processing.**
- 49.3 Barbara Taylor, University of Minnesota. **The Effects of Instruction in Following Text Structure on Children's Memory for Expository Discourse.**

## Friday

- 49.4 Elizabeth Sulzby & Pamela Adelman, Northwestern University. **The Recall of Text Structure as Affected by Inferences Made During Reading.**
- 49.5 Victor Froese, University of Manitoba. **Exploratory Studies in the Practical Application of Discourse Analysis: Informal Inventories and ESL Learning.**
- 49.6 Discussant: Priscilla Drum, University of California-Santa Barbara.
- 50 Symposium Dolphin
- Assessing Language Proficiency in General and Special Populations.**  
Chaired by: Edys Quellmalz, University of California-Los Angeles.
- 50.1 Edys Quellmalz, University of California-Los Angeles. **Assessing Writing Proficiency.**
- 50.2 Eva Baker, University of California-Los Angeles. **Assessing Reading Proficiency.**
- 50.3 Frank Capell, University of California-Los Angeles. **Issues in Assessing the English Writing Performance of Limited English Speaking Students.**
- 50.4 William Cooley, University of Pittsburgh. **Assessing Reading Proficiency of the Learning Disabled.**
- 50.5 Discussant: William Montague, US Navy Personnel Research-San Diego
- 51 Symposium Regency C
- Reading and Writing: The Acquisition of a Story Schema.**  
Chaired by: Nancy Stein, Northwestern University.
- 51.1 William Smith, Indiana University. **The Use of Story Grammars in the Development of a Model of Discourse Processing.**
- 51.2 Nora Hoover, Virginia Polytechnic Institute. **The Acquisition of a Story Schema.**
- 51.3 Nancy Stein, Northwestern University. **How Children Tell Stories: Theoretical and Empirical Concerns.**
- 51.4 Discussant: Tom Trabasso, University of Chicago.
- 52 Paper Session Island A
- Reading and Reasoning.**  
Chaired by: Gary Craney, Brigham Young University.
- 52.1 Eugene Cramer, University of Illinois-Chicago, & Cheryl Hendress, Bureau County ESR, Pegasus, IL. **Analogical Reasoning, Mental Imagery, and Reading Ability of Middle Grade Students: A Correlational Study.**
- 52.2 Deborah Cureton, University of Wisconsin-Madison. **Differential Processing of Explicit and Implicit Information by Skilled and Difference Fourth Grade Readers.**
- 52.3 David Haynes, University of Georgia. **Latent Transfer Effects of Analogy Upon Prose Learning.**
- 52.4 Elizabeth Taylor, New York State Education Department. **Confirming Story Grammar Structures.**
- 12n — 1:20pm Sectional Meetings
- 53 Continuation of Session 48 Regency A
- 54 Continuation of Session 49 Island B
- 55 Paper Session Dolphin
- Text: Reading and Writing.**  
Chaired by: Lenore Ringler, New York University



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Before mid-November, to register for the conference fill out this form, check the appropriate fee box, make out a cheque to NRC for the correct amount, and mail directly to National Reading Conference, 1230 17th Street, N.W., Washington, D.C., 20036.

After mid-November, to register for the conference fill out this form and bring it with you to San Diego. Registration will take place in the Regency Foyer. Note that there is a \$5.00 surcharge for on-site registrations.

It is required that all who attend the Conference register: it is possible to register for the Conference only, or for several other categories which include Conference attendance. See the front inside cover for the full listing of the membership categories and the fee schedule.

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## Friday

- 55.1 Christine Lucas, McGill University. **Passage from Reading Patterns to Writing Patterns Supported by Linguistic Connectives.**
- 55.2 Frank Torres, California State Polytechnic University, & Leon Williamson, New Mexico State University. **College Freshmen's Sensitivity to Psycholinguistic Cues when Reading.**
- 55.3 James Pichert, Vanderbilt University. **Adult Sensitivity to Relative Text Importance.**
- 55.4 Norma Inabinette & Ruth May, California State University-Fullerton. **Adult Cognition: Piaget Revised.**

56 Symposium (Continues in Session 61) Regency C

### **Researching Reading Instruction.**

Chaired by: James Cunningham, University of North Carolina-Chapel Hill.

Participants: Mark Aulls, McGill University; Patricia Cunningham, University of North Carolina-Chapel Hill; Linda Gambrell, University of Maryland; Michael Graves, University of Minnesota; David Pearson, University of Illinois — CSR; Michael Strange, University of Texas-Austin; Robert Tierney, University of Illinois — CSR.

57 Paper Session Island A

### **Rate, Questions and Second Languages.**

Chaired by: Dennis Fisher, US Army Behavioral Research Directorate.

57.1 Nancy Rogers-Zegarra, University of California-Riverside. **Anglo and Chicano Literal and Scriptal Comprehension of Ethnic Stories.**

57.2 Thomas Bean & Ashley Bishop, California State University-Fullerton. **Selected Prose Characteristics of ESL Materials and Their Effect on Comprehension.**

57.3 Mark Condon, University of Louisville. **Secondary Reading Inventory: Source of Questions.**

57.4 Ronald Carver, University of Missouri-Kansas City. **Just How Flexible are Readers?**

## 1:30 — 2:50pm Sectional Meetings

58 Critical Review Regency A  
Chaired by: Robert Leibert, University of Missouri-Kansas City.

Gerald Duffy, Michigan State University. **Teacher Effectiveness Research.**

59 Paper Session Island B

### **Cloze**

Chaired by: George Klare, Ohio University

59.1 Connie Bridge & Susan Thomas, University of Kentucky. **The Effects of Textual Cohesion on Cloze Comprehension Scores.**

59.2 Ernest Goetz, Texas A & M University, Karen Dixon, Robert Kantor, & Tsivia Cohen, University of Illinois — CSR. **Patterns of Context Utilization by Good and Poor Readers.**

59.3 Michael McKenna, Wichita State University. **Practice Effect of Cloze Testing.**

59.4 Earl Rankin, University of Kentucky & Ann Haase, University of Arizona. **The Effects of Three Scoring Procedures on the Reliability & Validity of Cloze Reading Comprehension Tests for Mexican-Americans.**

60 Workshop Dolphin  
Chaired by: Alden Moe, Purdue University



## Friday

Richard Hodges, University of Puget Sound. **Spellings, Invented and Found.**

- 61 Continuation of Session 56 Regency C  
62 Paper Session Island A

### **Text and Recall.**

Chaired by: Victor Froese, University of Manitoba

- 62.1 Jill Whaley, University of North Carolina-Chapel Hill. **Reader's Reactions to Temporal Disruption in Stories: Another Revelation of Expectations for Story Structure?**  
62.2 Kathleen Gormley & Mary Marr, State University of New York-Albany. **Comprehension: A Look at Reading Ability and Experience with Text.**  
62.3 Candace Bos, University of Arizona. **Remembering Information from Text: A Comparison of the Text Structure of EMR and Average Student's Recalls.**  
62.4 Sandra Berkowitz & Barbara Taylor, University of Minnesota. **The Effects of Text Type and Familiarity on Readers' Recall Mode.**

### 2:30 — 4:20 Sectional Meetings

- 63 Continuation of Session 48 Regency A  
64 Paper Session Island B

### **Secondary and College Skills.**

Chaired by: Edward Fry, Rutgers University.

- 64.1 Nancy Snouffer & Linda Thistlethwaite, Western Illinois University. **The Effect of Graphic Pre and Post Organizers upon the Comprehension of College Students Reading History Material.**  
64.2 Charles Clark, Western Illinois University, & Thomas Bean, California State University-Fullerton. **Objectifying the Construction of Advance Organizers: Possible but not Necessarily Worthwhile.**  
64.3 Charlene Swanson, California State College-San Bernardino. **Effects of Readability and Organizational Pattern on Ninth Graders' Written Recall.**  
64.4 Michael Johnston, Tucson Unified School Dist. No. 1, Wilbur Ames, & Frank Spencer, University of Arizona. **The Effect of Manipulating the Advance Organizer and Other Prereading Strategies on the Comprehension of Abstract Text.**

- 65 Symposium Dolphin

### **Metacomprehension: The Error Detection Paradigm.**

Chaired by: Jane Hansen, University of New Hampshire.

- 65.1 Robert Schwartz, Oakland University. **Coordination and Monitoring of Information in the Word Recognition Decisions of Good and Poor Readers.**  
65.2 Peter Winograd & Peter Johnston, University of Illinois — CSR. **Comprehension: Monitoring and the Error Detection Paradigm.**  
65.3 Taffy Raphael & Robert Tierney, University of Illinois — CSR. **The Effect of Topic Familiarity and Discourse Force on Detection of Inconsistent Information.**  
65.4 Discussant: Ralph Reynolds, University of Illinois — CSR.

- 66 Paper Session Regency C

### **College / Adult Reading & Writing.**

Chaired by: John Downing, University of Victoria

- 66.1 Brenda Wexler, Carol Pierson & Patricia Anders, University of Arizona. **Cleaning Up the Reading and Writing Act: Developing Functional Reading and Writing Competencies in Middle Management.**



## Friday/Saturday

- 66.2 Mary Marr & Kathleen Gormley, State University of New York-Albany. **Factors that Influence Undergraduates' Reading Comprehension.**
- 66.3 Emily Mager, Instructional Science and Development, Inc. **Document Design and Visual Representations of Text as Aids in Comprehension.**
- 66.4 Mary Heller, University of Toledo. **The Relationship between Reading Comprehension and Written Expression.**

67 Paper Session Island A

### **Imagery and Questions.**

Chaired by: Mariam Dreher, University of Maryland

- 67.1 Michael Kamil, University of Illinois-Chicago. **Imagery and Frequency in Word Recognition Models.**
- 67.2 Glen Powell, Kearney State College. **A Meta-Analysis of the Effects of Imposed and Induced Imagery upon Word Recall.**
- 67.3 Tess Kosoff, Syracuse University. **The Effects of Three Types of Introductions on Children's Processing of Text.**
- 67.4 Karen Wixson, Syracuse University. **The Effects of Post Reading Questions on Children's Discourse Comprehension and Knowledge Acquisition.**

8:00pm — 12m Vital Issues Islands A & B

## **Saturday December 6th, 1980**

8:00 — 10:30am Registration Regency Foyer

9:00 — 10:20am Third Plenary Session Regency

Chaired by: Fred Ohnmacht, State University of New York-Albany.

- 68 Richard Venezky, University of Delaware. **Letter Sound Regularity and Orthographic Structure.**

10:30 — 11:50am Sectional Meetings

69 Symposium Island A

### **Applied Research: Training in Content Reading for Physical Science Teachers.**

Chairman & Discussant: Tom Gee, University of Houston-Clear Lake City.

- 69.1 Cynthia Moore, Reading Consultant, Region IV, Houston. **Results of Need Assessment, Pre and Post Criterion Referenced Test.**
- 69.2 Betty Criscoe, University of Houston-Clear Lake City. **The 8 Teacher Training Sessions.**
- 69.3 Jake Parker, Reading Consultant, Region IV, Houston. **Six Training Films for Physical Science Teachers.**

70 Symposium (Continues in Session 75) Island B

### **Children's Comprehension of Figurative Language.**

Chaired by: Andrew Ortony, University of Illinois — CSR.

- 70.1 Karen Dixon, Andrew Ortony & David Pearson, University of Illinois — CSR. **Some Reflections on the Use of Figurative Language in Children's Books.**
- 70.2 Stella Vosniadou, University of Illinois — CSR. **The Conception of Literal and Metaphorical Similarity in the Pre-School Child.**
- 70.3 Marshá Taylor, University of Illinois — CSR. **Figurative Language in Black Language Patterns: Educational and Pedagogical Implications.**
- 70.4 Stella Vosniadou, Ralph Reynolds, & Paul Wilson, University of Illinois — CSR. **The Comprehension of Metaphor in the Pre-School Child.**

## Saturday

70.5 Discussant: Bess Altwerger, Arizona State University.

- 71 Symposium (Continues in Session 76) Dolphin

**Group Mapping Activities-Insights in Reading-Thinking.**

Chaired by: Jane Davidson, Northern Illinois University.

71.1 Martha Haggard, Northern Illinois University. **Group Mapping Activity-Secondary Level.**

71.2 Bonnie Greenslade, Northern Illinois University. **Group Mapping Activity-Analysis of Students' Questions and Responses.**

71.3 DeWayne Triplett, Northern Illinois University. **Group Mapping Activity-Analysis of Individual Mapping Styles for Four Types of Literature Passages.**

- 72 Symposium (Continues in Session 77) Regency A

**Characterizing Verbal Interactions During Oral Reading Instruction.**

Chaired by: James Hoffman, University of Texas-Austin.

72.1 Jerome Niles, Virginia Polytechnic Institute. **Effects of Teacher Feedback on Beginning Reader's Oral Reading Behavior.**

72.2 James Hoffman, University of Texas-Austin. **A Comparison of Pre-Service and In-Service Teacher Feedback Strategies During a Dyadic Oral Reading Interaction.**

72.3 Christopher Baker, University of Texas-Austin. **The Nature and Distribution of Sustaining Teacher Feedback During Oral Reading.**

72.4 Sharon O'Neal, University of Texas-Austin. **Teacher Feedback During Oral Reading and Its Relation to the Subsequent Behavior of the Reader.**

72.5 Discussant: Richard Allington, State University of New York-Albany.

- 73 Symposium (Continues in Session 78) Regency C

**Various Procedures Used in Reader-Text Interaction Research.**

Chaired by: Joseph Vaughan, East Texas State University

73.1 Richard Barron, Oakland University. **Graphic Post-Organizers, Comprehension and Transfer in a Complex, Long-Term Learning Task.**

73.2 Joseph Vaughan, East Texas State University. **Structured Overviews and Schema Building.**

73.3 Gary Long, Rochester Institute of Technology. **Dissecting Prose Passages Through Semantic Mapping: Procedures for Training.**

73.4 Bonnie Armbruster, University of Illinois — CSR, & Diane Schallert, University of Texas-Austin. **Understanding Text Through Mapping.**

73.5 Discussants: Trika Smith-Burke, New York University; Ernest Goetz, Texas A & M University.

### 12n — 1:20pm Sectional Meetings

- 74 Symposium Island A

**Functional Literacy: Demands, Strategies and Processes in Schools and Workplaces.**

Chaired by: Larry Mikulecky, Indiana University.

74.1 William Diehl, University of Georgia. **Functional Literacy: Demands and Strategies in a Cross Section of Occupations.**

74.2 Larry Mikulecky, Indiana University. **Job Literacy: The Relationship Between What Students Learn and What Workers Do.**

74.3 Gordon Larson, Rutgers University. **Reading to Do and Reading to Learn: A Literature Review and Model Presentation.**

## Saturday

74.4 Discussant: Meryl Baker, US Navy Personnel Research-San Diego.

- |    |                            |           |
|----|----------------------------|-----------|
| 75 | Continuation of Session 70 | Island B  |
| 76 | Continuation of Session 71 | Dolphin   |
| 77 | Continuation of Session 72 | Regency A |
| 78 | Continuation of Session 73 | Regency C |

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