



**PROGRAM**  
31st Annual Meeting  
**NATIONAL  
READING  
CONFERENCE**

**December 2 - 5, 1981**  
North Park Inn  
Dallas, Texas

**Program Committee**

Irene Athey (chair), Mark Aulls,  
Thomas Estes, Dennis Fisher, John  
Geyer, Frank Greene, Ruth Meyers,  
Lenore Ringler, Elizabeth Sulzby,  
Joseph Vaughan

**Conference Coordinator**

Michael McKenna

**Local Arrangements**

Chris Baker, Texas Wesleyan College  
and Faculty of the Federation of North  
Texas Universities (East Texas State  
University, North Texas State University,  
Texas Woman's University)

# The 1981 National Reading Conference will be held at

**NORTH PARK INN**  
9300 North Central Expressway  
Dallas, Texas 75231  
(214) 363-2431

If the hotel reservation form is missing from this program, write directly to the hotel for reservations, requesting the special NRC conference rate. 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 nearby hotels but this arrangement is never as comfortable as being in the conference hotel itself. Make your reservations directly with the hotel and EARLY.

## CONFERENCE REGISTRATION

Note that registration prior to **November 15** saves you the \$5.00 on-site registration fee.

If the conference registration form is missing from this program, write directly to:

**National Reading Conference**  
1230 17th Street, N.W.  
Washington, D.C. 20036  
(202) 223-9615

Registration times are:

Tuesday 1 December	4:00 p.m.	9:00 p.m.
Wednesday 2 December	8:00 a.m.	4:00 p.m.
Thursday 3 December	8:00 a.m.	4:00 p.m.
Friday 4 December	8:00 a.m.	4:00 p.m.
Saturday 5 December	8:00 a.m.	12:00 noon

## CONFERENCE ATTENDANCE

Members	\$25.00
Non-members	\$35.00
Emeritus	\$15.00
Student	\$15.00
On-site fee (not pre-registered)	\$ 5.00

## MEMBERSHIP

Membership categories and fees are:

Comprehensive (Includes JRB, YB, voting rights and conference)	\$50.00
Regular (Includes JRB, YB, and voting rights)	\$35.00
* Emeritus comprehensive (Includes JRB, YB, voting rights, and conference)	\$25.00
* Emeritus regular (Includes JRB, YB, and voting rights)	\$15.00
**Student comprehensive (Includes JRB, YB, and conference)	\$25.00
**Student regular (Includes JRB and YB)	\$20.00

\*Emeritus status is 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 status is 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.

## SUBSCRIPTIONS

Journal of Reading Behavior (JRB)	\$25.00
Yearbook	\$15.00

## Wednesday 2 December 1981

### 9:00 a.m. - 5:00 p.m. All-day Research Sessions

#### 1. Secondary Reading Research

Sydney C-2

This workshop provides an organized format for the presentation of original research related to adolescents and includes reactions and in-depth discussion intended to foster further research.

Chair: Joseph L. Vaughan, East Texas State University

Judith Langer, University of California, Berkeley

Charles Peters, Oakland Public Schools

Michael Graves, University of Minnesota

Judythe Patburg, Mary Jo Henning, and Peter Deivity, University of Toledo

Jill Hunter and Thomas Estes, University of Virginia

For further information write Joseph L. Vaughan, Department of Elementary Education, East Texas Station, Commerce, TX 75428.

#### 2. Reading Instruction Research

London C-3

Chair: Mark W. Aulls, McGill University

The purpose of this seminar is to stimulate ideas for sound reading instructional research in schools. The session will be divided into three parts: (1) Three presentations on design issues, followed by discussion; (2) Small group workshops on the practical problems of conducting research in classrooms, followed by discussion on ways to address these problems; (3) Presentations and debate on whether there is reason to relate research results in the areas of teacher-effectiveness and reading comprehension instruction in planning future research directions.

Limit 60. For further information contact Mark Aulls, Reading Center, 3700 McTavish, McGill University, Montreal, Canada H3Y 1A2, or Cathy Wilson W 325 East Hall, University of Iowa, Iowa City, IA 52242

### 9:00 - 10:20 a.m. SECTIONAL MEETINGS

#### 3. Symposium

Paris C-4

##### Developmental and Measurement Issues in Reading Classroom Observation Systems.

Chair: William H. Rupley, Texas A & M University

**3.1 Overview and review of existing classroom observation systems.** John Logan, Texas A & M University.

**3.2 Validity issues associated with classroom reading observation systems.** Nancy G. Mangano, Texas A & M University.

**3.3 Observer agreement and reliabilities of reading classroom observation systems.** Victor L. Willison, Texas A & M University.

Discussant: William H. Rupley, Texas A & M University.

#### 4. Paper Session

Paris C-4

##### Text Comprehension I

Chair: Ernest T. Goetz, Texas A & M University

**4.1 Generating interactions between schemata and texts.** James W. Cunningham, University of North Carolina.

**4.2 Reading comprehension and picture usage: A study with first graders.** Paula C. Grinnell, Yale University.

**4.3 Issues in the use of adapted rewritten texts with less able readers.** Judy N. Mitchell, University of Arizona.

**4.4 Effects of initial mention and orienting task on readers' comprehension of main**

## Wednesday 2 December 1981

**idea.** Susan M. Belmore, Connie A. Bridge, Susan Moskow, Sheila G. Cohen and Patricia Matthews, University of Kentucky.

### 5. Paper Session

Amsterdam C-1

#### Vocabulary

Chair: Harry Singer, University of California, Riverside

**5.1 Towards a psycholinguistically-based theory of vocabulary development.** Michael L. Angelotti, Texas Tech University

**5.2 The reading vocabularies of primary grade children of varying geographic and social backgrounds.** Michael F. Graves, University of Minnesota, Gerald J. Brunetti, St. Mary's College, and Wayne H. Slater, University of Minnesota

**5.3 The instantiation of general terms in children as a function of list length, directions, and reading levels.** Mariam Jean Dreher, University of Maryland, Harry Singer, University of California, Riverside, and Virginia L. Berry, Rialto Unified School District.

**5.4 Children's and adults' decisions for completing a standardized set of sentence contexts.** Peter B. Mosenthal, Antonia K. Colella, and Craig Dougherty, Syracuse University.

**5.5 The effect of a process explanation of "definition" upon adolescents' vocabulary acquisition and concept attainment.** Susan K. Nicholas and Robert M. Schwartz, Oakland University.

### 10:30 - 11:50 a.m. SECTIONAL MEETINGS

#### 6. Symposium

Montreal C-6

##### Application of Field Methodology to Reading Research.

Chair: Barbara A. Kapinus, Prince Georges City Public Schools

**6.1 Some seasoned and new advice from qualitative/field methods.** Judith P. Ruchkin, University of Maryland.

**6.2 When are qualitative research methods useful in reading related inquiry?** Nancy E. Taylor, Catholic University of America.

**6.3 Applications of field methodology to specific reading questions.** Jacqueline A. Haynes, University of Maryland.

Discussant: Ruth A. Garner, University of Maryland

#### 7. Symposium

Frankfurt C-7

##### Comprehension Research with Hearing-Impaired College Students.

Chair: Gary L. Long, National Technical Institute for the Deaf

**7.1 Identification and use of levels of importance in text learning.** Deborah Coggolia, National Technical Institute for the Deaf.

**7.2 Memory for thematically relevant materials in interpreted lectures by deaf students: Effects of directed attention.** Michael Stinson, National Technical Institute for the Deaf.

**7.3 Semantic integration in signed and written English by deaf students.** Laurie C. Brewer, National Technical Institute for the Deaf.

Discussant: Donald F. Dansereau, Texas Christian University

#### 8. Paper Session

Paris C-4

##### Miscue Analysis

Chair: Robert J. Tierney, CSR, University of Illinois

## Wednesday 2 December 1981

- 8.1 Three approaches to prompting textually prompted miscues.** Craig Dougherty and Peter B. Mosenthal, Syracuse University.
- 8.2 An experimental study into the effects of differentiated patterns of verbal feedback to miscues in word identification success and subsequent reader strategies.** James V. Hoffman and Sharon O'Neal, University of Texas at Austin.
- 8.3 The effect of the presence of dialect features in four passages on primary-age black children's reading strategies as revealed by oral miscues.** Charles D. Hobson, Griffin Cooperative Education Service Agency, Griffin, GA.
- 8.4 Teachers' corrections of miscues as a function of readers' social class and dialect.** Margaret S. Steffensen and Robert J. Tierney, CSR, University of Illinois.

### 9. Paper Session

Amsterdam C-1

#### Oral and Written Language

Chair: Anne D. Forester, Camosun College

- 9.1 The development of written language awareness: Environmental aspects.** Nancy E. Taylor, Irene H. Blum, Gail D. Moeller, and David Logsdon, Catholic University of America.
- 9.2 Segmentation and analysis of phonemic units as related to acquisition of the phoneme-grapheme correspondence.** Barbara A. Mathews, Dallas Independent School District.
- 9.3 Reading comprehension: Developmental considerations from speech to print.** James H. Coots, SWRL.
- 9.4 Differences between oral and written discourse and the acquisition of reading proficiency.** Donald J. Leu, Jr., Syracuse University.

### 12:00 - 1:20 p.m. SECTIONAL MEETINGS

#### 10. Symposium

Amsterdam C-1

##### Written Language Growth and Development: It Isn't Just Kid Stuff.

Chair: Jerome C. Harste, Indiana University

- 10.1 Why written language growth and development isn't just kid stuff.** Carolyn L. Burke, Indiana University.
- 10.2 The literacy of young children: Pseudo or real?** Marjorie G. Siegel, Indiana University.
- 10.3 Process universals: The stuff of real literacy.** Karen M. Feathers, Indiana University.
- 10.4 Audience, control and other pseudo concepts of literacy.** Jerome C. Harste, Indiana University.

Discussant: Chrystine M. Bouffler, Indiana University.

#### 11. Symposium

Paris C-4

##### The Effects of Inserted Questions on Children's Comprehension of Prose.

Chair: Dean Rodin, University of Utah

- 11.1 Effects of information density on students' use of categorical clues.** Donald P. Kauchak, University of Utah.
- 11.2 Developmental effects of question position and question type on children's learning of prose material.** Ralph E. Reynolds and Linda B. Magleby, University of Utah.

## Wednesday 2 December 1981

**11.3 The effect of type of response and type of post test on understanding of and memory for text.** Taffy E. Raphael and Clydie A. Wonnacott, University of Utah.

Discussant: Robert M. Schwartz, Oakland University

### 12. Paper Session

Brussels C-11 & Copenhagen C-12

#### Content Area Reading

Chair: Harold L. Herber, Syracuse University

**12.1 Content area roles related to questions asked of reading: Comprehension vs. content.** Mark Condon, University of Louisville.

**12.2 Active skimming: A previewing technique for unskilled college readers.** Tina Jacobowitz, Montclair State College.

**12.3 The effect of student/teacher designed graphic post-organizers upon the comprehension of college freshmen reading history materials.** Nancy Kendall Snouffer, Joy Ellen Pitterman, and Gordon Kirk, Western Illinois University.

**12.4 University students' perceptions of critical reading guides in philosophy and history.** Thomas W. Bean, JoAnn Wells, and Hallie Yopp, California State University, Fullerton.

**12.5 The relationship between note-taking skills and success in medical school.** Martha H. Dillner and David M. Bailey, University of Houston, Clear Lake.

### 13. Paper Session

Mexico City C-10

#### Beginning Reading I

Chair: James Coats, SWRL

**13.1 Judging the emergent reading abilities of kindergarten children.** Beverley J. Otto and Elizabeth Sulzby, Northwestern University.

**13.2 Do different methods of assessing visual perception yield different predictions about reading achievement?** Peter A. Dewitz and Jo Anne Krock, University of Toledo.

**13.3 Influence of story schema on beginning reading.** Nora Lee Hoover, Virginia Polytechnic Institute.

**13.4 A study of student attitudes toward oral reading instruction.** James V. Hoffman, Lesa Kastler and Marcia F. Nash, University of Texas, Austin.

### 1:30 - 2:50 p.m. SECTIONAL MEETINGS

#### 14. Symposium

Montreal C-6

#### Vocabulary Acquisition: Effects of Context and Instruction.

Chair: Priscilla A. Drum, University of California, Santa Barbara

**14.1 Effects of distance and direction of context cues.** Joanne Madison, University of California, Santa Barbara.

**14.2 Effects of categories of context cues.** Bonnie A. Carroll, University of California, Santa Barbara.

**14.3 Pre-teaching vocabulary from superordinate propositions.** Beth Evans, Laramie County School District No. 1, WY.

**14.4 Direct vs. incidental vocabulary instruction.** Carol N. Dixon and Patricia Masonheimer, University of California, Santa Barbara.

**14.5 Relationship of categorical response types to word association tasks.** James Flood, Boston University and Diane Lapp, San Diego State University.

## Wednesday 2 December 1981

**14.6 Effects of word meaning instruction on middle-school students' reading comprehension.** Nancy L. Roser and Connie L. Juel, University of Texas.

Discussant: Michael F. Graves, University of Minnesota.

### 15. Symposium

Frankfurt C-7

#### **Text Semantic Analysis of Reading Comprehension Tests.**

Chair: Mae Chu Chang, National Institute of Education

**15.1 A text semantic approach to analysis of test items.** Paul Kay, University of California, Berkeley.

**15.2 Real vs. ideal reader: A system of notation.** Charles J. Fillmore, University of California, Berkeley.

**15.3 Readers' interactions with test as text demands.** Judith A. Langer, University of California, Berkeley.

Discussant: Mae Chu Chang, National Institute of Education.

### 16. Paper Session

Amsterdam C-1

#### **Writing I**

Chair: Sheilah Allen, University of Victoria

**16.1 The role of writing in developmental reading: A synthesis of the research literature.** Sandra Stotsky, Curry College.

**16.2 Semantic analysis of children's writing.** Connie A. Bridge and Sheila G. Cohen, University of Kentucky.

**16.3 Using text comprehension as a metaphor for understanding text production: Building bridges between reading and writing.** Stephen B. Kucer, Indiana University.

**16.4 A characterization of the role of reading in the writing process.** Margaret A. Atwell, Indiana University.

**16.5 Thinking-aloud in the composition of kindergarten children who show differing degrees of emergent reading ability.** Beverley E. Cox and Elizabeth Sulzby, Northwestern University.

### 17. Paper Session

Paris C-4

#### **Adult Readers**

Chair: John Guthrie, IRA

**17.1 How high school and college students of three levels of reading achievement perceive the reading process.** Janet R. Elder, Richland College and Bess Osburn, Sam Houston State University.

**17.2 Developing a reading program in functional-survival vocabulary with retarded adults.** Philip J. Lanasa III, University of Houston, Clear Lake.

**17.3 An advance organizer to improve poor readers' comprehension of main ideas.** Judith Greenwald, Educational Improvement Center, West Orange, NJ.

**17.4 Adults' mastery of complex concepts about syntactic structure.** Barbara A. Hutson, Virginia Polytechnic Institute.

**17.5 Reading demands upon managers and engineers in a high technology industry.** Phyllis A. Miller, Reading Development Seminars, Minneapolis, MN.

3:00 - 4:20 p.m. SECTIONAL MEETINGS

## Wednesday 2 December 1981

- 18. Symposium** **Frankfurt C-7**
- The Activity of Reading: Study Skills and Learning Strategies.**  
Chair: Thomas H. Estes, University of Virginia
- 18.1 Learning strategy research and development.** Donald F. Dansereau, Texas Christian University.
- 18.2 Learning from textbooks: Reading strategies and comprehension development.** M. Elizabeth Wetmore, University of Virginia.
- 18.3 The skills of studying: A developmental perspective.** Thomas H. Estes, University of Virginia.
- Discussant: Paul T. Wilson, CSR, University of Illinois
- 19. Symposium** **Paris C-4**
- Significant Teachers: Influence, Characteristics and Classroom Effectiveness.**  
Chair: Robert B. Ruddell, University of California, Berkeley
- 19.1 Significant teachers: Characteristics and influence on high and low achievers.** Robert B. Ruddell, University of California, Berkeley.
- 19.2 Significant teachers: Interaction and effectiveness in the classroom.** Martha R. Haggard, University of California, Berkeley.
- 19.3 Significant teachers: A study of the generative nature of teacher influence.** Lee P. Gunderson, University of California, Berkeley.
- Discussant: Charles K. Kinzer, University of California, Berkeley.
- 20. Paper Session** **Amsterdam C-1**
- Classroom Instruction I.**  
Chair: Gerald Duffy, Michigan State University
- 20.1 The development of theoretical orientation to reading among preservice teachers: Effects of campus-based program components.** John C. Stansell, Carol P. Robeck and R. Kay Moss, Texas A & M University.
- 20.2 Specification of instructional practices employed by effective elementary teachers of reading.** Timothy R. Blair, University of Florida, Beth S. Wise and William H. Rupley, Texas A & M University.
- 20.3 Factors contributing to teachers' decisions in the planning of reading instruction.** Hilda Borko and Jerry A. Niles, Virginia Polytechnic Institute.
- 20.4 An analysis of teacher educators' and reading teachers' concerns about teaching reading.** Lana J. McWilliams, Dennie L. Smith, and Thomas A. Rakes, Memphis State University.
- 20.5 Teachers' self-perceptions and reification of instructions within reading instruction.** Patrick W. Shannon, University of Minnesota.
- 21. Paper Session** **Montreal C-6**
- Text Comprehension II**  
Chair: Gary L. Long, National Technical Institute for the Deaf
- 21.1 Macrostructure in the comprehension of fictional genre.** Mark W. Conley, Syracuse University.
- 21.2 Developmental changes in story comprehension.** Stephanie H. McConaughy, University of Vermont.
- 21.3 Teaching story grammars: For which student for how long?** Peter A. Dewitz, University of Toledo and Sue Ann Tackett, Toledo Public Schools.



## Wednesday 2 December 1981

## Thursday 3 December 1981

- 21.4 **The effect of schema activation on the interpretation of poetry.** Gail C. Decker and Robert M. Schwartz, Oakland University.

8:00 p.m. **VITAL ISSUES**

Mexico City C-10

## Thursday 3 December 1981

9:00 - 10:20 a.m. **FIRST PLENARY SESSION**

Grand Ballroom

Conference Welcome: Frank Greene, McGill University

University Welcome: Dr. Sydney Bergquist, Texas Woman's University

### 22. Keynote Address

**A longitudinal study of reading and its implications for the design of computer-based environments for reading practice.**

Alan M. Lesgold, Learning Research and Development Center, University of Pittsburgh  
The results of a longitudinal study of the reading skills acquired by children of varying levels of aptitude during the first three grades will be reviewed. The data available include comprehension achievement, oral reading speed and error patterns, speed of performance in a variety of semantic and articulatory word access tasks, listening skills, etc. Differences in the efficiency of various subskills of reading were found for both different aptitude levels and different curricula.

Based upon earlier theoretical work and the present results, a variety of computer-based instructional capabilities are being designed at present by various colleagues at the Learning Research and Development Center, including Isabel Beck, Lauren Resnick, Steven Roth, Charles Perfetti, and Robert Glaser. This work, which is in progress, will also be discussed.

10:30 - 11:50 a.m. **SECTIONAL MEETINGS**

### 23. Symposium

Frankfurt C-7

**Search for Instructional Practice Based on Schema Theory**

Chair: Lenore H. Ringler, New York University

23.1 **Implications of research for instructional practice.** Ruth S. Meyers, Brooklyn College

23.2 **Schema-based reading practice: Two case studies.** Lenore H. Ringler, New York University.

Discussant: Thomas H. Anderson, University of Illinois

### 24. Symposium

Sydney C-2

**Learning from Informative Text: I. Characteristics of Text and Learner Manipulations (continued in 28).**

Chair: Robert J. Tierney, CSR, University of Illinois

24.1 **The nature of high school textbooks and learners: Overview and update.** Diane L. Schallert, University of Texas, Austin, and Robert J. Tierney, CSR, University of Illinois.

24.2 **Validating the concept of embeddedness.** Julita E. Hernandez and Patricia E. Palmer, University of Texas, Austin.

24.3 **Analysis by subjects: Learner characteristics.** Diane M. Estes and Sarah L. Ulerick, University of Texas, Austin.

24.4 **Aspects of incoherence in informative text.** Robert J. Tierney and Karen Margolis, CSR, University of Illinois.

## Thursday 3 December 1981

**24.5 An in-house critique of relational mapping as it compares to other methods of text description.** Sarah L. Ulerick, University of Texas, Austin.

### 25. Symposium

Paris C-4

**Report on the National Assessment of Reading over 10 years.**

Chair: Edward B. Fry, Rutgers University

**25.1 Do students read better now than 10 years ago?** Edward B. Fry, Rutgers University.

**25.2 New reading test items in the 1979-80 assessment.** Nancy Mede, National Assessment of Educational Progress.

**25.3 Availability of reading data tapes for researchers.** David Wright, National Assessment of Educational Progress.

### 26. Paper Session

Rome C5

**Interests, Habits, and Attitudes.**

Chair: Ken Dulin, University of Wisconsin

**26.1 Self-report interest inventories: Are they valid?** R. Scott Baldwin, University of Miami, Dale M. Johnson and Gary G. Peer, University of Tulsa.

**26.2 Good and poor readers' perceptions of reading instruction.** Barbara D. Stoodt and Sandra J. Buike, University of North Carolina, Greensboro.

**26.3 Reading comprehension and attitude of high and low imagers: A comparison.** Eugene H. Cramer, University of Illinois, Chicago Circle.

**26.4 Attitudes and reading habits of secondary students.** Janet R. Kendall and Jaap Tuinman, Simon Fraser University.

**26.5 Attitudes toward reading: Suburban adolescents vs. innercity adolescents and polygraph verification.** June D. Knafle and Ernest T. Pascarella, University of Illinois, Chicago Circle, Miriam B. Hammons, Oak Park Public Schools.

### 12:00 - 1:20 p.m. SECTIONAL MEETINGS

### 27. Symposium

Frankfurt C-7

**Analyzing the Reading Task: Contributions and Limitations of Three Approaches.**

Chair: Donald J. Leu, Jr., Syracuse University.

**27.1 Taxonomies of text: Contributions and limitations for analyzing the reading task.** Karen Carroll, University of California, Berkeley.

**27.2 Taxonomies of text: Contributions and limitations for analyzing the reading task.** Charles K. Kinzer, University of California, Berkeley.

**27.3 A "taxonomy" of cognition: Contributions and limitations for analyzing the reading task.** Janet K. O'Toole, University of California, Berkeley.

Discussant: Robert D. Chester, University of British Columbia.

### 28. Symposium

Sydney C-2

**Learning from Informative Text: II. Effects of Text and Learner Manipulations (continued from 24).**

Chair: Diane L. Schallert, University of Texas, Austin.

**28.1 Determining gist in expository text: An instructional study.** Karen Margolis and Robert J. Tierney, CSR, University of Illinois.

**28.2 Helping students learn from informative text.** Ernest T. Goetz, Texas A & M University and Michael C. Murphy, University of Texas, Austin.

**28.3 Can new ideas be made more accessible through text engineering?** Michael C. Murphy and Diana M. Bienko, University of Texas, Austin.

## Thursday 3 December 1981

**28.4 The effects of engineered comparison texts.** Ester Geva and Jill L. LaZansky, CSR, University of Illinois.

Discussant: Donald F. Dansereau, Texas Christian University.

### 29. Paper Session

Montreal C-6

#### Metacomprehension

Chair: Barbara A. Hutson, Virginia Polytechnic Institute

**29.1 Metacognitive training in question-answering strategies: Implementation in a 4th grade developmental reading program.** Taffy E. Raphael and Clydie A. Wonnacott, University of Utah.

**29.2 The influence of metacognitive knowledge of expository text structure on discourse recall.** Lea M. McGee, Louisiana State University.

**29.3 The relationship between one's feeling of knowing and performance on comprehension questions.** James R. Gavelek and Taffy E. Raphael, University of Utah.

**29.4 Verbal reports as data: Using verbal reports to investigate reading comprehension processes.** Rick R. McCown and Linda L. Johnson, Southern Illinois University.

**29.5 Children's conceptions of humor: Extending metalinguistic awareness-of-print research.** Lyndon W. Searfoss, Arizona State University.

### 30. Research Review

Paris C-4 and Rome C-5

#### A Review of Technology in Reading Research and Instruction.

Michael L. Kamil, University of Illinois, Chicago Circle.

## 1:30 - 2:50 p.m. SECTIONAL MEETINGS

### 31. Symposium

Frankfurt C-7

#### Direct Teaching of Comprehension and Metacomprehension Skills.

Chair: Dennis F. Fisher, U.S. Army Behavioral Research Directorate.

**31.1 Using links to teach comprehension and metacomprehension skills to children.** Don F. Nix, IBM Watson Research Center.

**31.2 Facilitating comprehension and metacomprehension skills by utilizing a systematic process for representing macro-level ideas in text.** Charles W. Peters, Oakland Public Schools and Karen K. Wixson, University of Michigan.

Discussant: Bonnie B. Armbruster, CSR, University of Illinois.

### 32. Symposium

New Orleans C-8

#### Ethnographic Perspectives on Learning to Read and Write.

Chair: Jerry Zutell, Ohio State University

**32.1 Qualitative approaches to reading-writing research.** Jerry Zutell, Ohio State University.

**32.2 The application of ethnographic techniques to the study of written language growth and development.** Jerome C. Harste, Indiana University.

**32.3 The application of ethnographic techniques to the study of written language growth and development.** Tobie S. Sanders, Ohio State University.

Discussant: Robert Carey, Indiana University.

### 33. Paper Session

Montreal C-6

#### Expository Prose I

Chair: David A. Hayes, University of Georgia

## Thursday 3 December 1981

## Friday 4 December 1981

33.1 **Text unity: A semantic perspective on mapping cohesion and coherence.** Karen M. Feathers, Indiana University.

33.2 **Improving the instruction of reading comprehension: 5th grade students and expository text.** Jane A. Hansen, University of New Hampshire.

33.3 **The effects of instruction in text organization on 6th grade students' memory for expository reading.** Sandra J. Berkowitz, University of Minnesota.

33.4 **Children's ability to comprehend main ideas and details after reading expository prose.** James F. Baumann, North Texas State University.

33.5 **The effects of instruction in text structure on students' comprehension and production of expository prose.** Barbara M. Taylor and Richard W. Beach, University of Minnesota.

### 34. Paper Session

Paris C-4

#### Writing II

Chair: Elizabeth Sulzby, Northwestern University

34.1 **Differences in text organization in children's writing as an effect of the type of instructions given.** Alice S. Boljonis, SUNY, Oswego.

34.2 **Effect of story schema awareness on reading comprehension and writing.** Christine J. Gordon and Carl Braun, University of Calgary.

34.3 **Effect of sentence-combining instruction on the reading and writing achievement of 5th grade children.** Deurelle C. McAfee, University of Texas, Dallas.

34.4 **Reading recalls as indicators of comprehension and composition.** David W. Moore and William D. Page, University of Connecticut.

35.5 **Improved reading through writing: An experiment in a secondary school classroom.** Sheilah Allen, University of Victoria.

3:00 - 4:20 p.m. **SECOND PLENARY SESSION**

Cont Grand Ballroom

### 35. Keynote Address

#### Researching Pedagogical Issues in Reading.

Diane Lapp, San Diego State University

4:30 - 6:00 p.m. **ANNUAL BUSINESS MEETING**

Cont Grand Ballroom

8:00 - 12:00 p.m. **VITAL ISSUES**

Co1 Mexico City C-10

## Friday 4 December 1981

9:00 - 10:20 a.m. **THIRD PLENARY SESSION**

Grand Ballroom

### 36. Keynote Address

#### Research Needed to Solve Reading Problems.

Shirley Jackson, Basic Skills Improvement Program, U.S. Department of Education.

10:30 - 11:50 a.m. **SECTIONAL MEETINGS**

### 37. Symposium

Mexico City C-10

#### Solving Reading Problems through Research: Federal and State Perspectives.

Chair: Thomas G. Sticht, HUMRRO

37.1 **Solving reading problems through research at NIE.** Ramsay Selden, National Institute of Education.

WEDNESDAY 2 DECEMBER 1981

		9:00-10:20 a.m.	10:30-11:50 a.m.	12:00-1:20 p.m.	1:30-2:50 p.m.	3:00-4:20 p.m.	
<b>REGISTRATION: TUES. 4:00 - 9:00 p.m., WED. 8:00 a.m.-4 p.m.</b> 1. All-Day Research Session: Secondary Reading Research C-2 2. All-Day Research Session: Reading Instruction Research C-3	3. C-4 <b>SYMPOSIUM</b> Developmental and Measurement Issues in Reading Classroom Observation Systems	6. C-6 <b>SYMPOSIUM</b> Application of Field Methodology to Reading Research	10. C-1 <b>SYMPOSIUM</b> Written Language Growth and Development	14. C-6 <b>SYMPOSIUM</b> Vocabulary Acquisition: Effects of Context and Instruction	18. C-7 <b>SYMPOSIUM</b> The Activity of Reading: Study Skills & Learning Strategies		
	4. C-4 <b>PAPER SESSION</b> Text Comprehension I	7. C-7 <b>SYMPOSIUM</b> Comprehension Research with Hearing Impaired College Students	11. C-4 <b>SYMPOSIUM</b> The Effects of Inserted Questions on Children's Comprehension of Prose	15. C-7 <b>SYMPOSIUM</b> Text Semantic Analysis of Reading Comprehension Tests	19. C-4 <b>SYMPOSIUM</b> Significant Teachers: Influence, Characteristics, and Classroom Effectiveness		
	5. C-4 <b>PAPER SESSION</b> Vocabulary	8. C-4 <b>PAPER SESSION</b> Miscue Analysis	12. C-11 & C-12 <b>PAPER SESSION</b> Content Area Reading	16. C-10 <b>PAPER SESSION</b> Beginning Reading I	20. C-1 <b>PAPER SESSION</b> Class Instruction I		
		9. C-1 <b>PAPER SESSION</b> Oral & Written Language	13. C-1 <b>PAPER SESSION</b> Writing I	17. C-4 <b>PAPER SESSION</b> Adult Readers	21. C-6 <b>PAPER SESSION</b> Text Comprehension II		
1st Choice	_____	_____	_____	_____	_____		
2nd Choice	_____	_____	_____	_____	_____		
3rd Choice	_____	_____	_____	_____	_____		

VITAL ISSUES: 8:00 p.m.  
Mexico City C-10

THURSDAY 3 DECEMBER 1981

		9:00-10:20 a.m.	10:30-11:50 a.m.	12:00-1:20 p.m.	1:30-2:50 p.m.	3:00-4:20 p.m.		
REGISTRATION 8:00 a.m.-4:00 p.m.	<p>22. <b>FIRST PLENARY SESSION</b> Grand Ballroom</p> <p>A Longitudinal Study of Reading and Its Implications for the Design of Computer-Based Environments for Reading Practice.</p> <p>Alan M. Lesgold, LRDC, University of Pittsburgh</p>	<p>23. C-7 <b>SYMPOSIUM</b> Search for Instructional Practice Based on Schema Theory</p>	<p>27. C-7 <b>SYMPOSIUM</b> Analyzing the Reading Task: Contributions and Limitations of Three Approaches</p>	<p>31. C-7 <b>SYMPOSIUM</b> Direct Teaching of Comprehension and Metacomprehension Skills</p>	<p>35. <b>SECOND PLENARY SESSION</b> Grand Ballroom</p> <p>Researching Pedagogical Issues in Reading. Diane Lapp, San Diego State University</p>	<p>4:30 - 6:00 P.M. ANNUAL BUSINESS MEETING Grand Ballroom</p> <p>8:00 P.M. VITAL ISSUES Mexico City</p>		
		<p>24/28. C-2 <b>SYMPOSIUM</b> Learning from Informative Test: I. Characteristics of Text &amp; Learner Manipulations II. Effects of Text &amp; Learner Manipulations</p>	<p>29. C-6 <b>PAPER SESSION</b> Metacomprehension</p>	<p>32. C-8 <b>SYMPOSIUM</b> Ethnographic Perspectives on Learning to Read and Write</p>			<p>33. C-6 <b>PAPER SESSION</b> Expository Prose I</p>	
	<p>1st Choice _____</p> <p>2nd Choice _____</p> <p>3rd Choice _____</p>	<p>25. C-4 <b>SYMPOSIUM</b> Report on the National Assessment of Reading Over 10 Years</p>	<p>30. C-4 &amp; 5 <b>RESEARCH REVIEW</b> A Review of Technology in Reading Research and Instruction Michael L. Kamil</p>	<p>34. C-4 <b>PAPER SESSION</b> Writing II</p>				

# 1981 National Reading Conference registration form.

NAME	Last	First

HOME ADDRESS (number, street, and apartment)

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(City-State-Zip)	City	State	Zip

BUSINESS ADDRESS (number, street, and apartment)

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(City-State-Zip)	City	State	Zip

AFFILIATION (University/School/Company)

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TELEPHONE	Area Code	Number
HOME:		

OFFICE:	Area Code	Number

MAIL TO BE SENT TO:  
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Please process my NRC membership and/or NRC conference application. Enclosed find my cheque, made out to NRC for the amount checked. Member \$35. \_\_\_\_; Comprehensive membership \$50. \_\_\_\_; Emeritus \$20. \_\_\_\_; Emeritus comprehensive \$25. \_\_\_\_; Student \$20. \_\_\_\_; Student comprehensive \$25. \_\_\_\_; Conference attendance only: member \$25. \_\_\_\_; non-members \$35. \_\_\_\_; Emeritus or Student \$15. \_\_\_\_.

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 Dallas. Registration will take place in the 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.

At any time of the year, to become a member or for any information, write directly to National Reading Conference, 1230 17th Street, N.W., Washington, D.C., 20036.

To register in the Hotel, write directly to the Hotel, do not go through NRC. Write for reservations and request NRC conference rates. North Park Inn, 9300 North Central Expressway, Dallas, Texas 75231



**FRIDAY 4 DECEMBER 1981**

9:00-10:20 a.m.

10:30-11:50 a.m.

12:00-1:20 p.m.

1:30-2:50 p.m.

3:00-4:20 p.m.

REGISTRATION 8:00 a.m.-4:00 p.m.

**Grand Ballroom**

**THIRD PLENARY SESSION**

**36.**

**Research Needed to Solve Reading Problems**

Shirley Jackson, Basic Skills Improvement Program, U.S.  
Department of Education.

37. **C-10**  
**SYMPOSIUM**  
Solving Reading  
Problems Through  
Research: Federal  
and State  
Perspectives

41. **C-6**  
**SYMPOSIUM**  
Expository Materials  
in Children's  
Textbooks

45./49. **C-2**  
**SYMPOSIUM**  
Policies, Practices and Possibilities in  
Assessing Achievement in Basic Skills  
and Minimal Competency

38./42. **C-2**  
**SYMPOSIUM**  
Content Area Reading:  
Practice and Research

46. **C-3**  
**SYMPOSIUM**  
Reasoning Strate-  
gies

50. **C-7**  
**SYMPOSIUM**  
Teachers' & Child-  
ren's Concepts  
About Reading &  
Writing: Form or  
Function?

39. **C-4 & C-5**  
**PAPER SESSION**  
Expository Prose II

43. **C-4 & C-5**  
**RESEARCH REVIEW**  
Designs Concepts  
for Research on  
Instruction  
Robert C. Calfee

47. **C-6**  
**PAPER SESSION**  
Comprehending  
Stories

51. **C-3**  
**PAPER SESSION**  
Beginning Reading  
II

40. **C-1**  
**PAPER SESSION**  
Case Studies

44. **C-1**  
**PAPER SESSION**  
Literature Reviews

48. **C-1**  
**PAPER SESSION**  
Classroom Instruc-  
tion II

52. **C-4 & C-5**  
**PAPER SESSION**  
Disabled Readers

1st Choice  
2nd Choice  
3rd Choice

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## Friday 4 December 1981

**37.2 Solving reading problems through research in the Department of Defense.** Harold F. O'Neil, Jr., U.S. Army Research for the Behavioral and Social Sciences.

**37.3 Solving reading problems through research at the Library of Congress.** John Cole, Center for the Book, Library of Congress.

**37.4 Solving reading problems through research at the state level.** Glenn Cutlip, Skills Division, Maryland State Department of Education.

Discussant: Shirley Jackson, Basic Skills Improvement Program, U.S. Department of Education.

### 38. Symposium

Sydney C-2

#### Content Area Reading: Practice and Research (continued in 42)

Chair: Rosary Lalik, Syracuse University

**38.1 The influence of level of exposure to content area reading procedures on the achievement of 8th grade students.** Melvin Shelly, Syracuse City Schools and Anne Shelly, Syracuse University.

**38.2 A study of the influence of teachers' training in content area reading instruction on the discourse processes of students.** Mark W. Conley, Harold L. Herber, Rosary Lalik, William C. McGrade, Peter Mosenthal, and Anne Shelly, Syracuse University; Joan Nelson, SUNY Binghamton.

**38.3 A study of the influence of teachers' training in content area reading instruction on teachers' conceptions of students.** Rosary Lalik, Syracuse University.

**38.4 A comparison of two types of guides for developing students' comprehension of expository text.** Harold L. Herber, Syracuse University and Joan Nelson, SUNY Binghamton.

### 39. Paper Session

Paris C-4 and Rome C-5

#### Expository Prose II

Chair: David W. Moore, University of Connecticut

**39.1 Towards an understanding of readers' comprehension of expository and narrative text.** Pi A. Farr, Tucson Unified School District and Judy N. Mitchell, University of Arizona.

**39.2 Monitoring and resolving comprehension failure through text lookbacks.** Ruth A. Garner and Ron Reis, University of Maryland.

**39.3 Effects of contextual constraint and frequency of meaning on the processing of ambiguous words.** Connie A. Bridge, Susan B. Moskow, Susan M. Belmore, and Craig J. Petrun, University of Kentucky.

**39.4 Computer-aided glossing of facilitated learning in expository prose.** Paul J. Blohm, University of Western Louisiana.

### 40. Paper Session

Amsterdam C-1

#### Case Studies

Chair: Janet J. Larsen, University of Florida

**40.1 An in-depth study of a very good reader.** Ronald P. Carver, University of Missouri, Kansas City.

**40.2 Language setting influences upon the text processing of a 16-year-old beginning reader.** R. Kay Moss and John C. Stansell, Texas A & M University.

**40.3 Learning to read and write at 36: A case study of an adult illiterate.** Anne D. Forester, Camosun College.

**40.4 Reading readiness viewed through four learning/solving styles.** Sara W. Lundsteen, North Texas State University.

## Friday 4 December 1981

### 12:00 - 1:20 p.m. SECTIONAL MEETINGS

#### 41. Symposium

Montreal C-6

##### **Expository Materials in Children's Textbooks.**

Chair: P. David Pearson, CSR, University of Illinois

**41.1 What kinds of expository materials are occurring in elementary school children's textbooks?** P. David Pearson, Meg Gallagher, Anne Goudvis, CSR, University of Illinois, and Peter Johnston, SUNY Albany.

**41.2 Children's perceptions of text types—How distinct are they?** Meg Gallagher, Anne Goudvis, P. David Pearson, CSR, University of Illinois and Peter Johnston, SUNY Albany.

**41.3 Sources of comprehension difficulty within expository text materials.** Anne Goudvis, P. David Pearson, Meg Gallagher, CSR, University of Illinois and Peter Johnston, SUNY Albany.

**41.4 In the classroom—What can we do to help students with comprehension of expository material?** Peter Johnston, SUNY Albany, and P. David Pearson, Meg Gallagher, Anne Goudvis, CSR, University of Illinois.

Discussant: Bonnie B. Armbruster, CSR, University of Illinois

#### 42. Content Area Reading (continued from 38)

Sydney C-2

#### 43. Research Review

Paris C-4 and Rome C-5

##### **Designs Concepts for Research on Instruction.**

Robert C. Calfee, Stanford University.

#### 44. Paper Session

Amsterdam C-1

##### **Literature Reviews**

Chair: John J. Geyer, Rutgers University

**44.1 Classic studies in reading: A survey.** Victor Froese, University of Manitoba.

**44.2 An analysis and evaluation of six theories of reading.** William E. Smith, Western Kentucky University.

**44.3 A review of the literature on expository writing.** Shirley A. Koeller, Texas Tech University.

**44.4 Written questions and statements as reading aids in the middle grades.** David M. Memory, Indiana State University.

### 1:30 - 2:50 p.m. SECTIONAL MEETINGS

#### 45. Symposium

Sydney C-2

##### **Policies, Practices, and Possibilities in Assessing Achievement in Basic Skills and Minimal Competency (continued in 49).**

Chair: Harry Singer, University of California, Riverside.

**45.1 Policies on testing basic skills.** Harry Singer, University of California, Riverside.

**45.2 Evaluation and testing in reading: Educators; attitudes, preferences, and competencies.** Robert B. Ruddell and Charles K. Kinzer, University of California, Berkeley.

**45.3 Diagnostic tests for use in teaching reading comprehension.** John McNeil, University of California, Los Angeles.

**45.4 Teaching and testing reading comprehension.** Merlin C. Wittrock, University of California, Los Angeles.

## Friday 4 December 1981

### 46. Symposium

London C-3

#### Reasoning Strategies

Chair: Barbara Mathews, Dallas Independent School District.

**46.1 Reasoning strategies used by 7th and 8th grade remedial students.** Jane Siebert, Dallas Independent School District.

**46.2 Reasoning strategies of gifted and creative students.** Bertha W. Kingore, Hardin-Simmons University.

**46.3 Metalinguistic awareness of reasoning strategies of student writers.** Linda Stromberg, North Texas State University.

**46.4 Reasoning strategies of young children.** Ruth J. Kurth, North Texas State University.

Discussant: Gary Ryan, University of Texas, Arlington

### 47. Paper Session

Montreal C-6

#### Comprehending Stories

Chair: Nancy L. Stein, Northwestern University

**47.1 Developmental differences in the processing of narrative temporal events.** Sharon B. Thomas, North Carolina State University.

**47.2 The relationship between success in reading and ability to predict story information.** Jill F. Whaley, University of North Carolina.

**47.3 Presence and types of conflict in stories told by children.** Dixie Lee Spiegel and Jill F. Whaley, University of North Carolina.

**47.4 Effects of instruction in the use of story schema as an aid to comprehension.** Gloria M. McDonnell, Fairfax County Schools.

### 48. Paper Session

Amsterdam C-1

#### Classroom Instruction II

Chair: Trika Smith-Burke, New York University

**48.1 Evaluating teacher's perceptions of reading specialists.** Paula J. Gaus, Fairfield University.

**48.2 Negotiating reading lessons beyond the method.** William C. McGrade and Peter B. Mosenthal, Syracuse University.

**48.3 Routines and rituals in classroom reading lessons: The emergence of classroom competence.** Peter B. Mosenthal, Syracuse University.

**48.4 A comparison of skilled and less skilled readers' performance on equivalent basal story lessons.** Karen K. Wixson, University of Michigan.

**48.5 Conditions affecting reading to learn in content area classrooms.** Allan R. Neilsen and Barbara Rennie, University of Calgary.

### 3:00 - 4:20 p.m. SECTIONAL MEETINGS

### 49. Symposium

Sydney C-2

**Policies, Practices, and Possibilities in Assessing Achievement in Basic Skills and Minimal Competency (continued from 45).**

### 50. Symposium

Frankfurt C-7

**Teachers' and Children's Concepts About Reading and Writing: Form or Function?**

Chair: Janet K. Black, North Texas State University

**50.1 The reading process as perceived by students and their teachers.** Lyn A. Scott, Xerox Corporation.

## Friday 4 December 1981

## Saturday 5 December 1981

**50.2 An investigation of the relationship between concept of reading instruction and achievement in reading.** Brenda Folsom, Midlothian Independent School District and Rita J. Martin, University of Texas, Arlington.

**50.3 Children's and teachers' concepts about writing.** Janet K. Black, North Texas State University.

Discussant: Rita J. Martin, University of Texas, Arlington.

### 51. Paper Session

London C-3

#### Beginning Reading II

Chair: Dennis F. Fisher, U.S. Army Behavioral Research Directorate.

**51.1 The relationship of home and school influences on the development of reading skills.** Bertha W. Kingore, Hardin-Simmons University.

**51.2 The relationship between written language and cognitive abilities of preschool children from different socioeconomic homes.** Donna Wiseman and Carol P. Robeck, Texas A & M University.

**51.3 Looking at two sides of print awareness: Reading and spelling abilities of young children.** Elfrieda H. Hiebert, University of Kentucky.

**51.4 Kindergarteners deal with word boundaries.** Elizabeth Sulzby, Northwestern University.

**51.5 A study of word errors produced by 2nd, 3rd, and 4th grade pupils reading the Dolch Word List.** Robert E. Leibert, University of Missouri, Kansas City.

### 52. Paper Session

Paris C-4 and Rome C-5

#### Disabled Readers

Chair: Michael C. McKenna, Wichita State University

**52.1 Stages of language development in disabled readers between the ages of 6 and 10.** Donna E. Alvermann, University of Northern Iowa.

**52.2 Factor patterns in reading development and disability.** Josephine S. Goldsmith, Rutgers University.

**52.3 The effect of labeling, verbal rehearsal, and reinforcement on serial recall of learning disabled children.** Bonnie A. Norman, New York University.

**52.4 A study of the effects of counseling with or without remedial reading instruction on vocabulary development and comprehension.** Lance M. Gentile, North Texas State University.

**52.5 Individual differences in short-term memory.** Lauren Leslie, Marquette University.

## Saturday 5 December 1981

9:00 - 10:20 a.m. SECTIONAL MEETINGS

### 53. Symposium

Monte Carlo C-14

**Text Analysis: Taking the Cue from the Reader (continued in 57)**

Chair: Kenneth S. Goodman, University of Arizona

**53.1 Text analysis from the reader's perspective.** Kenneth S. Goodman, University of Arizona.

**53.2 A cohesive analysis of a 2nd grade basal story.** Claudia S. Dybdahl, University of Arizona.

**53.3 The representation of dialogue in text.** Suzanne Gepass, University of Arizona.

## Saturday 5 December 1981

**53.4 Transition into literacy: Readers' responses to text.** Myna Haussler, University of Arizona.

Discussant: Robert J. Tierney, CSR, University of Illinois.

### 54. Symposium

Paris C-4 and Rome C-5

**Issues in Initial Reading Instruction (continued in 58).**

Chair: Michael R. Sampson, East Texas State University.

**54.1 Young children and environmental print: A description and a prescription.** Elfrieda H. Hiebert, University of Kentucky and Diana Ham, Fayette County School District.

**54.2 A comparison of the complexity of children's dictation and instructional reading materials.** Michael R. Sampson and Mary B. Sampson, East Texas State University.

**54.3 Teaching sight vocabulary through patterned language materials.** Connie A. Bridge, University of Kentucky and Brenda C. Burton, Stonewall Elementary School, Lexington, KY.

**54.4 The effects of induced mental imagery upon the text prediction performance of 1st and 3rd graders.** Linda Gambrell, University of Maryland.

**54.5 Investigating 1st graders' simultaneous use of top-down and bottom-up decoding strategies.** Patricia M. Cunningham, Wake Forest University.

Discussant: Jerome C. Harste, Indiana University.

### 55. Paper Session

Amsterdam C-1

**Cloze (continued in 59)**

Chair: Frank Greene, McGill University

**55.1 The content and construct validity of cloze tests in relation to psycholinguistic conceptualizations of reading comprehension.** Earl F. Rankin, University of Kentucky and Phoebe K. Helm, Triton College.

**55.2 The validity of cloze procedure for assessment of readability and diagnosis of reading ability at the college level.** T. Patrick Mullen and Ina C. Katz, California State College, San Bernardino.

**55.3 Cloze sensitivity to information integration.** Timothy Shanahan and Michael L. Kamil, University of Illinois, Chicago Circle.

**55.4 Cloze performance on materials below the instructional level.** Michael C. McKenna, Wichita State University.

**55.5 Relationships of cognitive tempos and responses on a cloze informal reading inventory.** Reta D. Hicks, Western Kentucky University.

### 56. Paper Session

Mexico City C-10

**Assessment and Prediction**

Chair: Joanna P. Williams, Teachers College, Columbia University

**56.1 Reading achievement as a function of volume in three countries.** John T. Guthrie, International Reading Association.

**56.2 The consequences of format variations in reading tests.** Jaap Tuinman and Janet R. Kendall, Simon Fraser University.

**56.3 An inventory for assessment of oral language production.** Joyce M. Hamrick, Troy State University.

**56.4 Study skills assessment: Problems and promise.** Claire E. Weinstein and Anne Schulte, University of Texas, Austin.

10:30 - 11:50 a.m. SECTIONAL MEETINGS

## Saturday 5 December 1981

57. Symposium Monte Carlo C-14  
**Text Analysis: Taking the Cue from the Reader (continued from 53).**
58. Symposium Paris C-4 and Rome C-5  
**Issues in Initial Reading Instruction (continued from 54).**
59. Paper Session Amsterdam C-1  
**Cloze (continued from 55).**
60. Paper Session Mexico City C-10  
**Prior Knowledge**  
Chair: P. David Pearson, CSR, University of Illinois
- 60.1 **The interaction of prior knowledge and text structure upon recall of expository prose.** Nancy Marshall, Florida International University.
- 60.2 **On asking children questions to ascertain their topic interest and prior knowledge about a topic.** Victoria Chou Hare, University of Illinois, Chicago Circle and Denise A. Devine, Chicago.
- 60.3 **Prior knowledge as a handicapping condition.** Katherine Maria, Teachers College, Columbia University and Walter H. MacGinitie, University of Victoria.
- 60.4 **The effect of states of prior knowledge on question answering.** Betty Holmes, Pennsylvania State University, Capitol Campus.
- 12:00 - 1:20 p.m. SECTIONAL MEETINGS
61. Symposium Paris C-4  
**Current Research in Group Mapping Activities**  
Chair: Jane L. Davidson, Northern Illinois University
- 61.1 **Introduction and review of research related to group mapping activities.** Jane L. Davidson, Northern Illinois University.
- 61.2 **Thematic identification in 8th grade students' maps from group mapping activities.** DeWayne Triplett, Northern Illinois University.
- 61.3 **Effects of group mapping activities on immediate and delayed recall.** Bonnie C. Greenslade and Nancy D. Padak, Northern Illinois University.
- 61.4 **Thematic intrusions and elaborations of 7th and 8th grade students in group activities over time.** Jane L. Davidson, Northern Illinois University.
62. Symposium Hong Kong C-9  
**The Effect of Personality Factors on the Study Strategies of College Students.**  
Chair: Janet J. Larsen, University of Florida.
- 62.1 **Improvement of academic competency.** Janet J. Larsen, University of Florida.
- 62.2 **Avoiding test anxiety.** William C. Kennedy II, Lake Sumter Community College.
- 62.3 **Effect of time management on academic success in college.** William Kibler, Texas A & M University.
- Discussant: Eleanor Schenck, University of Florida.
63. Paper Session Montreal C-6  
**Beginning Reading III**  
Chair: Josephine Goldsmith, Rutgers University
- 63.1 **The growth of letter-sound correspondence knowledge in 1st grade and its relation to reading achievement and programs.** Connie L. Juel and Diane W. Roper, University of Texas, Austin.



**63.2 The basal: What does it demand of the beginning reader?** Bess Osburn, Sam Houston State University.

**63.3 The substrata-factor theory of reading: Differential development of sub-systems underlying reading comprehension in the first year of instruction.** Ina C. Katz, California State College, San Bernardino and Harry Singer, University of California, Riverside.

**63.4 The skills and abilities of young natural readers: A report on ongoing research.** Andrew R. Manning, Jane Blackburn and Sandy Bishop, Mount Saint Vincent University.

**64. Paper Session**

**Brussels C-11**

**Role Identity and Reading**

Chair: Irene Athey, Rutgers University

**64.1 Sex role identity and reading achievement in elementary school children.** Hollis Lowery-Moore, University of Houston.

**64.2 The relationship between and among status of author, gender of author, and gender of reader on evaluation of the author as credible.** Patricia L. Anders, University of Arizona.

**64.3 Sex differences in reading development among primary school pupils: A longitudinal study.** Roger A. Johnson and Betty H. Yarborough, Old Dominion University.

**64.4 Adult readers' patterns of stereotypic response to literary characters bearing ethnicity-identifying names.** Ken L. Dulin, University of Wisconsin and M. Jane Greenwald, University of Wisconsin, La Crosse.

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