



PROGRAM

32nd Annual Meeting

NATIONAL READING CONFERENCE

December 1 - 4, 1982

Holiday Inn

Clearwater Beach, Florida

Program Committee

Patricia L. Anders, Irene Athey (Chair),
Thomas H. Estes, Dennis F. Fisher,
Anne D. Forester, Josephine S.
Goldsmith, Peter B. Mosenthal, Allan
R. Neilsen, Lenore H. Ringler, Elizabeth
Sulzby, Joseph L. Vaughan

Conference Coordinator

Michael C. McKenna

Local Arrangements

Helen Baines, A⁺chieve, Inc.,
Education Center, Tampa, Florida, with
the assistance of Kitty Clark,
University of South Florida at Sarasota
and Gene Towery, University of
South Florida at St. Petersburg

The National Reading Conference is a not-for-profit professional organization created to provide a forum for individuals devoted to understanding the reading process with a view to improving reading and the teaching of reading at all educational levels.

To implement this goal, NRC sponsors a conference each year during the first week in December. The program consists of keynote addresses by distinguished speakers, symposia, paper sessions, and research reviews on current trends and issues. Affiliated organizations also offer co-sponsored sessions on topics of mutual interest.

The Oscar S. Causey Award for distinguished Service to the reading field is presented at the annual business meeting.

NRC also publishes a quarterly journal, the *Journal of Reading Behavior* and a *Yearbook* carrying a selection of the papers presented at the annual conference.

**REGISTRATION INFORMATION
and
HOTEL RESERVATION:**

See pages 15-18

For further information contact:

National Reading Conference

1070 Sibley Tower
Rochester, New York 14604
(716) 546-7241

Wednesday 1 December 1982

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

1. Symposium

Jacaranda A

Metaphors in Children's Prose: Theoretical and Instructional Issues.

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

1.1 A critical review of research concerned with children's comprehension and production of metaphors. Linda B. Magleby, University of Utah.

1.2 A taxonomy for analyzing metaphors in children's literature. M. Penney Losse and Ralph E. Reynolds, University of Utah.

1.3 Techniques for teaching figurative language to elementary school children. Ellen M. Wright and Ralph E. Reynolds, University of Utah.

Discussant: Robert M. Schwartz, Oakland University

2. Symposium

Oleander

The Reading-Writing Connection (continued in 6)

Chair: Michael R. Sampson, East Texas State University

2.1 Mental imagery: A reading-writing interaction strategy. Linda B. Gambrell, University of Maryland.

2.2 Classroom writing practices. Connie A. Bridge and Elfrieda H. Hiebert, University of Kentucky.

2.3 Relationships between selected fifth-graders' models of the reading process and their levels of writing sophistication. Suzanne Y. Ledford, East Texas State University.

2.4 A comparison of teachers' attitudes toward writing instructions and their students' interest in writing. Elfrieda H. Hiebert, Denise Lennart, and Karen Cottingham, University of Kentucky.

2.5 The effect of student-authored materials on the performance of beginning readers. Michael R. Sampson and Mary Beth Sampson, East Texas State University.

Discussant: Patricia M. Cunningham, Wake Forest University

3. Symposium

Jacaranda C

An Analysis of Current Diagnostic Reading Tests

Chair: Richard L. Allington, State University of New York, Albany

3.1 An analysis of current diagnostic reading tests: Decoding and word recognition. Edward R. Sipay, State University of New York, Albany.

3.2 An analysis of current diagnostic reading tests: Text variables. Mary Beth Marr, State University of New York, Albany.

3.3 An analysis of current diagnostic reading tests: Question types. Peter H. Johnston, State University of New York, Albany.

3.4 An analysis of current diagnostic reading tests: Oral reading behaviors. Richard L. Allington, State University of New York, Albany.

Discussant: Barbara M. Taylor, University of Minnesota

4. Paper Session

Plumeira

Comprehension I

Chair: Patricia L. Anders, University of Arizona

4.1 Do individual readers use different strategies with expository and narrative text? Yes...and no. Pi A. Irwin, Tucson Unified School District, and Judy N. Mitchell, University of Arizona.

4.2 The effect of refutation structure texts on the reading comprehension of middle-grade poor readers. Katherine Maria, Teachers College, Columbia University and Walter H. MacGinitie, University of Victoria.

Wednesday 1 December 1982

4.3 The effect of reading interest on comprehension of expository materials with controls for prior knowledge. Gary M. Osako, Amphitheater Public Schools, and Patricia L. Anders, University of Arizona.

4.4 Eliciting pragmatic inferences from good readers. James W. Cunningham, University of North Carolina.

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

5. Symposium

Jacaranda A

Verbal Interaction During Reading and Other Classroom Activities.

Chair: Angela M. Jaggar, New York University

5.1 Discourse style and reading instruction in urban classrooms. James Collins, University of California, Berkeley.

5.2 Influence on children's oral narratives. Sarah Michaels, Harvard University.

5.3 Participating in reading activities in middle school classrooms: Social and communicative demands. David M. Bloome, University of Michigan.

Discussant: M. Trika Smith-Burke, New York University.

6. Symposium (continued from 2)

Oleander

The Reading-Writing Connection

7. Paper Session

Jacaranda C

Analogy and Metaphor

Chair: Judy N. Mitchell, University of Arizona

7.1 The influence of metaphor on prose comprehension. Ralph E. Reynolds and Gregg Schraw, University of Utah.

7.2 Effects of word knowledge on metaphorical interpretation. John E. Readence and Robert J. Rickelman, University of Georgia, R. Scott Baldwin, University of Miami.

7.3 The influence of analogy in the acquisition of new information from text. Stella Vosniadou and Andrew M. Ortony, CSR, University of Illinois.

7.4 Examining the effects of direct instruction in nonlinguistic analogical reasoning on reading comprehension. Patricia A. Alexander and Nancy G. Mangano, Texas A & M University.

8. Paper Session

Plumeira

Comprehension II

Chair: Virginia L. Berry, Rialto Unified School District

8.1 Review of research: Prior knowledge and reading comprehension. What does the research really tell us? Mary Beth Marr, State University of New York, Albany.

8.2 Comprehension strategies of good and poor readers. Cathy R. Wilson, University of Iowa.

8.3 Restructuring context schemata: Its effect on reading comprehension. Christine J. Gordon and Carl Braun, University of Calgary.

8.4 Determining the onset of spontaneous instantiation in children. M. Jean Dreher, University of Maryland, Harry Singer, University of California; Riverside, and Virginia L. Berry, Rialto Unified School District.

Cosponsored session with International Reading Association

Jacaranda B

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

9. Symposium

Jacaranda A

Wednesday 1 December 1982

Learning Across Content Areas: Instructional Research in Geology, Biology, and History Classes.

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

9.1 On training students to extract gist from biology text. Karen Margolis-Samson, Chicago State University.

9.2 On training high school students to interpret expository text: A concern for teaching reading comprehension in content areas. James Mosenthal, University of Chicago.

9.3 The Integration and transfer of knowledge from instructional discourses in a college geology course. Sarah L. Ulerick, University of Texas, Austin.

Discussants: Jane A. Hansen, University of New Hampshire and Robert J. Tierney, CSR, University of Illinois.

10. Symposium (continued in 14 and 19)

Plumeira

Perspectives on Computers and Instruction for Reading and Writing.

Chair: Michael L. Kamil, University of Illinois, Chicago

10.1 Overview of computers-assisted instruction. Harry Singer, University of California, Riverside.

10.2 Advantages and disadvantages of teaching reading by computers. George Mason, University of Georgia.

10.3 Microcomputers for teacher training. Franz J. Frederick, Purdue University.

10.4 Hardware and software considerations in microcomputer systems for instruction. Ron C. Leslie, New York University.

10.5 Teaching writing with microcomputers. Bruce C. Bertram and Andee Rubin, Bolt, Beranek, and Newman, Inc.

10.6 Effects of computers on literacy. Richard Venezky, University of Delaware.

10.7 Future directions for computers in reading and writing instruction. Michael L. Kamil, University of Illinois, Chicago.

11. Research Report

Oleander

(co-sponsored by the National Council on Research in English)

Chair: Jerome Zutell, Ohio State University

Development of texture:

Patterns of cohesive relationships in children's oral and written text.

Victor Rentel, Ohio State University

Discussant: Jerome C. Harste, Indiana University

12. Paper Session

Jacaranda C

Comprehension Instruction

Chair: Mark W. Aulls, McGill University

12.1 Teaching children to comprehend main ideas. James F. Baumann, North Texas State University.

12.2 Constructing main idea questions: A test of a depth-of-processing perspective. David M. Memory, Indiana State University.

12.3 A quantitative investigation of the foundations of content area reading instruction. David W. Moore, University of Connecticut, Storrs and John E. Readence, University of Georgia.

12.4 The effect of graphic organizer instruction on children's comprehension and recall of classroom text: A training study. Paula R. Boothby, University of Northern Iowa.

12.5 The effect of transfer of learning strategies among 4th grade children: Two reading

Wednesday 1 December 1982

comprehension instructional procedures. Thomas F. Mandeville, University of Texas, Austin.

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

13. Symposium

Jacaranda A

The Effects of Induced Strategic Behaviors on Discourse Processing

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

13.1 Effects of induced awareness of text variables. Jacqueline A. Haynes, University of Maryland and Victoria Chou Hare, University of Illinois, Chicago.

13.2 Effects of the placement of familiar and unfamiliar information in text on recalls of 8th grade students. Barbara A. Kapinus, Prince Georges County Public Schools, Maryland.

13.3 Investigating effects of an externalized studying protocol on adult reader performance. Patricia A. Alexander, Ernest T. Goetz, Nancy G. Mangano, and Douglas Palmer, Texas A & M University.

13.4 Effects on disabled readers of a training program in induced comprehension monitoring. Ron Reis and Nancy Spekman, University of Maryland.

Discussant: Thomas H. Anderson, CSR, University of Illinois

14. Symposium (continued from 10)

Plumeira

Perspective on Computers and Instruction for Reading and Writing.

15. Research Forum

Oleander

Language/Learning Principles

Chair: Jerome C. Harste, Indiana University

This forum will provide a framework within which four leading researchers will consider, individually and collectively, fundamental issues in contemporary reading research.

Each speaker will make a brief statement focussing on one summative principle of language learning regarded as having major significance. The intent is to provide several clear-cut statements, with research support, to which panelists and audience can react.

Panelists: Jerome C. Harste, P. David Pearson, Robert J. Tierney, and Robert F. Carey.

16. Paper Session

Bougainvillea

Teacher Variables I

Chair: Barbara A. Hutson, Virginia Polytechnic Institute

16.1 A multi-faceted view of the roles of the reading teacher. Barbara A. Hutson and Jim C. Fortune, Virginia Polytechnic Institute, and Gloria McDonell, Fairfax County Schools.

16.2 An analysis of the development and performance of influential teachers. Robert B. Ruddell, University of California, Berkeley.

16.3 Staff development implications of teacher instructional explanations. Laura R. Roehler and Roy L. Wesselman, Michigan State University.

16.4 Guiding teachers' awareness of their reading process. Jane A. Hansen, University of New Hampshire.

16.5 Self-monitoring of teacher behaviors. Peter H. Johnston, Peter P. Afflerbach, and Connie M. Mackey, State University of New York, Albany.

17. Paper Session

Jacaranda C

Comprehension III

Chair: James W. Cunningham, University of North Carolina

Wednesday 1 December 1982

- 17.1 **Readers' conception of the main idea.** David W. Moore, University of Connecticut and James W. Cunningham, University of North Carolina.
- 17.2 **Comprehension: Age and context effects.** Sandra J. Sevald and Robert M. Schwartz, Oakland University.
- 17.3 **Micro- and macro-processing component of reading comprehension of good and poor 10th grade readers.** Joyce Hood, University of Iowa.
- 17.4 **The effect of narrative support and conversation moves on first graders' reading comprehension.** Sheila G. Cohen, Connie A. Bridge, and Peter N. Winograd, University of Kentucky.

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

18. Symposium

Jacaranda A

Critical Issues in Story Schema Research: A Panel Discussion.

Chair: Nora L. Hoover, University of Florida

This symposium will provide a forum for the exploration of issues and questions posed by story schema research. The panel, comprised of individuals representing differing theoretical orientations toward schema literature, will not present new data, but will provide a critical examination of the present body of research through discussion and debate.

Panelists:

- Nancy L. Stein, University of Chicago
Wendy G. Lenhart, Yale University
Arthur C. Grasser, California State University, Fullerton
Robert J. Tierney, CSR, University of Illinois

19. Symposium (continued from 10 and 14)

Plumeira

Perspectives on Computers and Instruction for Reading and Writing

20. Symposium

Oleander

Code and Cipher: A Two-Stage Conception of Initial Reading Acquisition.

Chair: Philip B. Gough, University of Texas, Austin

- 20.1 **Word recognition in beginning readers.** Arthur Souther, University of Texas, Austin.
- 20.2 **Oral reading errors of code and cipher readers.** Connie Juel, University of Texas, Austin.
- 20.3 **Spelling.** Diane Roper-Schneider, University of Texas, Austin.
- 20.4 **Reading disability.** Philip B. Gough, University of Texas, Austin.
- Discussant: Connie Juel, University of Texas, Austin.

21. Paper Session

Jacaranda C

Comprehension Measures

Chair: Cathy R. Wilson, University of Iowa

- 21.1 **Validity considerations in choosing among alternative measures of reading comprehension.** Jack Bagford and Joyce Hood, University of Iowa.
- 21.2 **Relation between meaning construction and standardized reading test responses.** Judith A. Langer, University of California, Berkeley.
- 21.3 **A reanalysis of Poulton's rate and comprehension data.** Ronald P. Carver, University of Missouri, Kansas City.
- 21.4 **Richness of retellings: A qualitative alternative to quantitative measures.** Judy N. Mitchell, University of Arizona and Pi A. Irwin, Tucson Unified School District.

22. Paper Session

Bougainvillea

Writing I

Chair: George R. Klare, Ohio University

22.1 Toward a meaningful model of written language development. Sandra Stotsky, Brookline, MA.

22.2 Cognitive activity during pauses in writing. Gary M. Schumacher, Frank C. Cronin, George R. Klare, and John D. Moses, Ohio University.

22.3 Effects of selected writing tasks upon the transfer of prose learning. David A. Hayes, University of Georgia.

22.4 Writing practices across the curriculum in one high school: A two year profile. Robert P. Parker, Rutgers University.

5:00 p.m. - 7:30 p.m. BOARD MEETING

Jacaranda A

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

Grand Ballroom

Thursday 2 December 1982

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

Grand Ballroom

Conference Welcome: Frank Greene, McGill University

University Welcome: Dean William G. Katzenmeyer, College of Education, University of South Florida

23. Presidential Address

Introduction of speaker: Harry Singer, University of California, Riverside

By Their Works Ye Shall Know Them,
Frank Greene, McGill University

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

24. Symposium (continued in 29)

Jacaranda A

The Impact of Interactive Comprehension Instruction in 4th and 5th Grade Classrooms.

Chair: Nancy Marshall, Florida International University

24.1 The need for comprehension instruction. Phyllis Nesmith, DeSoto County Public Schools.

24.2 The effect of comprehension instruction on twins: A case study. Retta Pederson, Maxine Oneal, and Gregory A. Powenski, DeSoto County Public Schools.

24.3 Evidence of increased learning. Ruth Burkett, DeSoto County Public Schools.

24.4 Children's understanding of textbooks as an effect of instruction. Nancy Marshall, Florida International University.

Discussant: Diane K. Lapp, San Diego State University

25. Symposium

Bougainvillea

Teacher Effectiveness Research: Issues Related to Variable Specification and Generalizability.

Chair: John W. Logan, Texas A & M University

25.1 Context variables in reading teacher effectiveness. Gerald G. Duffy, Michigan State University.

25.2 Effective reading program variables. James V. Hoffman, University of Texas, Austin.

25.3 Implementation of reading teacher effectiveness research findings: Developing inservice training models. Timothy R. Blair, Texas A & M University.

25.4 Measurement of instructional effects: Generalizability and facets of instruction.

Thursday 2 December 1982

William H. Rupley, Texas A & M University.

Discussant: John W. Logan, Texas A & M University

26. Symposium

Jacaranda C

From Hygiene to Mechanics: A Historical Survey of Advice to Students.

Chair: Thomas H. Estes, University of Virginia

26.1 From hygiene to mechanics: The early tradition in Europe and England. Paul T. Wilson, CSR, University of Illinois and David Caverley, Northern Illinois University.

26.2 From hygiene to mechanics: The American tradition. David Caverley, Northern Illinois University and Paul T. Wilson, CSR. University of Illinois.

Discussant: Thomas H. Estes, University of Virginia

27. Paper Session

Plumeira

Text Structure I

Chair: Ruth S. Meyers, Council on Interracial Books New York

27.1 Levels of meaning in reading comprehension. Zachary Ehrenreich, New York Public Schools and June D. Knafle, University of Illinois, Chicago.

27.2 The effects of sentence organization instruction on the reading comprehension of poor readers. M. Jane Greenewald and Carolyn Pederson, University of Wisconsin, La Crosse.

27.3 Activating poor readers' use of schema information for comprehension of text. Victoria J. Risko, Peabody College, Vanderbilt University and Marino G. Alvarez, Tennessee State College.

27.4 The transfer effects of metacognitive strategies developed in a mini-course in critical reading. JoAnn C. Wells, Hallie K. Yopp, Michael Mend, and Thomas W. Bean, California State University, Fullerton.

28. Paper Session

Oleander

Vocabulary

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

28.1 The enhancement of reading comprehension through vocabulary instruction. Isabel L. Beck, Margaret G. McKeown, Richard C. Omanson, and Charles A. Perfetti, LRDC, University of Pittsburgh.

28.2 Exploring vocabulary development in informational reading selections. Sandra Stotsky, Brookline MA.

28.3 The identification and use of context clues found in high school textbooks in facilitating unknown word comprehension. Bonnie A. Carroll and Priscilla A. Drum, University of California, Santa Barbara.

28.4 The influence of anxiety on reading comprehension, vocabulary, and self-esteem. Lance M. Gentile, North Texas State University.

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

29. Symposium (continued from 24)

Jacaranda A

The Impact of Interactive Comprehension Instruction in 4th and 5th Grade Classrooms.

30. Symposium

Bougainvillea

Project EMBERS: Feedback from the Field.

Chair: Lenore H. Ringler, New York University

30.1 Teachers' implementation of a schema-based reading program. Ruth S. Meyers, Council on Interracial Books, New York.

Thursday 2 December 1982

30.2 Teachers' and students' responses to socially relevant reading materials. Lenore H. Ringler, New York University.

Discussant: Nancy Rogers-Zegarra, Charlotte-Mellenberg Schools, N. Carolina.

31. Paper Session

Plumeira

Text Structure II

Chair: Diane K. Lapp, San Diego State University

31.1 The relationship of topic familiarity, textual cohesion, and syntax to students' reading ability. James Flood and Diane K. Lapp, San Diego State University.

31.2 The realization of cohesion in the recalls of native and foreign texts. Margaret S. Steffensen, CSR, University of Illinois.

31.3 Students' understanding and expression of adversative relationships in expository prose. Christine M. Jagger, Syracuse University.

31.4 Text coherence from a transactional perspective. Stephen B. Kucer, Indiana University.

32. Paper Session

Jacaranda C

Special Populations

Chair: Josephine S. Goldsmith, Rutgers University

32.1 Strategies used by good and poor deaf readers. Alinda M. Drury, National Technical Institute for the Deaf.

32.2 Do deaf students use a speech-based recoding strategy in reading English? Evidence from tongue-twisters. Ila Parasnis, National Technical Institute for the Deaf.

32.3 Research in context: Reading and writing processes of high-risk college students in a developmental studies program. Kate J. Kirby and Dan R. Kirby, University of Georgia.

32.4 Toward a data-based typology of reading disabilities. Mark J. Nicolich, University of Medicine and Dentistry of New Jersey, and Josephine S. Goldsmith, Rutgers University.

33. Paper Session

Oleander

Word Knowledge

Chair: Dixie Lee Spiegel, University of North Carolina

33.1 A developmental study of the role of letter features in word recognition. Lee P. Gunderson, University of British Columbia.

33.2 An investigation of the efficacy of two strategies for increasing 1st grade students' use of context to aid word recognition. Dixie Lee Spiegel, Miles H. Reck, and Jill Fitzgerald, University of North Carolina.

33.3 Word frequency and its relationship to word knowledge. Michael F. Graves and Wayne H. Slater, University of Minnesota, and Randall J. Ryder, University of Wisconsin, Milwaukee.

33.4 A cross-cultural study of the English spelling strategies of Spanish-speaking children. Jerome Zutell, Ohio State University.

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

34. Symposium

Jacaranda A

Investigating the Nature of Reading Comprehension Instruction.

Chair: Jana M. Mason, CSR, University of Illinois.

Thursday 2 December 1982

- 34.1 Predicting outcomes during story reading.** Jana M. Mason, CSR, University of Illinois and Pose Lamb, Purdue University.
- 34.2 Measuring children's evaluation and modification of text.** Avon G. Crismore, CSR, University of Illinois.
- 34.3 The long-term effects of comprehension instruction.** Kathryn H. Au and Alice J. Ignacio, Kamehameha Early Education Program, Hawaii.
- 34.4 Tryout of a program that emphasizes direct comprehension instruction.** Jean Osborn, CSR, University of Illinois.
- Discussant: P. David Pearson, CSR, University of Illinois.

35. Symposium

Bougainvillea

Instructional Research: A Focus on Teacher Variables

Chair: Harold L. Herber, Syracuse University

- 35.1 Evaluating change in instructional strategies of content-area teachers: A progress report.** Harold L. Herber, Syracuse University, and Joan Nelson-Herber, SUNY Binghamton.
- 35.2 Instructional program influence on individual students: Refinement and replication.** Anne L. Shelly, Syracuse University, and Melvin H. Shelly, Syracuse City School District.
- 35.3 A study of the relationships between teachers' expectations for students' cooperation and teachers' task management behaviors during reading lessons.** Rosary M. Lalik, Syracuse University.
- 35.4 Probe questions during reading lessons: Differences in use by student ability and type of probe.** William C. McGrade, Syracuse University.
- 35.5 Competing perspectives on structuring classroom learning tasks: Levels of processing versus transfer appropriate processing.** Mark W. Conley, Syracuse University.

36. Paper Session

Plumeira

Text Structure III

Chair: Ruth A. Garner, University of Maryland

- 36.1 The effect of propositional function upon recall of expository prose.** Nancy Marshall, Florida International University.
- 36.2 Effects of order of presentation of information on reader recall.** Rosalind Horowitz, University of Texas.
- 36.3 Attention to text as a function of text structure, background knowledge, and purpose.** Deborah P. Birkmire, U.S. Army Behavioral Research Directorate.

37. Paper Session

Oleander

Writing II

Chair: David A. Hayes, University of Georgia

- 37.1 The integration of instruction in reading/writing: A metacognitive theory with practical applications.** Carmen Collins, Rutgers University.
- 37.2 Beginning writing: Characteristics of development.** Bess Osburn, Sam Houston State University, and Gloria McDonell, Fairfax County Schools.
- 37.3 The writing processes of children: A review of related research.** R. Kay Moss, Texas A & M University.

38. Research Review

Jacaranda C

**Perception During Reading:
Some Facts and Common Fallacies.**

George W. McConkie, CSR, University of Illinois

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

Grand Ballroom

39. Keynote Address

Introduction of Speaker: Irene Athey, Rutgers University

Let's Take Another Look at the Development of Young Writers.

Donald Graves, University of New Hampshire.

5:00 p.m.-6:30 p.m. ANNUAL BUSINESS MEETING

Grand Ballroom

6:30 p.m.-7:00 p.m. STATE DELEGATES' ASSEMBLY

Jacaranda C

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

Grand Ballroom

Friday 3 December, 1982

9:00 p.m.-10:20 p.m. THIRD PLENARY SESSION

Grand Ballroom

40. Keynote Address

Introduction of Speaker: George Th. Pavlidis,
University of Medicine & Dentistry of New Jersey

Grammatical Morphemes: A Critical Neglected Ingredient in Reading

Marion Blank, University of Medicine and Dentistry of New Jersey

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

41. Symposium (continued in 46)

Jacaranda A

Phoneme Blending and Phoneme Segmenting: Prerequisites or Consequences of Reading Acquisition?

Chair: Isabelle Y. Liberman, University of Connecticut.

41.1 **The ABD's of reading.** Joanna P. Williams, Teachers College, Columbia University.

41.2 **The relationships of phoneme blending and phoneme segmenting to each other and to reading achievement.** Julia B. Osborn, City University of New York Graduate Center.

41.3 **Learning to read depends on phonetic knowledge and vice versa.** Charles A. Perfetti and Isabel L. Beck, LRDC, University of Pittsburgh.

41.4 **Do letters facilitate or impede acquisition of phoneme segmentation skill in pre-readers?** Linnea C. Ehri and William E. Hohn, University of California, Davis.

Discussant: Isabelle Y. Liberman, University of Connecticut.

42. Symposium

Jacaranda C

Testing Achievement in Basic Skills: Attitudes and Curriculum.

Chair: Harry Singer, University of California, Riverside.

42.1 **Curricular scope as a causal factor in reading achievement.** John D. McNeil and Lory Furse, University of California, Los Angeles and Harry Singer, University of California, Riverside.

42.2 **Field educators' perceptions, attitudes, and values on testing reading: An international perspective.** Charles K. Kinzer and Ruth B. Stone, Peabody College, Vanderbilt University.

Wednesday 1 December 1982

Sessions:	1 - 4 9:00 - 10:20	5 - 8 10:30 - 11:50	9 - 12 12:00 - 1:20	13 - 17 1:30 - 2:50	18 - 22 3:00 - 4:20	
REGISTRATION — Tuesday 4:00 p.m. - 9:00 p.m. REGISTRATION — Wednesday 8:00 a.m. - 4:00 p.m.	1. Jacaranda A SYMPOSIUM Metaphors	5. Jacaranda A SYMPOSIUM Verbal Interaction	9. Jacaranda A SYMPOSIUM Content Areas	13. Jacaranda A SYMPOSIUM Discourse Processing	18. Jacaranda A SYMPOSIUM Story Schema Research	
	2./6. Oleander SYMPOSIUM Reading/Writing Connection		10./14./19. Plumeira SYMPOSIUM Computers and Instruction in Reading and Writing			
	3. Jacaranda C SYMPOSIUM Diagnostic Reading Tests	7. Jacaranda C PAPER SESSION Analogy and Metaphor	11. Oleander SYMPOSIUM Children's Text (NCRE)	15. Oleander RESEARCH FORUM Language/Learning Principles	20. Oleander SYMPOSIUM Code and Cipher	
	4. Plumeira PAPER SESSION Comprehension I	8. Plumeira PAPER SESSION Comprehension II	12. Jacaranda C PAPER SESSION Comprehension Instruction	16. Bougainvillea PAPER SESSION Teacher Variables I	21. Jacaranda C PAPER SESSION Comprehension Measures	
	Jacaranda B IRA Cosponsored Meeting			17. Jacaranda C PAPER SESSION Comprehension III	22. Bougainvillea PAPER SESSION Writing I	

**BOARD MEETING — 5:00 p.m. - 8:00 p.m.
VITAL ISSUES — 8:00 p.m. - Midnight**

		Thursday 2 December 1982				
Sessions:	23 9:00 - 10:20	24 - 28 10:30 - 11:50	29 - 33 12:00 - 1:20	34 - 38 1:30 - 2:50	39 3:00 - 4:20	
23. Grand Ballroom FIRST PLENARY SESSION Presidential Address By Their Works Ye Shall Know Them Frank Greene, McGill University	24./29.	Jacaranda A		34. Jacaranda A	Grand Ballroom SECOND PLENARY SESSION Keynote Address Let's Take Another Look at the Development of Young Writers Donald Graves, University of New Hampshire	ANNUAL BUSINESS MEETING — 5:00 p.m. - 6:30 p.m. STATE DELEGATES' ASSEMBLY — 6:30 p.m - 7:00 p.m. VITAL ISSUES — 8:00 p.m. - Midnight
	SYMPOSIUM Comprehension Instruction			SYMPOSIUM Comprehension Instruction		
	25. Bougainvillea	30. Bougainvillea	35. Bougainvillea			
	SYMPOSIUM Teacher Effectiveness Research	SYMPOSIUM Project Embers	SYMPOSIUM Teacher Variables			
	26. Jacaranda C	31. Plumeira	36. Plumeira			
SYMPOSIUM Advice to Students	PAPER SESSION Text Structure II	PAPER SESSION Text Structure III				
27. Plumeira	32. Jacaranda C	37. Oleander				
PAPER SESSION Text Structure I	PAPER SESSION Special Populations	PAPER SESSION Writing II				
	28. Oleander	33. Oleander	38. Jacaranda C			
	PAPER SESSION Vocabulary	PAPER SESSION Word Knowledge	RESEARCH REVIEW I			

Friday 3 December 1982

Sessions:	Friday 3 December 1982			
	40 9:00 - 10:20	41 - 45 10:30 - 11:50	46 - 50 12:00 - 1:20	51 - 55 1:30 - 2:50
40. Grand Ballroom THIRD PLENARY SESSION Grammatical Morphemes: A Critical Neglected Ingredient in Reading Marion Blank, University of Medicine and Dentistry of New Jersey	41./46. Jacaranda A SYMPOSIUM Phoneme Blending		51./56. Jacaranda A SYMPOSIUM Group Mapping	
	42. Jacaranda C SYMPOSIUM Testing Basic Skills	47. Jacaranda C SYMPOSIUM Comprehension Materials	52./57. Oleander SYMPOSIUM Emergent Reading	
	43. Plumeira SYMPOSIUM Three Reading/Writing Programs	48. Plumeira SYMPOSIUM Writing Assessment Prompts	53. Plumeira SYMPOSIUM Meaning Generation	58. Jacaranda C PAPER SESSION Literacy
	44. Bougainvillea PAPER SESSION Story Comprehension I	49. Bougainvillea PAPER SESSION Story Comprehension II	54. Bougainvillea PAPER SESSION Questioning Strategies	59. Poinciana PAPER SESSION Meta- Cognition
	45. Oleander PAPER SESSION Teacher Variables II	50. Oleander PAPER SESSION Teacher Variables III	55. Jacaranda C PAPER SESSION Cloze	60. Bougainvillea PAPER SESSION Reading Disorders

REGISTRATION — 8:00 a.m. - 4 p.m.

BOARD MEETING — 5:00 p.m. - 8:00 p.m.

Saturday 4 December 1982

		Saturday 4 December 1982		
Sessions:	61 - 65 9:00 - 10:20	66 - 70 10:30 - 11:50	71 - 75 12:00 - 1:20	
REGISTRATION — 8:00 a.m. - 12:00 Noon	61. Jacaranda A SYMPOSIUM Challenges to Cognitive Models	66. Jacaranda A SYMPOSIUM Auditory Segmenting	71. Jacaranda A SYMPOSIUM Program Evaluation	
	62. Oleander SYMPOSIUM Reader/Text Interaction	67. Oleander SYMPOSIUM Self-Monitoring in Poor Readers	72. Plumeira SYMPOSIUM Spelling	
	63./68. SYMPOSIUM Teacher Decision-Making	Plumeira	73. Oleander PAPER SESSION Study Methods	
	64. Bougainvillea PAPER SESSION Early Reading	69. Bougainvillea PAPER SESSION Reading to Learn	74. Bougainvillea PAPER SESSION Imagery	
	65. Jacaranda C RESEARCH REVIEW II	70. Jacaranda C PAPER SESSION Linguistic Correlates	75. Jacaranda C PAPER SESSION Reading Research	

Friday 3 December 1982

42.3 Knowledge and attitudes toward testing: Field educators and legislators. Robert B. Ruddell, University of California, Berkeley.

Discussant: Edward B. Fry, Rutgers University

43. Symposium

Plumeira

Research to Practice - Practice to Research: A Description of Three Reading/Writing Programs.

Chair: Anthony R. Petrosky, University of Pittsburgh.

43.1 An experimentally-based content reading project: A Title IV Demonstration Project. Carol. M. Santa, Kalispell School District #5, MT.

43.2 Development of higher-level thinking through reading and writing. Anthony R. Petrosky, University of Pittsburgh.

43.3 From Atkinson to New York City: Implementing an elementary writing program. Lucy Calkins, Teachers College, Columbia University.

43.4 An analysis of research-based reading/writing programs: Similarities and differences. M. Trika Smith-Burke, New York University.

Discussant: Angela M. Jaggar, New York University

44. Paper Session

Bougainvillea

Story Comprehension I

Chair: Mary Jett-Simpson, University of Wisconsin, Milwaukee

44.1 Developmental trends in story understanding: Implications from oral and written summaries. Lea M. McGee, Louisiana State University.

44.2 Elementary readers' strategic activity in processing story length material. Donna E. Alvermann, University of Georgia and Stephen F. Phelps, State University College, Buffalo.

44.3 The effects of recall instructions and causal connectiveness on children's recall of stories. Lauren Leslie, Marquette University and Mary Jett-Simpson, University of Wisconsin, Milwaukee.

44.4 Story comprehension in good and poor readers. Stephanie H. McConaughy, University of Vermont.

45. Paper Session

Oleander

Teacher Variables II

Chair: Michael C. McKenna, Wichita State University

45.1 Relationships between selected dimensions of teachers' personality and students' reading achievement. John W. Miller and Michael C. McKenna, Wichita State University.

45.2 Changing pupil and teacher attitude using an active participation model. Robert L. Aaron, University of Georgia.

45.3 Teacher judgment: A primary measure of reading performance. Dorothy B. Nave, Dorchester County Public Schools.

45.4 Teacher instructional explanation and its effect on growth in reading comprehension. Gerald G. Duffy and-Cassandra L. Book, Michigan State University.

45.5 Twelve English teachers: What observation reveals about reading instruction. William S. Palmer, University of North Carolina.

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

46. Symposium (Continued from 41)

Jacaranda A

Friday 3 December 1982

Phoneme Blending and Phoneme Segmenting: Prerequisites of Consequences of Reading Acquisition?

47. Symposium

Jacaranda C

Commercial Materials and Comprehension Instruction: Analyses and Implications.

Chair: Peter N. Winograd, University of Kentucky

47.1 Teachers' manuals in social studies. Bonnie B. Armbruster, CSR, University of Illinois.

47.2 Main idea instruction in the basal readers. Peter N. Winograd and Sharon S. Brennan, University of Kentucky.

47.3 Basal manual teaching strategies and learning to learn. Peter H. Johnston and Margie L. Byrd, State University of New York, Albany.

47.4 An examination of expository texts in elementary instructional materials. Meg. C. Gallagher and P. David Pearson, CSR, University of Illinois.

Discussant: Jean H. Osborn, CSR, University of Illinois.

48. Symposium

Plumeira

Comprehension Problems in Writing Assessment Prompts.

Chair: Leo P. Ruth, University of California, Berkeley

48.1 Reading the writing prompt: A theoretical discussion of the process. Leo P. Ruth, University of California, Berkeley.

48.2 A study of task demands in two writing prompts. Charles K. Kinzer, Peabody College, Vanderbilt University,

48.3 The student as reader and writer in a writing assessment, Sandra M. Murphy, University of California, Berkeley.

48.4 Topic effects on the teacher-readers in a writing assessment. Karen Carroll, University of California, Berkeley.

Discussant: Donald J. Leu, Syracuse University

49. Paper Session

Bougainvillea

Story Comprehension II

Chair: Stephanie H. McConaughy, University of Vermont.

49.1 The concept of a story: Similarities and differences between children's and teachers' viewpoints. Nancy L. Stein, University of Chicago and Margaret M. Policastro, Roosevelt University.

49.2 An investigation of the relationship of story schema to reading ability and grade level. Linda Hansche and Belita M. Gordon, Georgia State University.

49.3 An investigation of poor readers' use of reading strategies to comprehend stories and text. Victoria J. Risko and Susan M. Smartt, Peabody College, Vanderbilt University.

49.4 The development of knowledge of social intentions, plans, and resolutions as reflected in story productions and recall of scrambled stories. Dixie Lee Spiegel and Jill Fitzgerald, University of North Carolina.

49.5 Children's perceptions of the functions of stories: Effects on comprehension. Lea M. McGee, Louisiana State University.

50. Paper Session

Oleander

Teacher Variables III

Chair: Robert B. Ruddell, University of California, Berkeley.

Friday 3 December 1982

- 50.1 A comparison of pre-teacher and influential-teacher perceptions of the teacher's role.** Martha R. Haggard, Sonoma State University.
- 50.2 Effectiveness of a preservice course in reading in the secondary school.** Sheilah M. Allen, University of Victoria.
- 50.3 Teaching reading: It isn't just teacher preparation. (An appraisal of superintendents' practices and opinions.)** Carol A. Pierson and William J. Valmont, University of Arizona.

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

51. Symposium (continued in 56)

Jacaranda A

A Holistic View of Students' interactions and Interpretations in Discussions During DR-TAs Followed by Group Mapping Activities.

Chair: Jane L. Davidson, Northern Illinois University.

- 51.1 Introduction and overview of research related to group mapping activities.** Jane L. Davidson, Northern Illinois University.
- 51.2 Imagistic language in reading-related talk: An examination of discourse during group mapping and DR-TA activities.** Tobie S. Sanders, Ohio State University.
- 51.3 Quantity and quality of responses to task-oriented and non-task oriented verbal behavior in group instructional activities.** Bonnie C. Greenslade, Northern Illinois University.
- 51.4 Functions of language in reading-related talk: Applying Halliday's concept to group mapping.** Jerome Zutell, Ohio State University.

Discussant: Mary Anne Hall, Georgia State University

52. Symposium (continued in 57)

Oleander

Emergent Reading

Chair: Elizabeth Sulzby, Northwestern University.

- 52.1 A scale for judging emergent reading of favorite storybooks.** Elizabeth Sulzby, Northwestern University.
- 52.2 Tracking emergent reading behaviors through storybook re-enactments.** Beverly Otto, Northwestern University.
- 52.3 Tracking "it" through the woods and down the trail from emergent to independent reading.** Beverly E. Cox, Northwestern University.
- 52.4 Children's specification of context in told and dictated story production.** Margaret B. Tinzman, Beverly E. Cox and Elizabeth Sulzby, Northwestern University.
- 52.5 Invented spelling and other writing systems in stories by kindergarteners in experimental and classroom settings.** June Barnhart and Elizabeth Sulzby, Northwestern University.

Discussant: Suzanna Pflaum, University of Illinois, Chicago.

53. Symposium (continued in 57)

Plumeira

Viewing Process in Three Dimensions: Reflecting Upon Meaning Generation as Expressed Through Writing.

Chair: Robert Carey, Indiana University.

- 53.1 How do language learners set the register? Socio-psychological influences in pragmatic settings.** Jetta R. Tarr, Indiana University.
- 53.2 Moving between communication systems: Children's responses to pictures.** Katharine M. Busch, Indiana University.

Friday 3 December 1982

- 53.3 A framework for evaluating written discourse: A comprehensive view.** Karen M. Feathers, Indiana University.

54. Paper Session

Bougainvillea

Questioning Strategies

Chair: Cathy D. Collins, Texas Christian University.

- 54.1 The effect of manipulative and metacognitive questioning on high school students' learning from expository text.** Thomas W. Bean, California State University, Fullerton; Harry Singer, University of California, Riverside, and Jack Sorter, Garden Grove High School.

- 54.2 Effects of instruction with high-level, oral questions upon the recall, retention, and interest levels of high school students.** Cathy D. Collins, Texas Christian University.

- 54.3 The effects of questions on children's recall of important ideas in text.** Karen K. Wixson, University of Michigan.

- 54.4 Comprehension monitoring: An investigation of children's question-answering strategies.** Clydie A. Wonnacott and Taffy E. Raphael, University of Utah.

- 54.5 The effects of higher-level questions on elementary students' recall and retention.** Cathy D. Collins and Elene S. Demos, Texas Christian University.

55. Paper Session

Jacaranda C

Cloze

Chair: Frank Greene, McGill University

- 55.1 Does cloze measure intersentence comprehension? A modified replication of Shanahan, Kamil, and Tobin.** P. David Pearson, Margie Leys, Pat Herman, and Linda Fielding, CSR, University of Illinois.

- 55.2 A further comparison of sensitivity of cloze and recall to passage organization.** Timothy shanahan and Michael L. Kamil, University of Illinois, Chicago.

- 55.3 Cloze testing: Comprehension of word identification.** Andrew R. Manning, Mount St. Vincent University, Halifax, Nova Scotia.

- 55.4 The relationship between oral reading miscues and category of error on cloze passages.** Marjorie Y. Lipson, Eastern Michigan University

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

56. Symposium (continued from 51)

Jacaranda A

- A Holistic View of Students' Interactions and Interpretations in Discussion During DR-TAs Followed by Group Mapping Activities.**

57. Symposium (continued from 52)

Oleander

Emergent Reading

58. Paper Session

Jacaranda C

Literacy

Chair: Peter B. Mosenthal, Syracuse University

- 58.1 Andragogy and adult literacy training.** Anne D. Forester, Camosun College.

- 58.2 Job performance and job literacy at various employment stages.** Larry J. Mikulecky, Indiana University.

- 58.3 Microcomputer technology in learning to read and write: Exploring an expanded definition of literacy.** Tobie R. Sanders, Ohio State University.

- 58.4 Selection of important idea units in text as a function of level of literacy by adult readers.** Alice S. Boljonis, SUNY, Oswego, and Rosary M. Lalik, Syracuse University.

58.5 **The cultural context of literacy.** Denny Taylor and Catherine Dorsey-Gaines, Kean College.

59. Paper Session

Poinciana

Metacognition

Chair: Karen Carroll, University of California, Berkeley

59.1 **Metacognitive awareness of text variables in good and poor readers.** Ernest T. Goetz, Douglass J. Palmer, and Patricia A. Haensly, Texas A & M University.

59.2 **Improving metacomprehension and comprehension skills in disabled readers.** Charles W. Peters, Oakland Schools, MI

59.3 **A developmental examination of children's question-answering behavior: An instructional study in metacognition.** Taffy E. Raphael and Irma Jean McKinney, University of Utah.

59.4 **Parent reading styles and children's print awareness.** Timothy Shanahan and Virginia Hogan, University of Illinois, Chicago.

60. Paper Session

Bougainvillea

Reading Disorders

Chair: George Th. Pavlidis, University of Medicine and Dentistry of New Jersey.

60.1 **How many types of reading disorders exist? 1, 2, 3...?** Peter A. Dewitz, University of Toledo.

60.2 **Sample selection and identification issues in reading disability research.** Margaret B. Tinzman and James W. Hall, Northwestern University.

60.3 **Differentially diagnosed reading problems and their relationship to students' use of graphemic and contextual information.** John W. Miller and Michael C. McKenna, Wichita State University.

60.4 **Erratic eye movements and dyslexia: The search for linkage.** George Th. Pavlidis, University of Medicine and Dentistry of New Jersey.

Saturday 4 December 1982

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

61. Symposium

Jacaranda A

Some Challenges to Cognitive Models of Reading Comprehension.

Chair: Patrick J. Finn, State University of New York, Buffalo

61.1 **Mechanistic aspects of cognitive models of the reading process.** James V. Smith, University of Dundee, Scotland.

61.2 **Producing illiterates who can read.** Patrick J. Finn, State University of New York, Buffalo.

61.3 **Linguistic cues and disabled readers.** Michael W. Kibby, State University of New York, Buffalo.

Discussant: Jill Fitzgerald, University of North Carolina.

62. Symposium

Oleander

Reader/Text Transaction in Semiotic Perspective: A Naturalistic Study.

Chair: Jerome C. Harste, Indiana University

62.1 **Field research in educational settings: Some methodological considerations.** Robert F. Carey, Indiana University.

62.2 **Reader/text transaction in semiotic perspective.** Marjorie G. Siegel, Indiana University.

Discussant: Jerome C. Harste, Indiana University

Saturday 4 December 1982

- 63. Symposium (continued in 68)** **Plumeira**
Teacher Decision-Making About Reading Groups.
Chair: Jerome A. Niles, Virginia Polytechnic Institute
- 63.1 The influence of teacher training and experience on views about reading groups.** Elfrieda H. Hiebert, University of Kentucky.
- 63.2 Teachers' cognitive processes in the formation of reading groups.** Hilda Borko and Jerome A. Niles, Virginia Polytechnic Institute.
- 63.3 Lesson plans and pacing for reading groups.** Nikola Filby and Bruce G. Barnett, Far West Laboratories.
- 63.4 Teacher reflection on decisions made during reading instruction.** Helen Steutzel and Richard L. Allington, State University of New York, Albany.
Discussant: Gerald G. Duffy, Michigan State University.
- 64. Paper Session** **Bougainvillea**
Early Reading
Chair: Joanna P. Williams, Teachers College, Columbia University
- 64.1 Multiple-level discourse constraints on the acquisition of reading proficiency.** Donald J. Leu, Syracuse University.
- 64.2 The effect of using predictable texts on kindergarteners' concept of word.** Deborah W. Rowe and Patricia M. Cunningham, Wake Forest University.
- 64.3 Home and school characteristics of kindergarten children having high or low interest in literature.** Lesley M. Morrow, Rutgers University.
- 64.4 Language instruction: Its impact on academic high risk first grade students.** Hal W. Seaton, University of Georgia.
- 65. Research Review II** **Jacaranda C**
Ethnographic Research in Reading and Language,
Judith Green, University of Delaware
- 10:30 a.m.-11:50 a.m. SECTIONAL MEETINGS**
- 66. Symposium** **Jacaranda A**
Theory and Practice - Auditory Segmenting in Context: A Closer Look.
Chair: To be announced
- 66.1 Toward a theory of linguistic awareness in reading acquisition.** Diane J. Sawyer, Syracuse University.
- 66.2 Instructional implications of a theory of linguistic awareness.** Craig Dougherty, Syracuse University.
- 66.3 Auditory segmenting in context: Validation, explanation, and causation.** Melvin H. Shelly, Syracuse City School District.
Discussant: To be announced
- 67. Symposium** **Oleander**
Self Awareness/Monitoring Strategies of Poor Readers: Influences and Effects of the Remedial/Tutorial Situation.
Chair: Charles K. Kinzer, Peabody College, Vanderbilt University.
- 67.1 Self awareness and changes in reading strategies: Influences and effects of the remedial situation.** Victoria J. Risko, Peabody College, Vanderbilt University.

Saturday 4 December 1982

67.2 Self awareness and changes in reading attitudes: Influences and effects of the remedial situation. Charles K. Kinzer, Peabody College, Vanderbilt University.

67.3 Changes in diagnostic intervention during the remedial situation: Influences of daily observations on selection of program goals and intervention. Victoria J. Risko and Anne Covington, Peabody College, Vanderbilt University.

Discussant: Donald J. Leu, Syracuse University

68. Symposium (continued from 63)

Plumeira

Teacher Decision-Making About Reading Groups

69. Paper Session

Bougainvillea

Reading to Learn

Chair: Allan R. Neilsen, University of Calgary

69.1 Reading to learn: Teachers' and students' metacognitive perceptions of reading demands in 4th grade social studies. Allan R. Neilsen, Barbara Rennie, and Arlene Connell, University of Calgary.

69.2 Reading to learn: Text-based questioning strategies of 4th grade social studies teachers. Barbara Rennie, Allan R. Neilsen, and Arlene Connell, University of Calgary.

69.3 Reading to learn: Time devoted to reading comprehension and study skills instruction in 4th grade social studies. Arlene Connell, Allan R. Neilsen, and Barbara Rennie, University of Calgary.

69.4 A first-hand look at reading in social studies classrooms: A field-based study in secondary schools. Frederick R. Smith and Karen M. Feathers, Indiana University.

69.5 The role of reading in content area instruction. Meg C. Gallagher and P. David Pearson, University of Illinois.

70. Paper Session

Jacaranda C

Linguistic Correlates of Reading

Chair: Ken L. Dulin, University of Wisconsin

70.1 Elementary, secondary, and adult readers' interpretations of indefinite expressions of time and quantity. Ken L. Dulin and Richard J. Telfer, University of Wisconsin.

70.2 The effects of the temporal conjunctions before and after on reading comprehension by primary grade children. Lois Distad and Edward E. Paradis, University of Wyoming.

70.3 The effect of type of presentation cue on the learning and retention of nouns and non-nouns. Donald D. Neville, University of South Florida and Alice R. Woods, Polk County Schools.

70.4 The effect of level of specificity of personal referents on children's recall of informational text. Meg C. Gallagher and P. David Pearson, CSR, University of Illinois.

70.5 Linguistic aspects of covert muscle activity during silent reading. Leo J. Campbell, Rutgers University.

12:00 p.m.-1:30 p.m. SECTIONAL MEETINGS

71. Symposium

Jacaranda A

Application of Reading Theory to Program Evaluation.

Chair: Judith E. Greenwald, Educational Improvement Center, West Orange, N.J.

71.1 Degrees of reading power: Determining test impact on training instruction. Bonnie A. Norman, Baruch College, City University of New York.

Saturday 4 December 1982

71.2 Structured teaching: Evaluation training and program implementation. Judith E. Greenwald, Educational Improvement Center, West Orange, N.J.

71.3 Creative arts: Assessing the integration of drama and reading. Tina J. Jacobowitz, Montclair State College and Bonnie A. Norman, Baruch College, City University of New York.

Discussant: Lenore H. Ringler, New York University

72. Symposium

Plumeira

Eighty Years of Theory and Practice in Spelling: Those Who Wrote The Program Forgot to Read the Literature.

Chair: Elton G. Stetson, University of Houston

72.1 Eighty years of spelling research: A review. Wendy Taylor, Pasadena Independent School District, TX.

72.2 Spelling practices in the '80s: A bleak outlook. Richard T. Lyman, Sierra College.

72.3 An exemplary program: Demonstrations and a summary of the research. Elton G. Stetson, University of Houston

72.4 The Spelling Effectiveness Scale: Results of the eight most popular spelling programs. Frances M. Boutin, Spring Branch Independent School District, TX.

Discussant: Patrick W. Shannon, University of Houston

73. Paper Session

Oleander

Study Methods

Chair: Barbara M. Taylor, University of Minnesota

73.1 The effects of outlining and mapping on students' reading and writing skills. Barbara M. Taylor, Linda Nosbush, and Marcia Rybczynski, University of Minnesota.

73.2 Effects of underlining on retention of underlined and non-underlined sentences in paragraphs. Linda L. Johnson, Southern Illinois University.

73.3 Note taking: A schematic processing model. James D. Riley, University of Montana, and Lynn C. Sinapi, University of Delaware.

73.4 A taxonomy of graphs: Secondary and tertiary levels. Edward B. Fry, Rutgers University.

74. Paper Session

Bougainvillea

Imagery

Chair: Leo J. Campbell, Rutgers University

74.1 The natural use of imagery in comprehending and recalling stories. Mark C. Sadoski, Texas A & M University.

74.2 Above- and below-average readers' use of mental imagery in reading familiar and unfamiliar text. Carolyn Finch, Bowie State College and Linda B. Gambrell, University of Maryland.

74.3 The effect of imagery training upon the reading comprehension of below-average readers. Patricia S. Koskinen, University of Maryland, and Gloria A. Strickling, Prince Georges County Public Schools.

75. Paper Session

Jacaranda C

Reading Research

Chair: Irene Athey, Rutgers University

75.1 On the arbitrariness of empirical facts in reading research: A defining system's perspective. Peter B. Mosenthal, Syracuse University.

DIRECTORY

Aaron, Robert L.	45	Crismore, Avon G.	34
Afflerbach, Peter P.	16	Cronin, Frank C.	22
Alexander, Patricia A.	7, 13	Cunningham, James W.	4, 17
Allen, Sheilah M.	50	Cunningham, Patricia M.	2, 64
Allington, Richard L.	3, 63	Davidson, Jane L.	51
Alvarez, Marino	27	Demos, Elene S.	54
Alvermann, Donna E.	44	Dewitz, Peter A.	60
Anders, Patricia L.	4	Distad, Lois	70
Anderson, Thomas H.	13	Dorsey-Gaines, Catherine	58
Armbruster, Bonnie B.	47	Dougherty, Craig	66
Athey, Irene	39, 75	Dreher, M. Jean	8
Au, Kathryn H.	34	Drum, Priscilla A.	28
Aulls, Mark W.	12	Drury, Alinda M.	32
Bagford, Jack	21	Duffy, Gerald G.	25, 45, 63
Baldwin, R. Scott	7	Dulin, Ken L.	70
Barnett, Bruce G.	63	Ehrenreich, Zachary	27
Barnhart, June	52	Ehri, Linnea C.	41
Baumann, James F.	12	Estes, Thomas H.	26
Bean, Thomas W.	27, 54	Feathers, Karen M.	53, 69
Beck, Isabel, L.	28, 41	Fielding, Linda	55
Berry, Virginia L.	8	Filby, Nikola	63
Bertram, Bruce C.	10	Finch, Carolyn	74
Birkmire, Deborah P.	36	Finn, Patrick J.	61
Blair, Timothy R.	25	Fitzgerald, Jill	33, 49, 61
Blank, Marion	40	Flood, James	31
Bloome, David M.	5	Forester, Anne D.	58
Boljonis, Alice S.	58	Fortune, Jim C.	16
Book, Cassandra L.	45	Frederick, Franz, J.	10
Boothby, Paula R.	12	Fry, Edward B.	42, 73
Borko, Hilda	63	Furse, Lory	42
Boutin, Frances M.	72	Gallagher, Meg C.	47, 69
Braun, Carl	8	Gambrell, Linda B.	2, 74
Brennan, Sharon S.	47	Gentile, Lance M.	28
Bridge, Connie A.	2, 17	Goetz, Ernest T.	1, 13, 59
Burkett, Ruth	24	Goldsmith, Josephine S.	32
Byrd, Margie L.	47	Gordon, Belita M.	49
Calkins, Lucy	43	Gordon, Christine J.	8
Campbell, Leo J.	70, 74	Gough, Philip B.	20
Carey, Robert F.	15, 53, 62	Grasser, Arthur C.	18
Carroll, Bonnie A.	28	Graves, Donald	39
Carroll, Karen	48, 59	Graves, Michael F.	3
Carver, Ronald P.	21	Greene, Frank	23, 55
Caverly, David	26	Greenslade, Bonnie C.	51
Cohen, Sheila G.	17	Greenewald, M. Jane	27
Collins, Cathy D.	54	Greenwald, Judith E.	71
Collins, Carmen	37	Gunderson, Lee P.	33
Collins, James	5	Haensly, Patricia A.	59
Connell, Arlene	69	Haggard, Martha R.	50
Conley, Mark W.	35	Hall, James W.	60
Cottingham, Karen	2	Hall, Mary Anne	51
Covington, Anne	67	Hansche, Linda	49
Cox, Beverly E.	52	Hansen, Jane A.	6, 19

Hare, Victoria C.	13	Mandeville, Thomas F.	12
Hartse, Jerome C.	11, 15, 62	Mangano, Nancy G.	7, 13
Hayes, David A.	22, 37	Manning, Andrew R.	55
Haynes, Jacqueline A.	13	Margolis-Samson, Karen	9
Herber, Harold L.	35	Maria, Katherine	4
Herman, Pat	55	Marr, Mary Beth	3, 8
Hiebert, Elfrieda H.	2, 63	Marshall, Nancy	24, 36
Hoffman, James V.	25	Mason, George	10
Hogan, Virginia	59	Mason, Jana M.	34
Hohn, William E.	41	McConaughy, Stephanie H.	44, 49
Hood, Joyce,	17, 21	McConkie, George W.	38
Hoover, Nora L.	18	McDonell, Gloria	16, 37
Horowitz, Rosalind	31, 36	McGee, Lea M.	44, 49
Hutson, Barbara A.	16	McGrade, William C.	35
Ignacio, Alice J.	34	McKenna, Michael C.	45, 60
Irwin, P.A.	4, 21	McKeown, Margaret G.	28
Jacobowitz, Tina J.	71	McKinney, Irma Jean	59
Jaggar, Angela M.	5, 43	McNeil, John D.	42
Jagger, Christine M.	31	Memory, David M.	12
Jett-Simpson, Mary	44	Mend, Michael	27
Johnson, Linda L.	73	Meyers, Ruth S.	27, 30
Johnston, Peter H.	3, 16, 47	Michaels, Sarah	5
Juel, Connie	20	Mikulecky, Larry J.	58
Kamil, Michael L.	10, 55	Miller, John W.	45, 60
Kapinus, Barbara A.	13	Mitchell, Judy N.	4, 7, 21, 27
Kibby, Michael W.	61	Moore, David W.	12, 17
Kinzer, Charles K.	42, 48, 67	Morrow, Lesley M.	64
Kirby, Dan	32	Mosenthal, James	9
Kirby, Kate	32	Mosenthal, Peter B.	58, 75
Klare, George R.	22	Moses, John D.	22
Knafle, June D.	27	Moss, R. Kay	37
Koskinen, Patricia S.	74	Murphy, Sandra M.	48
Kucer, Stephen B.	31	Nave, Dorothy B.	45
Lalik, Rosary M.	35, 58	Neilsen, Allan R.	69
Lamb, Pose	34	Nelson-Herber, Joan	35
Langer, Judith A.	21	Nesmith, Phyllis	24
Lapp, Diane K.	24, 31	Neville, Donald D.	70
Ledford, Suzanne Y.	2	Nicolich, Mark J.	32
Lenhert, Wendy G.	18	Niles, Jerome A.	63
Lennart, Denise	2	Norman, Bonnie A.	71
Leslie, Lauren	44	Nosbush, Linda	73
Leslie, Ron C.	10	Omanson, Richard C.	28
Leu, Donald J.	48, 64, 67	Oneal, Maxine	24
Leys, Margie	55	Ortony, Andrew M.	7
Liberman, Isabelle Y.	41	Osako, Gary M.	4
Lipson, Marjorie Y.	55	Osborn, Jean H.	34, 47
Logan, John W.	25	Osborn, Julia B.	41
Losse, M. Penney	1	Osburn, Bess	37
Lyman, Richard T.	72	Otto, Beverly	52
MacGinitie, Walter	4	Palmer, Douglas J.	13, 59
Mackey, Connie M.	16	Palmer, William S.	45
Magleby, Linda B.	1	Paradis, Edward E.	70

Parasnis, Ila C.	32	Shannon, Patrick W.	72
Parker, Robert P.	22	Shelly, Anne L.	35
Pavlidis, George T.	40, 60	Shelly, Melvin H.	35, 66
Pearson, P. David	15, 34, 47, 55, 69	Siegel, Marjorie G.	62
Pederson, Caroline	27	Sinapi, Lynn C.	73
Pederson, Retta	24	Singer, Harry	8, 10, 23, 42, 54
Perfetti, Charles A.	28, 41	Sipay, Edward R.	3
Peters, Charles W.	59	Slater, Wayne H.	33
Petrosky, Anthony R.	43	Smartt, Susan M.	49
Pflaum, Suzanna	52	Smith, Frederick R.	69
Phelps, Stephen F.	44	Smith, James V.	61
Pierson, Carol A.	50	Smith-Burke, M. Trika	5, 43
Policastro, Margaret M.	49	Sorter, Jack	54
Powenski, Gregory A.	24	Souther, Arthur	20
Raphael, Taffy E.	54, 59	Spekman, Nancy	13
Readence, John E.	7, 12	Spiegel, Dixie Lee	33, 49
Reck, Miles H.	33	Steffensen, Margaret S.	31
Reis, Ron	13	Stein, Nancy L.	18, 49
Rennie, Barbara	69	Stetson, Elton G.	72
Rentel, Victor	11	Steutzel, Helen	63
Reynolds, Ralph E.	1, 7	Stone, Ruth B.	42
Rickelman, Robert J.	7	Stotsky, Sandra	22, 28
Riley, James D.	73	Strickling, Gloria A.	74
Ringler, Lenore H.	30, 71	Sulzby, Elizabeth	52
Risko, Victoria J.	27, 49, 67	Tarr, Jetta R.	53
Roehler, Laura R.	16	Taylor, Denny	58
Rogers-Zegarra, Nancy	30	Taylor, Barbara M.	3, 73
Roper-Schneider, Diane	20	Taylor, Wendy	72
Rowe, Deborah W.	64	Telfer, Richard J.	70
Rubin, Andee	10	Tierney, Robert J.	9, 15, 18
Ruddell, Robert B.	16, 50	Tinzman, Margaret B.	52, 60
Rupley, William H.	25	Ulerick, Sarah L.	9
Ruth, Leo P.	48	Valmont, William J.	50
Rybczynski, Marcia	73	Venezky, Richard	10
Ryder, Randall J.	33	Vosniadou, Stella	7
Sadoski, Mark C.	74	Wells, JoAnn C.	27
Sampson, Mary Beth	2	Wesselman, Roy L.	16
Sampson, Michael R.	2	Williams, Joanna P.	41, 64
Sanders, Tobie R.	51, 58	Wilson, Cathy R.	8, 21
Santa, Carol M.	43	Wilson, Paul T.	26
Sawyer, Diane J.	66	Winograd, Peter N.	17, 47
Schraw, Gregg	7	Wixson, Karen K.	54
Schumacher, Gary M.	22	Wonnacott, Clydie A.	54
Schwartz, Robert M.	1, 17	Woods, Alice R.	70
Seaton, Hal W.	64	Wright, Ellen M.	1
Sevald, Sandra J.	17	Yopp, Hallie K.	27
Shanahan, Timothy	55	Zutell, Jerome	11, 33, 51

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