

# PROGRAM

---

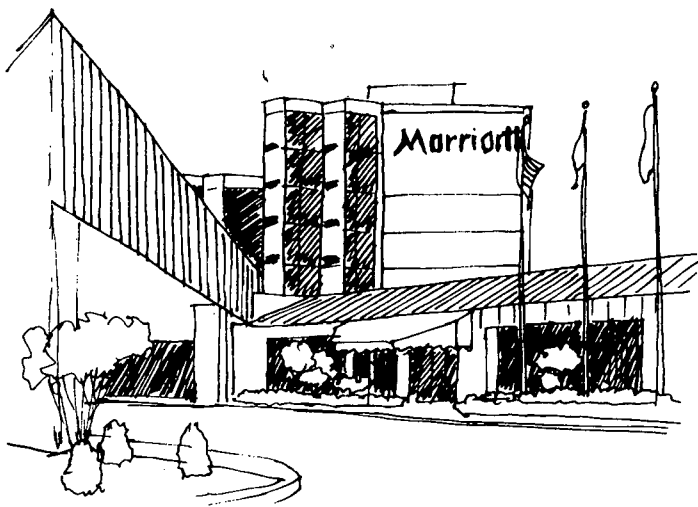
33rd Annual Meeting

---

# NATIONAL READING CONFERENCE

November 29 - December 3, 1983

Marriott Hotel • Austin, Texas



## Inside

Hotel & Program Notes	2
Transportation Discounts	3
Pre Conference Institute	4
Austin Area Map	4
Program Details	5
Program Schematic	15
Registration Form	17
Directory of Presenters	32
Program Committee	35

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.

### **Conference Site**

The 1983 Conference will be held at the Austin Marriott Hotel. Located in Austin, near the airport, the Marriott is a new property with excellent facilities, both for our meeting and for your stay. The hotel features an excellent restaurant and there are a number of different restaurants nearby.

If you do not find a hotel reservation form in your packet, please make your reservations directly with the Austin Marriott, 1 (512) 458-6161. Identify yourself as an NRC registrant and you should be able to confirm reservations at \$54.00 for a single room or \$60.00 for a double.

Questions? If you would like more information about the meeting, please feel free to call NRC's office at (716) 546-7241.

### **New Features**

There are several changes in format this year. In addition to the cash continental breakfast which will be available every morning except Saturday in the hallway near the registration area, we will have a free coffee break at 10:15 a.m.

The Saturday morning sessions: "Finding Your Roots: NRC's Living Footnote Series" is a roundtable program which is sure to be of interest to everyone at the meeting. It will be followed by a brunch.

Friday evening we will have a special Country-Western night, on the town in Austin. Our Board member, Jim Hoffman, and local arrangements chairman Lesa Kastler, both of the University of Texas are making these plans and a full outline will be available to you at registration.

### **Daily Registration Fee**

New this year is a daily registration fee, for persons who cannot stay for the whole conference. Remember, every attendee, including all program participants, *must* be registered. A schedule of all the registration fees is listed on the registration form.

## Getting There & Getting Around

### Official Airline

Again this year, we have designated an official airline for those going to the Conference. This will entitle registrants and participants to at least a 30% discount on normal coach class fares. It also reduces NRC's costs, as we earn credits toward staff travel expenses. So we urge you to use this service.

American Airlines has been designated as the official airline for the Austin meeting. There are no travel restrictions and no minimum stay connected with this fare. To qualify for the special fare:

1. Call 1 (800) 433-1790. From Texas, call 1 (800) 792-1160.
2. Identify yourself as going to the NRC meeting in Austin.
3. Tickets must be purchased at least 14 days prior to departure, but no later than ten days after the reservations have been made.
4. Changes to your return reservations may be made at any time.
5. If you buy your ticket and then cancel your reservation, there may be a \$30.00 cancellation penalty.
6. You must make your reservation through this special 800 number, but your own travel agent can issue the ticket, if you wish. Just ask about this when you make your reservations.

### Free Shuttle to the Marriott

The Marriott is located only a few minutes from the airport and operates a free shuttle service. Simply call the Marriott upon your arrival and you will be picked up at the airport.

### Rental Cars

National Car Rental has been named NRC's official car rental agency. They have extended an attractive rate on cars rented by our registrants. For details see the information on page 20.

**PLEASE NOTE** - In today's market, competition for business is strong. Promotional offers may be available from time-to-time. You are urged to shop around and to use the lowest rate which is available to you. It is possible that a promotional fare or rental rate may be available than is lower than the offers above.

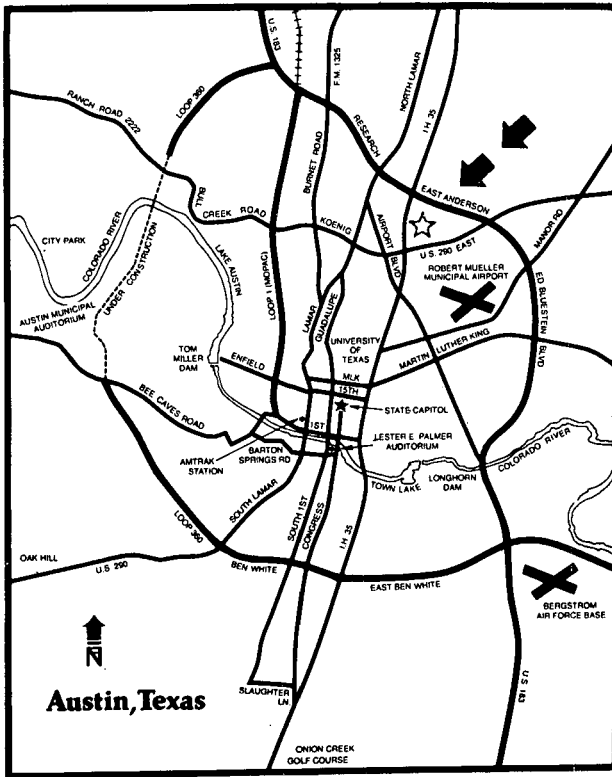
### SPECIAL EVENT

Sponsored by the University of Texas, Austin  
Tuesday evening, November 29, 1983, 7:00 p.m. - 8:00 p.m. Marriott Hotel

#### Speaker:

Dr. Judith Lanier,  
Dean of the College of Education,  
Michigan State University  
will speak on the topic of research and teacher education.

Reception: 8:00 p.m.



## Special Announcement

### Research Institute: "Changing Teacher Practice"

The Research and Development Center for Teacher Education\* at the University of Texas-Austin in cooperation with the College of Education is organizing a one day Pre Conference Institute to be convened Tuesday, November 29th, the day prior to the opening of the National Reading Conference in Austin. Since its establishment in 1965, the Center has been conducting long-term, programmatic research and development in the field of teacher education, teaching, and the change process. The theme of the Institute will be "Changing Teacher Practice." The purpose of the Institute will be to share findings and discuss issues related to research into the process(es) of infusing into practice what we "know" or at least "believe to be" the characteristics of effective teachers and effective schools.

Continued on page 18

---

\* Research & Development Center is on the U.T. campus, about 5 minutes from the Marriott. There will be a shuttle service between the Marriott & the Center during the day.

## Wednesday 30 November 1983

9:00 a.m.-10:15 a.m. SECTIONAL MEETINGS

### 1. Paper Session

Salon F

#### Children's Writing I

Chair: Jane A. Hansen, University of New Hampshire

- 1.1 **An examination of story features in children's original stories.** Linda N. Hansche, Georgia State University
- 1.2 **A comparison of first-graders ability in three modes of expression: Dictation, independent writing, and story retelling.** Victor Froese, University of Manitoba
- 1.3 **A pausal analysis of writing protocols of English middle school children.** Gary M. Schumacher, Ohio University and Denise Martin, Ohio University
- 1.4 **Developmental profiles of children's written production.** Arlene Sachs, University of Texas at Dallas

### 2. Symposium

Salon C

#### Teachers' decisions about the reading program (continued in 8)

Chair: Gerald Duffy, Michigan State University

- 2.1 **Teachers' decisions about reading: The effects of external constraints.** Hilda Borko, Virginia Tech. and Martha Kello, Virginia Tech.
  - 2.2 **A study of interactive decision-making of a reading educator teaching elementary reading.** Joyce Putnam, Michigan State University and Gerald Duffy, Michigan State University
  - 2.3 **Teachers' self-reports of critical decisions in teaching reading.** Nora Lee Hoover, University of Florida
  - 2.4 **Curriculum decision making and the beginning teacher of reading in the elementary school classroom.** James V. Hoffman, University of Texas-Austin, Sharon F. O'Neal, University of Texas-Austin and Gary A. Griffin, University of Texas-Austin
  - 2.5 **Policy-capturing: What's being captured?** Jerome A. Niles and Hilda Borko, Virginia Tech.
  - 2.6 **Teachers' decision-making about basal reading lessons.** Bonnie Banker, Ashbury College, Elfrieda H. Hiebert and Connie A. Bridge, University of Kentucky
- Discussant: Elfrieda Hiebert, University of Kentucky

### 3. Symposium

Lone Star 2

#### Young readers' comprehension: Reader variables, text variables, instructional variables (continued in 9)

Chair: Elizabeth Sulzby, Northwestern University

- 3.1 **Textual characteristics in beginning reading materials.** Connie A. Bridge, University of Kentucky
- 3.2 **The effect of print setting on the comprehension and strategy utilization of second-grade students.** Michael R. Sampson, East Texas State University and Jane H. White, East Texas State University
- 3.3 **First graders' reading from three text-types: Self-authored texts, commercial storybooks, and basal readers.** Elizabeth Sulzby, Northwestern University
- 3.4 **Reading as a meaning-seeking activity: What children's questions reveal.** Lea M. McGee, Louisiana State University and David Yaden, University of Oklahoma
- 3.5 **Beginning reading instruction across grade levels and ability groups.** Linda B. Gambrell, University of Maryland

Discussant: Pat Cunningham, Wake Forest University

### 4. Paper Session

Salon G

#### College and Adult Reading

Chair: Anne D. Forester, Camosun College

## Wednesday 30 November 1983

- 4.1 Syntactic segmentation to alleviate passage reading difficulty.** Eleanor F. Noble, University of Southern Mississippi
- 4.2 Retrieval speed in reading comprehension: Failure to generalize.** Tina J. Jacobowitz, Montclair State College, and Edward J. Haupt, Montclair State College
- 4.3 Rauding Theory: A reanalysis of Jester and Traver's rate and comprehension data.** Ronald P. Carver, University of Missouri-Kansas City
- 4.4 Relationships between the tongue-twister effect in silent reading, overt articulation, and reading skill in deaf and hearing students.** Ila Parasnis, Nat. Tech. Inst. for the Deaf, Rochester Inst. of Tech, and Paula Brown, Rochester Inst. of Tech.
- 5. Symposium** **Salon H**  
**Writing with computers: What we've learned from observing classrooms**  
Chair: Andee Rubin, Bolt, Beranek & Newman Inc.
- 5.1 QUILL in the classroom: Changes in the writing process.** Chip Bruce, Bolt Beranek & Newman, Inc.
- 5.2 So what'll it do?: A kids-eye view of word processing.** Midian Kurland, Bank Street College of Education
- 5.3 Muktuk meets Jacussi: Computer networks and elementary school writing.** James A. Levin, University of California
- 5.4 What did I do to deserve this?: Teachers' views of writing with computers.** Andee Rubin, Bolt Beranek & Newman, Inc.  
Discussant: M. Trika Smith-Burke, New York University
- 6. Special Session: Secondary Reading Researchers** **Lone Star 1**  
**(continued until 12:30 p.m.)**  
Chair: Thomas H. Estes, University of Virginia
- An analysis of current discriptive definitions of content-area reading instruction.** Harold L. Herber, Syracuse University and Joan Nelson, S.U.N.Y., Binghamton  
Response: Beth Evans, Laramie Public Schools, Wyoming
- The Effects of inference and metacognitive training on children's comprehension and metacomprehension.** Judythe P. Patberg and Peter Dewitz, University of Toledo  
Response: Patricia L. Anders, University of Arizona
- 10:15 a.m.-10:30 a.m. Coffee Break**  
**10:30 a.m.-11:50 a.m. SECTIONAL MEETINGS**
- 7. Paper Session** **Salon F**  
**Strategies for Comprehending Expository Text I**  
Chair: Cathy R. Wilson, University of Iowa
- 7.1 Inference operations associated with variant written responses to reading.** David A. Hayes, University of Georgia
- 7.2 The process of constructing a main idea.** Peter H. Johnston, S.U.N.Y. at Albany and Peter Afflerbach, S.U.N.Y. at Albany
- 7.3 Effects of previewing nonfiction passages on Junior High School students' comprehension and attitudes.** Maureen C. Prenn, University of Minnesota and Janice Lynn Buikema, University of Minnesota
- 7.4 The relationship between the direct teaching of notetaking and improved comprehension skills for junior high level students.** Martha Dillner, University of Houston
- 8. Symposium (continued from 2)** **Salon C**  
**Teachers' decisions about the reading program**

Wednesday 30 November 1983

9. **Symposium (continued from 3)** Lone Star 2  
**Young readers' comprehension: Reader variables, text variables, instructional variables**
10. **Symposium** Lone Star 3  
**Imagery tasks as instructional aids: Methodological considerations and implications for poor readers**  
Chair: Ruth J. Stone, Peabody/Vanderbilt University  
10.1 **Imagery strategies as procedures for improving comprehension of text: Previous research and future directions.** Naomi Feldman, Peabody/Vanderbilt University  
10.2 **Analysis of students' use of a picture drawing task as a facilitator of text comprehension.** Victoria J. Risko, Peabody/Vanderbilt University  
10.3 **The effect of different imaging strategies on students' retellings.** Charles K. Kinzer, Peabody/Vanderbilt University  
Discussant: Marino Alvarez, Tennessee State University
11. **Symposium\*** Salon H  
**Family Literacy: A forum for the exchange of ideas on critical issues arising from current research on the social, cultural and political contexts in which young children learn to read and write**  
Chair: Dorothy Strickland, Teachers College, Columbia University  
11.1 **Introduction of dialogue forum.** Denny Taylor, Teachers College, Columbia University and Catherine Dorsey-Gaines, Kean College of NJ.  
11.2 **Dialogue participation.** Shirley Brice-Heath, Stanford University, Judith L. Green, University of Delaware, Asa Hilliard, Georgia State University and William Teale, University of Texas at San Antonio  
Discussant: Dorothy Strickland, Teachers College, Columbia University
- \* **Participants are invited to request "data" prior to conference. Write to Denny Taylor, 11 Ravine Rd., Tenafly, N.J. 07670**
12. **Paper Session** Salon G  
**Miscellaneous . . . but Important I**  
Chair: Donna Ogle, National College of Education  
12.1 **Verbal reporting and reading research: Assessing a "Bootstrap Operation".** Peter Afflerbach, S.U.N.Y. at Albany  
12.2 **Metacognitive perceptions of reading demands in fourth grade social studies: A follow-up study.** Allan R. Neilsen, University of Calgary and Arlene Connell, University of Calgary  
12.3 **Enhancing fluency and comprehension through the use of self-monitored repeated reading.** Patricia S. Koskinen, Gallaudet College and Irene H. Blum, Catholic University  
12.4 **Investigation of concurrent validity of cloze.** Timothy Shanahan, University of Illinois-Chicago, and Michael L. Kamil, University of Illinois-Chicago
- 12:00 p.m.-1:20 p.m. SECTIONAL MEETINGS
13. **Paper Session** Salon H  
**Comprehending Expository Text**  
Chair: Carol M. Santa, Kalispell School District #5, MT.  
13.1 **Effects of activating prior knowledge on retention of expository text.** Donna E. Alvermann, University of Georgia, John E. Readence, Louisiana State University and Lynn C. Smith, University of Georgia  
13.2 **Enhancing comprehension through the use of a high-level schema.** Dixie Lee Spiegel, University of North Carolina-Chapel Hill and Carol Chappell, University of North Carolina-Chapel Hill

## Wednesday 30 November 1983

**13.3 The effects of measurement task and response mode on comprehension of expository text.** Billie J. Askew, Richardson School District, Texas

**13.4 Training sixth grade students to use general comprehension monitoring strategies for expository text processing.** Amos L. Hahn, University of Maryland and Ruth A. Garner, University of Maryland

### 14. Paper Session

Salon G

#### Strategies for Comprehending Expository Text II

Chair: Barbara Johnson, National College of Education

**14.1 Direct instruction in metacognitive strategies: A comparison of outlining and graphic organizer construction in 10th grade world history.** Thomas W. Bean, California State University-Fullerton, Harry Singer, University of California-Riverside, Jack Sorter, Garden Grove High School, and Charles Frazee, California State University

**14.2 High school readers' relative mastery of connectives commonly used in content reading.** M. Jane Greenewald, University of Wisconsin and Ken L. Dulin, University of Wisconsin

**14.3 Use of a structured overview to directly teach background knowledge.** Nancy Rogers-Zegarra, Charlotte-Mecklenburg Schools

**14.4 Effects of prior knowledge, text order and underlining on recall of information from text.** Barbara Kapinus, University of Maryland and Jacqueline A. Haynes, University of Maryland

### 15. Symposium

Lone Star 2 & 3

#### Understanding student writing: Reports on collaborative studies of teachers' reading process (continued in 21)

Chair: Louise Wetherbee Phelps, University of Southern California

**15.1 Introduction to the symposium.** Louise Wetherbee Phelps, University of Southern California

**15.2 Reading for metaphor.** Jack Blum, University of Southern California

**15.3 Evaluation of student text as it operates through memory.** Leigh Melton, University of Southern California

**15.4 Teachers as genuine readers.** Charlotte Preston, University of Southern California

**15.5 Interpretive frameworks for reading student writing.** Louise Wetherbee Phelps, University of Southern California

**15.6 Great expectations: Non-native speakers, their texts, and me.** Judith Rodby, University of Southern California

**15.7 Experience and the reading process: A preliminary study.** Terry Beers, University of Southern California

**15.8 Student response to instructor comments.** John Edlund, University of Southern California

Discussants: Ron C. Leslie, New York University and John T. Guthrie, International Reading Association

### 16. Symposium

Lone Star 1

#### College Level Learning Center Concerns

Chair: Joyce Mathesen, British Ministry of Education

**16.1 Implementing whole-brain learning in the college learning center.** Anne Forester, Camosun College, Canada

**16.2 A behavior analysis of reading.** Joseph A. Parsons, University of Victoria, Canada

**16.3 Bam or postilism revisited.** Frank Greene, McGill University

Discussant: Joyce Mathesen, British Ministry of Education



## Wednesday 30 November 1983

- 17. Paper Session** **Salon F**  
**Vocabulary**  
Chair: Michael C. McKenna, Wichita State University
- 17.1 Measuring the acquisition of small increments of word knowledge from context.** Patricia A. Herman, University of Illinois, Champaign and William Nagy, University of Illinois, Champaign
- 17.2 Contextual factors affecting word recognition.** Nancy Runkle, University of Wisconsin and Randall James Ryder, University of Wisconsin
- 17.3 Text cohesion and word frequency in reading development.** Josephine S. Goldsmith, Rutgers University
- 17.4 The effects of intensive vocabulary instruction on a specific writing task.** Ann Hill Duin, University of Minnesota
- 18. Paper Session** **Salon C**  
**College Reading**  
Chair: Tina J. Jacobowitz, Montclair State College
- 18.1 Adaptive college classroom behaviors and reading achievement.** R. Scott Baldwin, University of Miami and Nancy Kelly, University of Miami
- 18.2 The effects upon reading comprehension of a training program teaching students to list propositions.** Joy L. Stone, Montclair State College
- 18.3 An investigation of the reading skill deficiencies of adults enrolled in a community college reading improvement course.** Beth Ann Herrmann, University of Wisconsin
- 18.4 The interaction of mode and complexity of presentation on the performance of international college students.** Jeanne S. Schumm, University of Miami, and Marguerite C. Radencich, University of Miami
- 1:30 p.m.-2:50 p.m. SECTIONAL MEETINGS**
- 19. Research Review I** **Salon C**  
Chair: Priscilla A. Drum, University of California, Santa Barbara  
**Reading at the Secondary Level.** Gladys Knott, Kent State University
- 20. Paper Session** **Salon F**  
**Literacy**  
Chair: M. Jean Dreher, University of Maryland
- 20.1 Literacy in Chicano families: An ethnographic perspective.** Davida Lorraine Desmond, Stanford University
- 20.2 Ethnography and adolescent "Non-literates".** Shirley Brice-Heath, Stanford University
- 20.3 Forms, functions and values of literacy: Reading for survival in a Hispanic barrio as a Jr. High student.** Henry T. Trueba, University of California-Santa Barbara
- 20.4 Making meaning in school writing.** Christopher M. Clark, Michigan State University and Susan Florio, Michigan State University
- 21. Symposium (continued from 15)** **Lone Star 2 & 3**  
**Understanding student writing: Reports on collaborate studies of teachers' reading processes**
- 22. Paper Session** **Salon H**  
**Looking at Classrooms and Teachers**  
Chair: James V. Hoffman, University of Texas-Austin
- 22.1 A socio-communicative perspective on formal and informal classroom reading events.** David Bloome, University of Michigan

## Wednesday 30 November 1983

- 22.2 An interactive model of the instructional process: New research directions.** Robert B. Ruddell, University of California-Berkeley
- 22.3 Development and validation of an instrument to measure teaching effectiveness.** Martha Rapp Haggard, Sonoma State University
- 22.4 Do they practice what they teach: Teachers' awareness of reading strategies in content area reading.** Pi A. Irwin, Lee Instructional Research Center and Judy N. Mitchell, University of Arizona
- 22.5 Teachers instructional philosophies: Reading instruction and reader group needs.** Mary C. Shake, S.U.N.Y. at Albany

**23. Paper Session** Lone Star 1  
**Text Characteristics**

Chair: Dennis F. Fisher, U.S. Army Engineering Laboratory

**23.1 Types of writing included in basal readers and assessed in standardized reading tests.** James Flood, San Diego State University and Diane Lapp, San Diego State University

**23.2 The frequency and placement of main ideas in children's social studies textbooks: A modified replication of Braddock's research on topic sentences.** James F. Baumann, Purdue University

**23.3 Biology teachers' preferences for textbook characteristics and use.** Dixie Lee Spiegel, University of North Carolina, and Jill D. Wright, Tennessee Technological University

**23.4 Topic sentences and paragraph structures of introductory geology and sociology textbooks.** Linda L. Johnson, University of Iowa

**24. Paper Session** Salon G  
**Early Reading I**

Chair: Patricia M. Cunningham, Wake Forest University

**24.1 Substrata factor theory of reading: Subsystem patterns underlying achievement in beginning reading.** Ina C. Katz, California State College-San Bernardino and Harry Singer, University of California-Riverside

**24.2 Oral language instructor makes a difference in first grade reading achievement.** Jane Haley McHaney, Mississippi State University

**24.3 The effects of training in semantic and syntactic interpretation on second graders' comprehension of spoken and written complex sentences.** Donald J. Richgels, Louisiana State University

**24.4 Nonsense words versus real words in teaching phonics to high and low readers.** Sharon Fletcher, University of Illinois-Chicago and June D. Knafle, University of Illinois-Chicago

**3:00 p.m.-4:20 p.m. FIRST PLENARY SESSION** Salon D

Conference Welcome: Irene Athey, Rutgers University

University Welcome: Dean Lorin Kennamer, College of education, University of Texas-Austin

**25. Keynote Address**

Introduction of Speaker: Frank Greene, McGill University

**The Development of Literary Understanding: Current Developments in Literary Response Research**

Richard Beach, University of Minnesota

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

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

## Thursday 1 December 1983

9:00 a.m.-10:15 a.m. SECTIONAL MEETINGS

### 26. Symposium

Salon C

**The effect of teacher explanatory talk during instruction in reading and writing: beyond time on task and pacing (continued in 32)**

Chair: Gerald G. Duffy, Michigan State University

**26.1 The effect of explicit explanation of strategies and skills during fifth grade reading instruction.** Laura Roehler, Michigan State University and Gerald G. Duffy, Michigan State University

**26.2 A comparison of the effects of active teaching and practice in teaching students to use content clues.** Judythe P. Patberg, University of Toledo and Michael Graves, University of Minnesota

**26.3 Teacher explanation about sources of information and students' ability to respond to post-reading comprehension questions.** Taffy E. Raphael, Michigan State University

**26.4 The role of teacher questions during reading skill instruction: Implications for teacher effectiveness.** Linda Gire Vavrus, Michigan State University

**26.5 The effect of teacher explanation and questioning patterns on fourth grade students during basal reader instruction.** Nancy G. Mangano, Kansas State University, and Nancy Smith, Kansas State University

**26.6 Teacher explanatory talk during text based content area instruction.** Kathleen J. Roth, Michigan State University

**26.7 Teaching students the process of writing expositions through explanation, modeling and procedural facilitation.** Mark W. Aulls, McGill University and William Holt, Lindsay Place High School

Discussants: Jana Mason, University of Illinois

Walter Doyle, University of Texas-Austin

### 27. Paper Session

Salon F

#### Instructional Strategies

Chair: Jean H. Osborn, Center for the Study of Reading, University of Illinois

**27.1 The effects of redesigned basal reading lessons on children's story comprehension.** Karen K. Wixson, University of Michigan, Nina M. Yochum, University of Michigan, and Anita B. Bosky, University of Michigan

**27.2 The effects of story grammar instruction in a naturalistic setting.** Mary Jett-Simpson, University of Wisconsin-Milwaukee and Lauren Leslie, Marquette University

**27.3 Effects of interruption of a story on recall of story grammar categories by fourth grade students.** Linda Yaeger, Johnson Elementary School, Texas

**27.4 Effect of a direct instruction paradigm for teaching sixth grade students to comprehend main ideas.** James F. Baumann, Purdue University

### 28. Symposium

Lone Star 1

#### Models of Reading Acquisition

Chair: Richard G. Lomax, Louisiana State University

**28.1 Reading acquisition: Learning the technology of print.** Robert Calfee, Stanford University

**28.2 Printed word learning in beginning readers: Is the first stage visual or phonetic.** Linnea C. Ehri, University of California-Davis

**28.3 An evolving model of reading acquisition.** Connie Juel, University of Texas-Austin

**28.4 A component processes model of reading comprehension development: A comparison of normal and learning disabled children.** Richard G. Lomax, Louisiana State University

Discussant: Jana Mason, University of Illinois, Urbana-Champaign

## Thursday 1 December 1983

- 29. Symposium** **Salon H**  
**Adolescents and Literacy: Four Scenarios**  
Chair: Nancy Vaughan, East Texas State University
- 29.1 Habits of study and test performance.** Thomas H. Estes and Herbert C. Richards, University of Virginia
- 29.2 Teacher-student talk within the content area reading assignment.** Donna E. Alvermann, University of Georgia
- 29.3 Familiarity and importance: Do adolescents and their teachers agree.** Lyn Rothwell and Joseph L. Vaughan, East Texas State University
- 29.4 Critical thinking.** Anthony Petrosky, University of Pittsburgh  
Discussants: Panel of speakers, Estes, Alvermann, Vaughan, Petrosky
- 30. Symposium** **Lone Star 2 & 3**  
**Allocation of attention During reading**  
Chair: Ralph E. Reynolds, University of Utah
- 30.1 The volume of attention concept.** Ralph E. Reynolds, University of Utah
- 30.2 Does attention cause learning?** Richard C. Anderson, University of Illinois-Champaign
- 30.3 Effects of schemata and scripts on attention and remembering.** Paul T. Wilson, University of Illinois-Champaign
- 30.4 Effects of interest on attention.** Larry L. Shirey, University of Utah
- 31. Paper Session** **Salon G**  
**Reading comprehension**  
Chair: Gary Schumacher, Ohio University
- 31.1 Children's conceptions of reading comprehension: A developmental study.** Paula C. Grinnell, University of Texas-Dallas
- 31.2 Effects of small group discussion on fourth-grade students' acquisition of new content information.** Meg Callagher and P. David Pearson, University of Illinois-Champaign
- 31.3 The development of reading strategies of good and poor readers: A cross-sequential analysis.** Robert F. Mulcahy, University of Alberta, Judy Lupart, Mt. St. Vincent University, and Margaret A. Price, University of Alberta
- 31.4 Causal structure instruction and story comprehension of mildly handicapped children.** Connie R. Varhagen and Susan E. Goldman, University of California-Santa Barbara
- 10:15-10:30 a.m.- Coffee Break**
- 10:30 a.m.-11:50 a.m. SECTIONAL MEETINGS**
- 32. Symposium (continued from 26)** **Salon C**  
**The effect of teacher explanatory talk during instruction in reading and writing: Beyond time on task and pacing**
- 33. Symposium** **Lone Star 2 & 3**  
**Instructional decisions in uses of complex narrative texts: An analysis of one text**  
Chair: Linda Fielding, University of Illinois
- 33.1 Lesson repair techniques for teaching comprehension.** Jana Mason, University of Illinois
- 33.2 Clarifying story structure in complex narrative.** Linda Fielding, University of Illinois
- 33.3 Tapping prior knowledge for comprehension of complex narratives.** Alice Kawakami, Kamehameha Ed. Research Institute, Hawaii  
Discussant: Kathryn Hu-Pei Au, Kamehameha Ed. Research Institute, Hawaii

## Thursday 1 December 1983

- 34. Paper Session** **Salon F**  
**Children's Writing II**  
Chair: Carol N. Dixon, University of California, Santa Barbara
- 34.1 Syntactic development in children's writing.** Sherry Vaughan, University of Arizona
- 34.2 Orthographic development in children's writing.** Sandra J. Wilde, University of Arizona
- 34.3 Metacognitive strategies common to reading and writing.** Stephen B. Kucer and Mary Hill, Indiana University
- 34.4 Children's perceptions of reading and writing: Making the connection.** John C. Stansell and R. Kay Moss, Texas A&M University
- 35. Symposium** **Salon H**  
**The growth of literacy in first grade**  
Chair: Connie Juel, University of Texas-Austin
- 35.1 Decoding.** Sandra Hollingsworth, University of Texas-Austin
- 35.2 Spelling.** Diane Roper-Schneider, University of Texas-Austin
- 35.3 Writing.** Priscilla L. Griffith, University of Texas-Austin
- 35.4 Reading Comprehension.** Judy Leavell, University of Texas-Austin  
Discussant: Philip B. Gough, University of Texas-Austin
- 36. Symposium** **Lone Star 1**  
**Learning from text: Organization, reprocessing, and comprehension maintenance of expository texts**  
Chair: Mark Conley, Syracuse University
- 36.1 The manipulation of comprehension during the processing of text.** Richard B. Speaker, University of California, Berkeley
- 36.2 The parameters of mapping as an instructional strategy for expository TEXTS: An initial investigation.** Richard D. McCallum, University of California, Berkeley
- 36.3 Facilitating comprehension and written recall of exposition through DRTA instruction and conceptual mapping.** Marilyn E. Draheim, University of California, Berkeley  
Discussant: Karen Carroll, University of California, Berkeley
- 37. Paper Session** **Salon G**  
**Reading and Writing**  
Chair: Harry Laub, C.S. District 6, New York City
- 37.1 Effects of instruction in narrative structure on children's writing.** Jill Fitzgerald and Alan Teasley, University of North Carolina-Chapel Hill
- 37.2 The effect of grammar instruction on the composing process.** Jean Edmonson, Carl Braun and Christine J. Gordon, University of Calgary
- 37.3 The relationship of reading skill to children's production of cohesive structure in writing.** Carol Bertrand, Rutgers University
- 37.4 Writing instruction as a metatextual aid to story schema applications.** Carl Braun and Christine J. Gordon, University of Calgary
- 37.5 Reader/rater adaption to audience in situation-specific writing tasks.** David G. O'Brien, Sally Ann Hudson and Donald L. Rubin, University of Georgia

## Thursday 1 December 1983

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

#### 38. Symposium

Lone Star 2 & 3

##### The Questions Writers Ask

Chair: Jane Hansen, University of New Hampshire

**38.1 Questions only the writer can answer.** Don Graves, University of New Hampshire

**38.2 Questions the reader must answer.** Jane Hansen, University of New Hampshire

Discussants: Jane Hansen and Don Graves

#### 39. Paper Session

Salon F

##### Early Reading II

Chair: Kathryn Hu-Pei Au, Kamehameha Early Education Program, Hawaii

**39.1 Linguistic awareness, cognitive development and learning to read.** Hallie Yopp, University of California, Riverside

**39.2 The effects of story retelling on young children's comprehension and sense of story structure elements.** Lesley M. Morrow, Rutgers University

**39.3 "Let's read together": Preschool children's dependent and interactive storybook re-enactments.** Beverly Otto, Northwestern University

**39.4 Logo first: Read later.** Sally E. Lipa and Durlyn Wade, SUNY at Geneseo

**39.5 Administration of an English and Spanish version of the concepts about print: SAND test to kindergarten children of limited English proficiency utilizing four test conditions.** Irene Rodriguez, Laredo State University

#### 40. Symposium

Salon C

##### Reading diagnosis and the teacher: An examination from three perspectives

Chair: Nora Lee Hoover, University of Florida

**40.1 The assessment of classroom teachers' diagnostic ability.** Jerome A. Niles, Virginia Tech, and Nora Lee Hoover, University of Florida

**40.2 A status report on the use of IRLs by elementary school teachers.** Larry A. Harris and Rosary M. Lalik, Virginia Tech

**40.3 The effects of training on the reliability of teachers' diagnostic decisions.** Rosary M. Lalik and Larry A. Harris, Virginia Tech

Discussant: Karen K. Wixson, University of Michigan

#### 41. Paper Session

Lone Star 1

##### Computer Technology

Chair: George Mason, University of Georgia

**41.1 Development and evaluation of computer-based learning strategy training modules.** Donald F. Dansereau and Thomas R. Rocklin, Texas Christian University

**41.2 Computer-aided reading: A help for illiterate adults.** George W. McConkie, Roozbeh Tavakoli, Gary S. Wolverton and David Zola, University of Illinois-Champaign

**41.3 Microcomputer + sentence combining + story expansion = Improved reading comprehension.** Michael Angelotti and Karen K. Piper, Texas Tech University

**41.4 The effects of small group and computer-assisted inference training programs on fifth grade students' comprehension of implicit causal relationships.** Cynthia J. Pulver, Purdue University and Judith W. Irwin, Loyola University of Chicago

Continued on page 23

REGISTRATION - Tuesday 4:00 p.m. - 9:00 p.m.  
 REGISTRATION - Wednesday 8:00 a.m. - 4:00 p.m.

Wednesday, November 30, 1983

	9:00 - 10:15	10:30 - 11:50	12:00 - 1:20	1:30 - 2:50	3:00 - 4:20				
<p>1. Salon F                      PAPER SESSION                      Writing I</p>	<p>7. Salon F                      PAPER SESSION                      Expository Text                      Strategies I</p>	<p>13. Salon H                      PAPER SESSION                      Comprehension/                      Expository</p>	<p>19. Salon C                      RESEARCH REVIEW I                      Secondary Reading</p>	<p>Salon D</p>	<p>25. FIRST PLENARY SESSION                      The Development of Literary Understanding: Current                      Developments in Literary Response Research                      Richard Beach, University of Minnesota</p>				
						<p>2./8. Salon C                      SYMPOSIUM                      Decision-making</p>	<p>14. Salon G                      PAPER SESSION                      Expository Text                      Strategies II</p>	<p>20. Salon F                      PAPER SESSION                      Literacy</p>	
						<p>3./9. Lone Star 2                      SYMPOSIUM                      Young Reader's                      Comprehension</p>	<p>15./21. Lone Star 2 &amp; 3                      SYMPOSIUM                      Student Writing</p>		
						<p>4. Salon G                      PAPER SESSION                      College/Adult                      Reading</p>	<p>10. Lone Star 3                      SYMPOSIUM                      Imagery</p>	<p>16. Lone Star 1                      SYMPOSIUM                      College Learning                      Center</p>	<p>22. Salon H                      PAPER SESSION                      Classrooms and                      Teachers</p>
						<p>5. Salon H                      SYMPOSIUM                      Writing with                      Computers</p>	<p>11. Salon H                      SYMPOSIUM                      Family Literacy</p>	<p>17. Salon F                      PAPER SESSION                      Vocabulary</p>	<p>23. Lone Star 1                      PAPER SESSION                      Text Characteristics</p>
<p>6. Lone Star 1                      SPECIAL INTEREST                      GROUP                      Secondary Reading                      Research</p>	<p>12. Salon G                      PAPER SESSION                      Miscellaneous ...                      but Important I</p>	<p>18. Salon C                      PAPER SESSION                      College Reading</p>	<p>24. Salon G                      PAPER SESSION                      Early Reading I</p>						

Board Meeting 5:00 p.m. - 7:30 p.m.  
 Vital Issues 8:00 p.m. - Midnight

Thursday, December 1, 1983

	9:00 - 10:15	10:30 - 11:50	12:00 - 1:20	1:30 - 2:50	3:00 - 4:20
<b>REGISTRATION - 8:00 a.m. - 4:00 p.m.</b>	26./32. Salon C <b>SYMPOSIUM</b> Teacher Talk		38. Lone Star 2 & 3 <b>SYMPOSIUM</b> Children's Questions	44. Salon C <b>RESEARCH REVIEW</b> II Literature/Secondary Reading	50. Salon F <b>PAPER SESSION</b> Miscellaneous ... but Important II
	27. Salon F <b>PAPER SESSION</b> Instructional Strategies	33. Lone Star 2 & 3 <b>SYMPOSIUM</b> Instructional Decisions	39. Salon F <b>PAPER SESSION</b> Early Reading II	45. Salon F <b>SYMPOSIUM</b> Reading Teacher Effectiveness	51. Lone Star 1 <b>NCRE CO-SPONSORED</b> <b>MEETING</b> Communicating Research
	28. Lone Star 1 <b>SYMPOSIUM</b> Reading Acquisition	34. Salon F <b>PAPER SESSION</b> Writing II	40. Salon C <b>SYMPOSIUM</b> Diagnosis	46. Lone Star 2 & 3 <b>SYMPOSIUM</b> Young Readers/Writers	52. Lone Star 2 & 3 <b>SYMPOSIUM</b> Writing Process
	29. Salon H <b>SYMPOSIUM</b> Literacy/ Adolescents	35. Salon H <b>SYMPOSIUM</b> Literacy/First Grade	41. Lone Star 1 <b>PAPER SESSION</b> Computer Technology	47. Salon H <b>SYMPOSIUM</b> Microcomputers	53. Salon H <b>SYMPOSIUM</b> Main Idea
	30. Lone Star 2 & 3 <b>SYMPOSIUM</b> Attention	36. Lone Star 1 <b>SYMPOSIUM</b> Learning from Text	42. Salon H <b>SYMPOSIUM</b> Literacy/Non-School Settings	48. Salon G <b>NCTE CO-SPONSORED</b> <b>MEETING</b> Learning through Writing	54. Salon G <b>PAPER SESSION</b> Learning from Text II
31. Salon G <b>PAPER SESSION</b> Comprehension	37. Salon G <b>PAPER SESSION</b> Reading and Writing	43. Salon G <b>PAPER SESSION</b> Comprehending Text	49. Lone Star 1 <b>PAPER SESSION</b> Learning from Text 1	55. Salon C <b>SYMPOSIUM</b> Teacher Discussion	

**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**



**National Reading Conference  
REGISTRATION FORM  
1983 Conference, Austin, Texas**

**NOTE:**  
You may copy  
this form for  
multiple registra-  
tions.

**PLEASE PRINT**

NAME (last name first) \_\_\_\_\_ NICKNAME (for badge) \_\_\_\_\_

AFFILIATION (Company/University/School) \_\_\_\_\_

MAILING ADDRESS (Number, Street, Apartment or P.O. Box) \_\_\_\_\_

CITY \_\_\_\_\_ STATE/PROVINCE \_\_\_\_\_ ZIP or MAIL CODE \_\_\_\_\_

TELEPHONE—Office \_\_\_\_\_ Home \_\_\_\_\_  
 Area Code Number \_\_\_\_\_ Area Code Number \_\_\_\_\_

TOTAL ENCLOSED (U.S. FUNDS) \$ \_\_\_\_\_

Send form and check to:

**NATIONAL READING CONFERENCE**

1070 Sibley Tower  
Rochester, NY 14604

**CONFERENCE REGISTRATION FEES**

Category	FULL CONFERENCE		DAILY RATES
	Advanced (must be received by Nov. 15)*	On Site	Specify Which day: _____
Regular members	\$35.00	\$45.00	\$20.00
Student members	25.00	35.00	15.00
Emeritus members	25.00	35.00	15.00
Non-members	45.00	55.00	25.00

Note: All participants, presenters and attendees must be registered and must wear their badges at all times.

\* Registration prior to November 15 saves you the \$10.00 on-site registration fee.

*Please make all payments in U.S. Funds*

Be sure to make hotel and travel arrangements now

See information on page three for hotel and airlines

( ) I wish to join NRC. I have taken the member rate for my registration and have added the following dues amount to my enclosed check:

- REGULAR MEMBERSHIP** **\$35.00**  
(Includes JRB/YB and voting rights)
- FAMILY MEMBERSHIP** **\$45.00**  
(Includes a single subscription to JRB, YB and voting rights for two)
- STUDENT MEMBERSHIP\*** **\$20.00**  
(Includes JRB and YB)

\* Student status is open to persons who are graduate students in Reading or related area of study. Student status may be held for maximum of 4 years.

**For Students only:** I certify that the above applicant for membership is currently a graduate student in our school.

Signed: \_\_\_\_\_

School: \_\_\_\_\_

## **Pre Conference Institute (Continued from page 4)**

The Institute will be divided into five major segments. The first four segments are organized around three research programs with the R&D Center:

### **Segment 1: "Research on the Improvement of Practice"**

Program Director: Gene Hall

The roots of this program within the Center reach back to the work of Frances Fuller and the "Concerns Model". Over the years the research has evolved to consider the nature of change within educational institutions. Important work has taken place within the program in the development and application of the notions of stages of concern, levels of use, and innovation configuration. These constructs have proved useful in research into the change process. More recently the program has come to focus on the role of the principal in facilitating implementation and change at the classroom level. Dr. Hall and his colleagues have studied the implementation of a wide array of educational innovations in school and college settings. Concepts and techniques developed out of this program are being used to design concerns-based staff development and teacher education programs and to document implementation in education and research studies.

### **Segment 2: "Classroom Learning and Teaching"**

Program Director: Walter Doyle

This program is a direct descendant within the Center of some of the earliest landmark research into effective teaching. Past research associates have included Jere Brophy, Tom Good, Carolyn Evertson, and Linda Anderson. Under the leadership of Walter Doyle the current research has come to focus increasingly on the qualitative analysis of effective teaching and the nature of "academic work." Dr. Doyle is a specialist in research on classroom management and teaching effectiveness and associate editor of the *Elementary School Journal*.

### **Segment 3: "Research in Teacher Education"**

Program Director: Gary Griffin

This is the "newest" of the three center programs participating in the Institute. The major focus is on research into clinical teacher education. Two major research efforts have been completed. One focussed on the student teaching experience, and the second on effective staff development behaviors. A third is in process and its focus is on effective induction (assistance/assessment) programs for first year teachers. Dr. Griffin brings with him expertise in this area having worked as a research associate with John Goodlad in the IDEA Study of School Change, having been co-director of the IR&DS (Interactive Research and Development on Schooling) project and having just edited the 1983 NSSE Yearbook on Staff Development.

**Segment 4:**

The fourth segment will provide an opportunity for Institute participants to confer/visit informally with the staff of the various projects. No formal presentations will be made during this period.

**Segment 5:**

The final segment of the Institute will consist of an invited address by Dr. Judith Lanier, Dean of the College of Education, Michigan State University. Dr. Lanier will be addressing the topic of collaboration between Institutes of Higher Education and school based personnel in teacher education.

There will be an informal reception sponsored by the College of Education and the R&D Center at the Marriott Hotel Tuesday evening following Dr. Lanier's presentation.

The schedule for the Institute is as follows:

- 8:30-9:00 Introductions
- 9:00-10:30 Segment 1: Gene Hall
- 10:30-10:45 Coffee/break
- 10:45-12:00 Segment 2: Walter Doyle
- 12:00-1:00 Lunch (catered)
- 1:00-2:30 Segment 3: Gary Griffin and colleagues
- 2:30-2:45 Break
- 2:45-4:30 Segment 4: Visits and interactions with Projects
- 7:00-8:00 Segment 5: Invited address: Dr. Judith Lanier  
(Marriott Hotel)
- 8:00-10:30 Reception

-----  
 Name \_\_\_\_\_ Address \_\_\_\_\_  
 \_\_\_\_\_

Position \_\_\_\_\_

Will you be here for the Institute opening? Yes \_\_\_\_\_ No \_\_\_\_\_

What time will you arrive? \_\_\_\_\_

There will be a \$10.00 registration fee to cover the costs of lunch and materials. Please enclose a check for this amount with your registration form made payable to the Research and Development Center for Teacher Education-U.T. Austin. Send this form to:

James Hoffman  
 Research and Development Center  
 for Teacher Education  
 The University of Texas at Austin  
 Education Annex 2.212  
 Austin, Texas 78712

**Note:**  
 You may copy  
 this form for  
 multiple regis-  
 trants.

# National Car Rental®

THE OFFICIAL CAR RENTAL COMPANY FOR  
MEMBERS ATTENDING THE . . . . .

NATIONAL READING CONFERENCE  
ANNUAL MEETING

NOVEMBER 28 - DECEMBER 3, 1983

AUSTIN, TEXAS

Call 1 (800) 328-7949

Use Recap I.D.# 6300109

"SPECIAL CONVENTION RATES"

(Valid November 21 to December 10, 1983)

Car Category	Daily Rates	Mileage Allowance
A) Economy	\$32.00	Unlimited Free Mileage
B) Compact	\$36.00	Unlimited Free Mileage
C) Mid-Size	\$37.00	Unlimited Free Mileage
D) Full-Size (2 Door)	\$38.00	Unlimited Free Mileage
E) Full-Size (4 Door)	\$39.00	Unlimited Free Mileage

The above rates are not further discountable. A small mileage charge will apply to one-way rentals. For special weekly rates, please check at the counter. Customer pays for gas used, tax, C.D.W. and P.A. I.

*Attendees must present this page or official proof of their Conference Registration at time of rental to qualify for the above listed Special Rates.*

For your convenience - it is recommended that you make your reservations in advance by calling National's "Convention Desk" Toll Free:

**800-328-7949**

Advise Reservationist that your Recap I.D.# is #6300109.

Friday, December 2, 1983						
		9:00 - 10:15	10:30 - 11:50	12:00 - 1:20	1:30 - 2:50	3:00 - 4:20
<b>REGISTRATION - 8:00 a.m. - 4:00 p.m.</b>	<b>Salon D</b>  <b>SECOND PLENARY SESSION</b>  <b>The Writer's Planning Process and the Hidden Logic of Texts</b> <b>Linda Flower, Carnegie-Mellon University</b>	57. Lone Star 2 & 3 <b>SYMPOSIUM</b> Soviet Psychology	63. Salon C <b>SYMPOSIUM</b> A Vygotskian Perspective	69. Salon C <b>SYMPOSIUM</b> Early Reading/ Writing	<b>Salon D</b>  <b>THIRD PLENARY SESSION</b>  <b>Re-mediating Reading Difficulties</b> <b>Michael Cole &amp; Peg Griffin, University of California-San Diego</b>	
	58. Salon C <b>SYMPOSIUM</b> Text Characteristics	64. Salon F <b>PAPER SESSION</b> Metacognitive Strategies	70. Lone Star 1 <b>SYMPOSIUM</b> Text Classification Schemes			
	59. Salon F <b>SYMPOSIUM</b> Written Retelling	65. Lone Star 2 & 3 <b>SYMPOSIUM</b> Reader/Writer Informant	71. Salon F <b>SYMPOSIUM</b> Reading and Writing			
	60. Salon H IRA <b>CO-SPONSORED MEETING</b> Reading Process	66. Salon G <b>PAPER SESSION</b> Story Comprehension	72. Salon G <b>PAPER SESSION</b> Assessment			
	61. Lone Star 1 <b>PAPER SESSION</b> Disabled Readers	67./73. Salon H <b>SYMPOSIUM</b> Expository Text				
	62. Salon G <b>SYMPOSIUM</b> Adapted Texts	68. Lone Star 1 <b>PAPER SESSION</b> Questioning	74. Lone Star 2 & 3 <b>DEBATE</b> Readability	75.		
<b>Board Meeting 5:00 p.m. - 8:00 p.m.</b> <b>COUNTRY WESTERN NIGHT!!!</b>						

**REGISTRATION - 8:00 a.m. - 9:00 a.m.**

**SPECIAL SESSIONS**

76. **FINDING YOUR ROOTS: NCR'S LIVING FOOTNOTE SERIES**  
Part I Salon D

9:00 - 10:15

77. **FINDING YOUR ROOTS: NCR'S LIVING FOOTNOTE SERIES**  
Part II Salon D

10:15 - 11:30

**BRUNCH** Salon D

11:30 - 1:00

**Saturday, December 3, 1983**

## Thursday 1 December 1983

**41.5 Word processing and revision in written composition: A promising application of computer technology to language arts instruction.** Linda Stromberg, Carrollton Farmers Branch, I.S.D. and Ruth J. Kurth, North Texas State University

### 42. Symposium

Salon H

#### Literacy in Non-School settings

Chair: Larry Mikulecky, Indiana University

**42.1 Guidelines for developing literacy training programs for business and municipalities.** Larry Mikulecky, Indiana University

**42.2 Extending predictive psycholinguistic grammars of reading research to print-media advertising research.** Peter Mosenthal, Syracuse University

**42.3 Assessing the readability of hazardous-substance labels and instructions: How simple is "safe"?** Ken L. Dulin, University of Wisconsin-Madison

**42.4 Computer-based basic skills and job technical skills training programs for work force development.** Thomas G. Sticht, Navy Personnel R & D Center

Discussant: Gloria M. McDonnell, Fairfax County Schools

### 43. Paper Session

Salon G

#### Comprehending Text

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

**43.1 The natural use of imagery in children's comprehension and recall of un-illustrated text.** Mark C. Sadoski, Texas A&M University

**43.2 Analogy as a mechanism in schema acquisition.** Stella Vosniadou, University of Illinois

**43.3 Respective effects of verbal and visual illustration on the initial learning and retention of written directions.** William H. Henk and David A. Hayes, University of Georgia

**43.4 Prose recall for anomalous statements.** Ralph E. Reynolds and Gregg J. Schraw, University of Utah

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

#### 44. Research Review II

Salon C

Chair: Thomas H. Estes, University of Virginia

**Type of Literature and Reading Gains at the Secondary Level.** Ruth Cline, University of Colorado

#### 45. Symposium

Salon F

**Methodological concerns and recommendations for research in reading teacher effectiveness**

Chair: Dallas H. Cheek, Texas A&M University

**45.1 Conceptualization of promising process variables associated with students' reading achievement.** John W. Logan, Texas Tech University

**45.2 Validity and reliability of data gathering procedures in reading teacher effectiveness research.** William H. Rupley, Texas A&M University

**45.3 Data analyses strengths and weaknesses in reading teacher effectiveness research.** Victor L. Willson, Texas A&M University

Discussant: Beth S. Wise, McNeese State University

#### 46. Symposium

Lone Star 2 & 3

**The composing behaviors of young readers and writers**

Chair: Rob Tierney, University of Illinois, Champaign

**46.1 Analyzing composing behavior: Planning, aligning, revising.** Rob Tierney, University of Illinois, Champaign

## Thursday 1 December 1983

**46.2 Composing and a sense of outcomes.** Avon Crismore, University of Illinois, Champaign

**46.3 Alternative curriculum contexts in composing behaviors.** Mary Ellen Giaccobe, Harvard University

Discussant: Jerome Harste, Indiana University

**47. Symposium** **Salon H**  
**Diagnostic decision making and microcomputers: Revolutionizing the research base in reading.**

Chair: Annette B. Weinshank, Institute for Research on Teaching, Michigan State University

**47.1 Training to improve low diagnostic reliability in reading.** Annette B. Weinshank, Institute for Research on Teaching, Michigan State University

**47.2 The dialog system: Developing a microcomputer-based training program to improve diagnostic reliability in reading.** Ruth M. Polin, Institute for Research on Teaching, Michigan State University

**47.3 Integration of research and practice in medicine: Lessons for reading.** John F. Vinsonhaler, Institute for Research on Teaching, Michigan State University

**47.4 The trilogy system: Supporting clinical/epidemiological research in reading.** Christian C. Wagner, Oakland University

Discussant: Taffy Raphael, Michigan State University

**48. NCTE Co-Sponsored Meeting** **Salon G**  
**Learning Through Writing**

Chair: Jerome C. Harste, Indiana University

**48.1 Learning through writing: An investigation of students, teachers, and tasks.** Judith A. Langer, University of California at Berkeley and Arthur N. Applebee, Stanford University

**49. Paper Session** **Lone Star 1**  
**Learning from Text I**

Chair: Gary N. Osaka, New York University

**49.1 Developing second graders' prior knowledge in science to increase learning from text.** Louise McNulty, Winston Salem Forsyth Schools and Patricia M. Cunningham, Wake Forest University

**49.2 The effects of text structural alterations on the comprehension of novel information.** Theresa Rogers, Mary Moes, Daniel J. Foertsch and David Dunning, University of Illinois, Champaign

**49.3 A study of the relationship between explicit signaling of organizational patterns in selected chapter-length American history text and recall of information by ninth graders.** Lee Alvoid, Carrollton-Farmers Branch I.S.D.

**49.4 Effects of top-level structure, passage explicitness and cognitive style on recall of social studies content.** Paul J. Blohm and Clyde G. Colwell, Kansas State University

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

**50. Paper Session** **Salon F**  
**Miscellaneous . . . But Important II**

Chair: Ruth S. Meyers, Council on Interracial Books for Children

**50.1 Anthropomorphism: A cover for sexism?** Laura J. Action, Alma College and Lynda R. Markham, University of North Carolina



## Thursday 1 December 1983

- 50.2 Developmental tasks of the young black adolescent in ten selected junior novels.** Estelle J. Brown, Glassboro State College
- 50.3 Communication in the real world.** Gloria M. McDonnell, Fairfax County Schools, Bess Osburn, Sam Houston University and Shirley Eaton, Fairfax County Schools
- 50.4 An ethnographical look at information processing in the military: Phase I.** Jane Warren Meeks and Stephanie H. Jacobson, Old Dominion University
- 51. NCRE Co-Sponsored Meeting** **Lone Star 1**  
**Communicating Research and Theory Effectively**  
Chair: Robert Dykstra, University of Minnesota
- 51.1 Communicating research and theory to fellow researchers.** Michael Graves, University of Minnesota
- 51.2 Communicating research and theory to practitioners.** Julie Jensen, University of Texas-Austin  
Discussants: Arthur Applebee, Stanford University and P. David Pearson, University of Illinois, Champaign
- 52. Symposium** **Lone Star 2 & 3**  
**Writing process research methodology: Research designs, data collection, and data analysis procedures**  
Chair: R. Kay Moss, Texas A&M University
- 52.1 The embedded case study: Children's writing processes and teacher's instructional behaviors.** R. Kay Moss, Texas A&M University
- 52.2 The researcher as a participant observer.** Donna Wiseman, Texas A&M University
- 52.3 Video observational studies of the writing process in non-academic situations.** Susan K. Nicholas, Wayne State University
- 52.4 Use of case study methodology to provide visibility to variables contributing to a metacognitive awareness of composing process behaviors.** V. June Scobee, University of Houston/CLC  
Discussant: Bess Osburn, Sam Houston State University
- 53. Symposium** **Salon H**  
**Getting the Main Idea**  
Chair: James W. Cunningham, University of North Carolina-Chapel Hill
- 53.1 Mapping the domain of main idea instruction: A literature review.** David W. Moore, University of Northern Iowa
- 53.2 Teachers' conceptions of the main idea.** James W. Cunningham, University of North Carolina-Chapel Hill
- 53.3 Metacognitive aspects of getting the main idea.** David W. Moore, University of Northern Iowa
- 53.4 The effects of generic and content-specific objectives on getting main ideas.** James W. Cunningham, University of North Carolina-Chapel Hill  
Discussant: Dixie Lee Spiegel, University of North Carolina-Chapel Hill
- 54. Paper Session** **Salon G**  
**Learning from Text II**  
Chair: Carol K. Weber, CUNY-York College
- 54.1 Training community college students to recognize and use cause-effect patterning in history texts.** Rosalind Horowitz, University of Texas-San Antonio and Bob Rogers, San Antonio Community College

**Thursday 1 December 1983**

**Friday 2 December 1983**

**54.2 Generative learning from text for comprehension improvement.** Ernest Balajthy, Beaver College

**54.3 Recognition of explicit and implicit clues and their subsequent use in formal and informal texts.** Bonnie Carroll and Priscilla A. Drum, University of California, Santa Barbara

**54.4 Verbal reports: Good and poor deaf readers' strategies for comprehending expository text.** Alinda Drury and Stephen Aldersley, National Technical Institute for the Deaf

**55. Symposium** **Salon C**  
**Teacher discussion in the elementary and secondary school: A focus on question levels and differential discussion patterns**

Chair: William C. McGrade, Syracuse University

**55.1 Teachers' differential selection and use of basal reader questions.** Rosary M. Lalik, Virginia Polytechnic Institute

**55.2 Relationships between teacher's questioning patterns, student reading ability, and recall of information from lessons.** William C. McGrade, Syracuse University

**55.3 Differential teacher instantiations of knowledge related to instructional strategies during classroom lessons.** Mark W. Conley, University of Anchorage

Discussant: Hilda Borko, Virginia Polytechnic Institute

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

**6:30 p.m.-7:00 p.m. STATE DELEGATE'S ASSEMBLY** **Salon D**

**8:00 p.m.-Midnight VITAL ISSUES** **Salon E**

### **Friday, December 2, 1983**

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

**56. Keynote Address** **Salon D**

Introduction of Speaker: Jerome C. Harste, Indiana University

**The Writer's Planning Process and the Hidden Logic of Texts**

Linda Flower, Carnegie-Mellon University

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

**57. Symposium** **Lone Star 2 & 3**

**Implications of Soviet Psychology for Reading Research**

Chair: Kathryn H. Au, Kamehameha Schools, Hawaii

**57.1 Zones of proximal development as combined activity systems.** Peg Griffin and Michael Cole, University of California, San Diego

**57.2 The regulatory functions of interactive teaching.** Roland G. Tharp, Kamehameha Schools, Hawaii and Ronald Gallimore, U.C.L.A.

**57.3 The socially mediated nature of pre- and elementary school reading instruction.** James Gavelek, Michigan State University

Discussant: To be announced

**58. Symposium** **Salon C**

**Reading research message for authors: How you write the text makes a difference**

Chair: Avon Crismore, Center for Study of Reading

**58.1 Effects of discourse type on recall by young, mid and old adults with high and average vocabulary scores.** Bonnie J. F. Meyer and G. Elizabeth Rice, Arizona State University

## Friday 2 December 1983

**58.2 Students' comprehension of difficult informative text and their learning of counter-intuitive concepts.** Diane Schallert, James V. Hoffman and Mary Leonard, University of Texas-Austin

**58.3 Metadiscourse in social studies texts: Its effect on student performance and attitudes.** Avon Crismore, Center for Study of Reading

**58.4 Comprehension aids for expository text in entangled domains.** Rand Spiro, Theresa Rogers and Brian Nash, Center for Study of Reading

Discussant: Andrew Ortony, Center for Study of Reading

### 59. Symposium

Salon F

**The written retelling as a measure of reading comprehension**

Chair: David C. Caverly, West Virginia University

**59.1 Development and reliability of a written retelling task for screening reading ability.** Sharon L. Smith, Indiana University

**59.2 Development and validity of a written retelling task for reading and writing.** David C. Caverly, West Virginia University

**59.3 Development and clinical use of a written retelling task.** William E. Smith, University of Mississippi

Discussant: Robert F. Carey, Indiana University

### 60. IRA Co-Sponsored Meeting

Salon H

**Proved defective: Linguistic competence, linguistic performance, and research design**

Chair: Kenneth S. Goodman, University of Arizona

**60.1 Pronoun miscue of readers.** Kenneth S. Goodman, University of Arizona and Suzanne Gespass

**60.2 Influence of different text conditions on intonation of good and poor readers.** Bess Altwerger, University of New Mexico

**60.3 Curriculum to remediate research based incompetence.** Kenneth S. Goodman, University of Arizona

Discussant: To be announced

### 61. Paper Session

Lone Star 1

**Disabled Readers**

Chair: Stephanie H. McConaughy, University of Vermont

**61.1 Passive failure in reading.** Peter H. Johnston, S.U.N.Y. at Albany and Peter N. Winograd, University of Kentucky

**61.2 A generative learning strategy for disabled readers.** Renee Weisberg and Ernest Balajthy, Beaver College

**61.3 The effect of semantic feature analysis on the reading comprehension of learning disabled students.** Patricia L. Anders and Candace S. Boss, University of Arizona

**61.4 An examination of the relationship between comprehension monitoring and predictive reasoning of learning disabled and non-learning disabled subjects.** Susan D. Wells, University of Utah

### 62. Symposium

Salon G

**An investigation of high interest-low vocabulary materials: Building a data base for instructional decisions**

Chair: Judy Nichols Mitchell, University of Arizona

**62.1 A text analysis comparison of original and adapted text.** Karri W. McCain, University of Arizona

## Friday 2 December 1983

**62.2 The effect of text adaptation on prediction.** Wilbur S. Ames, University of Arizona

**62.3 The effect of text adaptation on responses to questions.** John M. Bradley, University of Arizona

**62.4 The effect of text adaptation on recall.** Judy Nichols Mitchell, University of Arizona

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

**63. Symposium** Salon C  
**Reading Levels: A Vygotskian perspective**

Chair: William R. Powell, University of Florida

**63.1 Mediated reading levels: The construct.** William R. Powell, University of Florida

**63.2 Emergent reading levels in expository materials.** Lisabeth A. Dixon, University of Florida

**63.3 Reading levels and the zone of proximal development.** Nile V. Stanley and Lisabeth A. Dixon, University of Florida

**63.4 Emergent reading levels in low SES students.** Sherry K. Newman, University of Florida

### Audience participation: Question and answer session

**64. Paper Session** Salon F  
**Metacognitive Strategies**

Chair: Andrew Marker, New York City

**64.1 Use of cognitive and metacognitive strategies of good and poor college-level readers.** Nancy K. Kaufman and Alice L. Randlett, University of Wisconsin-Stevens Point

**64.2 The relationship between metacognitive awareness, metacognitive knowledge, and reading comprehension in an adult population.** Brenda G. Rogers, Claire E. Weinstein and Maria L. Ramos-Cancel, University of Texas

**64.3 Default of problem solving strategies in comprehending difficult texts.** Grant Cioffi, University of New Hampshire

**64.4 Elaborative strategies: Promises and dilemmas for classroom instruction.** Ernest T. Goetz, Patricia A. Alexander and Christine Burns, Texas A&M University

**65. Symposium** Lone Star 2 & 3  
**The young child as reader, writer and informant**

Chair: Robert Carey, Indiana University

**65.1 Rethinking developmental stage theory: The child as informant.** Jerome C. Harste, Indiana University

**65.2 Rethinking readiness: The child as informant.** Yetta M. Goodman, University of Arizona

Discussant: Robert Carey, Indiana University

**66. Paper Session** Salon G  
**Story Comprehension**

Chair: Lisa S. Fleisher, New York University

**66.1 The influence of prior knowledge and adjunct story frames on children's comprehension.** Douglas Ray Reutzell, Tarleton state University, Elaine Forester Ranger Texas Independent School District and Kathleen Baugh

**66.2 Influence of story schema and concept of story on children's story production.** Lea McGee, Joannis K. Flatley, Joanne L. Ratliff, and Ann Sinex, Louisiana State University

## Friday 2 December 1983

**66.3 Strategic activity in story comprehension at two levels of reader proficiency.** Stephen Phelps, Buffalo State College

**66.4 The semantic features of text: Impact on comprehending.** Karen M. Feathers, Indiana University

**67. Symposium** **Salon H**  
**Expository text comprehension: Critical research issues (continued in 73)**

Chair: Rosalind Horowitz, University of Texas-San Antonio

**67.1 The uses and limitations of rhetorical elements of expository text.** Rosalind Horowitz, University of Texas-San Antonio

**67.2 Ancient and modern theories of text classifications.** Lester L. Faigley, University of Texas-Austin

**67.3 The demands of expository text.** Diane L. Schallert, University of Texas-Austin

**67.4 On the structural nature of expository text.** Nancy Marshall, Florida International University

**67.5 The relationship between structural and affective factors in expository text.** Suzanne Hidi, Ontario Institute for Studies in Education

**67.6 The search for a meaningful approach to assessing comprehension of expository text.** Barbara Taylor, University of Minnesota

**68. Paper Session** **Lone Star 1**  
**Questioning**

Chair: Taffy E. Raphael, University of Utah

**68.1 The effect of pre-questions on the comprehension of refutation texts.** Katherine Maria, College of New Rochelle and Walter MacGinitie, University of Victoria

**68.2 Media of narrative presentation and type of teacher questions: Effects on maturity of children's oral responses.** Carole Cox, Louisiana State University

**68.3 Judging the appropriateness of text-based comprehension questions: Teachers' sensitivity to macrostructures.** Barbara Rennie and Allan R. Neilsen, University of Calgary

**68.4 An analysis of the relationships among text, teacher questions, and student responses during reading lessons.** Eileen Walter, University of Arizona

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

**69. Symposium** **Salon C**  
**Emergent writing and reading: What we can learn from children and their parents**

Chair: Elizabeth Sulzby, Northwestern University

**69.1 Toward a theory of how children learn to read and write "naturally": An update.** William H. Teale, University of Texas-San Antonio

**69.2 Five-year olds' views of themselves as writers and readers.** Elizabeth Sulzby, Northwestern University

**69.3 An examination of children's favorite books based upon parents perceptions.** Fay Robinson and Elizabeth Sulzby, Northwestern University

Discussant: Rae Moses, Northwestern University

**70. Symposium** **Lone Star 1**  
**Training students to use text classification schemes: An aid to comprehension**

Chair: Claire Weinstein, University of Texas

**70.1 Training of a procedure for analysis of descriptive, narrative and expository text.** Stephen Aldersley, National Technical Institute for the Deaf

## Friday 2 December 1983

**70.2 Training of a procedure for analysis of scientific information.** Gary Long,  
National Technical Institute for the Deaf

Discussant: Donald F. Dansereau

**71. Symposium** **Salon F**

**Written language awareness and orthographic knowledge in reading, writing and spelling**

Chair: MaryAnne Hall, Georgia State University

**71.1 Written language awareness of the emergent reader and writer.** MaryAnne Hall, Georgia State University

**71.2 Writing and reading connections.** Kathryn J. Aspden, Fulton County Schools

**71.3 Orthographic knowledge of good and poor spellers.** Kristine F. Anderson, Southern Technical Institute

Discussant: Linda N. Hansche, Georgia State University

**72. Paper Session** **Salon G**

**Assessment Issues**

Chair: Joanna Williams, Teachers College, Columbia University

**72.1 Concurrent validity of the learning and study skills inventory scales: Implications for reading comprehension in adult learners.** Claire E. Weinstein, Steven Zimmerman, and David Palmer, University of Texas-Austin

**72.2 Written context and word meaning acquisition: Issues in assessment.** Roger H. Bruning, University of Nebraska

**72.3 An investigation of types of distractors for reading comprehension test items.** Linda N. Hansche and Belita Gordon, Georgia State University

**72.4 A theoretical framework for interactive instruction.** Beau Fly Jones, Beverly Cox and Larry Friedman, Chicago Public Schools

**72.5 Instructional testing.** Larry Friedman and Beau Fly Jones, Chicago Public Schools

**73. Symposium** **Salon H**

**Expository text comprehension: Critical research issues (continued from 67)**

**74. A Debate** **Lone Star 2 & 3**

**Resolved that readability formulae have outlived their usefulness for grading the difficulty of school materials**

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

**74.1 Affirmative.** Richard C. Anderson, Center for Study of Reading

**74.2 Negative.** Edward Fry, Rutgers University

**3:00-4:20 p.m. THIRD PLENARY SESSION** **Salon D**

**75. Keynote Address**

**Introduction of speaker:** Lenore H. Ringler, New York University

**Re-mediating Reading Difficulties**

Michael Cole and Peg Griffin,  
University of California-San Diego

**5:00-8:00 p.m. BOARD MEETING** **Sundance**

**8:00 p.m. COUNTRY WESTERN NIGHT**

Saturday, December 3, 1983

76.177. SPECIAL SESSIONS

Salon D

## Finding Your Roots: NRC's Living Footnote Series

9:00-10:15 a.m. Part I

Salon D

Chair: Lenore H. Ringler, New York University

- Roundtable 1:** Philip Gough, University of Texas-Austin  
**Topic:** **Decoding, Comprehension, & Reading**
- Roundtable 2:** Kenneth S. Goodman, University of Arizona  
**Topic:** **Reading: The Whole of It**
- Roundtable 3:** Irene Athey, Rutgers University  
**Topic:** **The Affective Domain - Past, Present, & Future**
- Roundtable 4:** Earl Rankin, University of Kentucky  
**Topic:** **Degrees of Reading Testing for Prospective Teachers in Kentucky**
- Roundtable 5:** Ronald P. Carver, University of Missouri - Kansas City  
**Topic:** **New & Unpublished Data on Speed Reading, Structure of Content, and Reading Theory**
- Roundtable 6:** Thomas G. Sticht, Navy Personnel Research & Development Center  
**Topic:** **Adult Literacy Development: Conceptual & Operational Issue**
- Roundtable 7:** Linnea C. Ehri, University of California, Davis  
**Topic:** **How Children Learn to Read & Spell**
- Roundtable 8:** Joyce Hood, University of Iowa  
**Topic:** **Issues in Clinical Assessment of Decoding & Comprehension Deficits**
- Roundtable 9:** S. Jay Samuels, University of Minnesota  
**Topic:** **Beginning Reading: Continuing Issues and Concerns**

10:15-11:30 a.m. Part II

Salon D

Chair: Lenore H. Ringler, New York University

- Roundtable 1:** George W. McConkie, University of Illinois  
**Topic:** **Eye Movement Based Assessment in Reading: A Bit of Futurism**
- Roundtable 2:** Victor Rentel, Ohio State University  
**Topic:** **Coherence in Young Children's Texts**
- Roundtable 3:** Rand Spiro, University of Illinois  
**Topic:** **Schema Theory & Comprehension in Indeterminate Situations**
- Roundtable 4:** Judith L. Green, University of Delaware  
**Topic:** **Sociolinguistic & Ethnographic Studies of Reading & Language: Next Steps & Concerns**
- Roundtable 5:** Thomas H. Estes, University of Virginia  
**Topic:** **Text Structure, Reading Strategies, & the Comprehension of Textbooks**
- Roundtable 6:** Priscilla A. Drum, University of California, Santa Barbara  
**Topic:** **Growth in Word Meaning**
- Roundtable 7:** Robert Calfee, Stanford University  
**Topic:** **How I Learned to Read**
- Roundtable 8:** John T. Guthrie, International Reading Association  
**Topic:** **Reading Acts: Frameworks & Findings**
- Roundtable 9:** Gerald G. Duffy, Michigan State University  
**Topic:** **The Nature & Improvement of Classroom Reading Instruction**

11:30-1:30 Brunch

Salon D

## DIRECTORY\*

Action, Laura L.	50	Carver, Ronald	4
Afflerbach, Peter	7, 12	Caverly, David C.	59
Aldersley, Stephen	54, 70	Chappell, Carol	13
Alexander, Patricia A.	64	Cioffi, Grant	64
Altwerger, Bess	60	Clark, Christopher M.	20
Alvermann, Donna E.	29	Cline, Ruth	44
Alvoid, Lee	49	Cole, Michael	57, 75
Ames, Wilbur S.	62	Colwell, Clyde	49
Anders, Patricia L.	61	Conley, Mark W.	55
Anderson, Kristine F.	71	Connell, Arlene	12
Anderson, Richard C.	30, 74	Cox, Beverly E.	72
Angelloti, Michael	41	Cox, Carole	68
Applebee, Arthur N.	48	Crismore, Avon	46, 58
Askew, Billie J.	13	Cunningham, James W.	53
Aspden, Kathryn J.	71	Cunningham, Patricia M.	49
Aulls, Mark W.	26	Dansereau, Donald F.	41
Balajthy, Ernest	54, 61	Desmond, Davida Lorraine	20
Baldwin, Scott R.	18	Dewitz, Peter	6
Banker, Bonnie	2	Dillner, Martha	7
Baugh, Kathleen	66	Dixon, Lisabeth A.	63
Baumann, James F.	23, 27	Dorsey, Gaines, Catherine	11
Beach, Richard	25	Draheim, Marilyn E.	36
Bean, Thomas W.	14	Drum, Priscilla A.	54
Beers, Terry	15	Drury, Alinda	54
Bertrand, Carol	37	Duffy, Gerald	2, 26
Blohm, Paul J.	49	Duin, Ann Hill	17
Bloome, David	22	Dulin, Ken L.	14, 42
Blum, Irene H.	12	Dunning, David	49
Blum, Jack	15	Eaton, Shirley	50
Borko, Hilda	2	Edlund, John	15
Bosky, Anita B.	27	Edmonson, Jean	37
Boss, Candace S.	61	Ehri, Linnea C.	28
Bradley, John M.	62	Elkins, John	23
Braun, Carl	37	Estes, Thomas H.	29
Brice-Heath, Shirley	11, 20	Faigley, Lester	67
Bridge, Connie A.	23	Feathers, Karen M.	66
Brown, Estelle J.	50	Feldman, Naomi	10
Brown, Paula	4	Fielding, Linda	33
Bruce, Chip	5	Fitzgerald, Jill	37
Bruning, Roger H.	72	Flatley, Joannis, K.	66
Buikema, Janice Lynn	7	Fletcher, Sharon	24
Burns, Christine	64	Flood, James	23
Calfee, Robert	28	Florio, Susan	20
Carroll, Bonnie	54	Flower, Linda	56

---

\*Discussants, Chairs, and Respondents are not listed in this directory



Foertsch, Daniel J.	49	Hillingsworth, Sandra	35
Forester, Ann	16	Holt, William	26
Forester, Elaine	66	Hoover, Nora Lee	2, 40
Frazee, Charles	14	Horowitz, Rosalind	54, 67
Friedman, Larry	72	Hudson, Sally	37
Froese, Victor	1	Irwin, Judith W.	41
Fry, Edward	74	Irwin, Pi A.	22
Gallagher, Meg	31	Jacobson, Stephanie	50
Callimore, Ronald	57	Jacobowitz, Tina J.	4
Gambrell, Linda B.	3	Jensen, Julie	51
Garner, Ruth	13	Jett-Simpson, Mary	27
Gavelek, James	57	Jones, Beau Fly	72
Gespas, Suzanne	60	Johnson, Linda L.	23
Giaccobe, Mary Ellen	46	Johnston, Peter H.	7, 61
Goetz, Ernest T.	64	Juel, Connie	28
Coldman, Susan R.	31	Kamil, Michael L.	12
Goldsmith, Josphine S.	17	Kapinus, Barbara	14
Goodman, Kenneth S.	60	Katz, Ina C.	24
Goodman, Yelta R.	65	Kaufman, Nancy K.	64
Gordon, Beltia	72	Kawakami, Alice	33
Gordon, Christine J.	37	Kello, Martha	2
Graves, Don	38	Kelly, Nancy	18
Graves, Michael	26, 51	Kinzer, Charles K.	10
Green, Judith L.	11	Knafle, June D.	24
Greene, Frank	16	Knott, Gladys	19
Greenewald, Jane M.	14	Koskinen, Patricia S.	12
Griffin, Gary A.	2	Kucer, Stephen B.	34
Griffin, Peg	57, 75	Kurland, Midian	5
Griffith, Priscilla L.	35	Kurth, Ruth J.	41
Grinnell, Paula C.	31	Lalik, Rosary M.	40, 55
Haggard, Martha Rapp	22	Langer, Judith A.	48
Hahn, Ames L.	13	Lapp, Diane	23
Hall, MaryAnne	71	Leavell, Judy	35
Hanschke, Linda N.	1, 72	Leonard, Mary	58
Hansen, Jane	38	Leslie, Lauren	27
Harris, Larry A.	40	Levin, James A.	5
Harste, Jerome C.	65	Lipa, Sally E.	39
Haupt, Edward J.	4	Logan, John W.	45
Hayes, David A.	7, 43	Lomax, Richard G.	28
Haynes, Jacqueline A.	14	Long, Gary	70
Harold, Herber L.	6	Lupart, Judy	31
Henk, William	43	MacGinitie, Walter	68
Herman, Patricia A.	17	Mangano, Nancy G.	26
Herrmann, Beth Ann	18	Maria, Katherine	68
Hidi, Suzanne	67	Markham, Lynda R.	50
Hiebert, Elfrieda	2	Marshall, Nancy	67
Hill, Mary	34	Martin, Denise	1
Hilliard, Asa	11	Mason, Jana	33
Hoffman, James V.	2, 58	McCallum, Richard D.	36

McCain, Karri W.	62	Raphael, Taffy E.	26
McConkie, George W.	41	Ratliff, Joanne	66
McDonnell, Gloria M.	50	Readence, John E.	13
McGee, Lea M.	3, 66	Rennie, Barbara	68
McGrade, William C.	55	Reutzell, Douglas Ray	66
McHaney, Jane Haley	24	Reynolds, Ralph E.	30, 43
McNulty, Louise	49	Rice, Elizabeth G.	58
Meeks, Jane Warren	50	Richards, Herbert C.	29
Melton, Leigh	15	Richgels, Donald J.	24
Meyer, Bonnie J. F.	58	Risko, Victoria J.	10
Mikulecky, Larry	42	Robinson, Fay	69
Mitchell, Judy Nichols	22, 62	Rocklin, Thomas R.	41
Moes, Mary	49	Rodby, Judith	15
Moore, David W.	53	Rodriguez, Irene	39
Morrow, Lesley M.	39	Roehler, Laura	26
Mosenthal, Peter	42	Rogers, Bob	54
Moss, Kay R.	34, 52	Rogers, Brenda	64
Mulcahy, Robert F.	31	Rogers, Theresa	49, 58
Nagy, William	17	Rogers-Zegarra, Nancy	14
Nash, Brian	58	Roper-Schneider, Diane	35
Neilsen, Allan R.	12, 68	Roth, Kathleen J.	26
Nelson, Joan	6	Rothwell, Lyn	29
Newman, Sherry K.	63	Rubin, Andee	5
Nichols, Susan K.	52	Rubin, Donald L.	37
Niles, Jerome A.	2, 40	Ruddell, Robert B.	22
Noble, Eleanor F.	4	Runkle, Nancy	17
O'Brien, David G.	37	Rupley, William H.	45
O'Neal, Sharon F.	2	Ryder, Randall James	17
Osburn, Bess	50	Sachs, Arlene	1
Otto, Beverly	39	Sadoski, Mark C.	43
Palmer, David	72	Sampson, Michael R.	3
Parasnis, Ila	4	Schallert, Diane	58, 67
Parsons, Joseph A.	16	Schraw, Gregg J.	43
Parberg, Judythe P.	6, 26	Schumacher, Gary M.	1
Pearson, P. David	31	Schumm, Jeanne S.	18
Petrosky, Anthony	29	Scobee, June	52
Phelps, Louise Wetherbee	15	Shake, Mary C.	22
Phelps, Stephen	66	Shanahan, Timothy	12
Piper, Karen	41	Shireu, Larry L.	30
Polin, Ruth M.	47	Sinex, Ann	66
Powell, William R.	63	Singer, Harry	14, 24
Prenn, Maureen C.	7	Smith, Judith A.	23
Preston, Charlotte	15	Smith, Lynn C.	13
Price, Margaret Anne	31	Smith, Nancy	26
Pulver, Cynthia J.	41	Smith, Sharon L.	59
Putman, Joyce	2	Smith, William E.	59
Radencich, Marquerite C.	18	Sorter, Jack	14
Ramos-Cancel, Maria L.	64	Speaker, Richard B.	36
Randlett, Alice L.	64	Spiegel, Dixie Lee	13, 23

Spiro, Rand	58	Wade, Durlyn	39
Stanley, Nile V.	63	Wagner, Christian C.	47
Stansell, John C.	34	Walter, Eileen	68
Sticht, Thomas G.	42	Wells, Susan D.	61
Stone, Joy L.	18	Weinshank, Annette B.	47
Stromberg, Linda	41	Weinstein, Claire E.	64, 72
Sulzby, Elizabeth	3, 69	Weisberg, Renee	61
Tavakoli, Roozbeh	41	White, Jane H.	3
Taylor, Barbara	67	Wilde, Sandra J.	34
Taylor, Denny	11	Willson, Victor L.	45
Teale, William H.	69	Wilson, Paul T.	30
Teasley, Alan	37	Winograd, Peter N.	61
Tharp, Roland G.	57	Wiseman, Donna	52
Tierney, Rob	46	Wixson, Karen K.	27
Trueba, Henry T.	20	Wright, Jill D.	23
Varhagen, Connie K.	31	Wolverton, Gary S.	41
Vaughan, Joseph L.	29	Yaden, David	3
Vaughan, Sherry	34	Yaeger, Linda	27
Vavrus, Linda Gire	26	Yochum, Nina M.	27
Vinsonhaler, John F.	47	Yopp, Hallie	39
Vosniadou, Stella	43	Zimmerman, Steve	72
		Zola, David	41

### **Program Committee**

Kathryn H. Au, Isobel L. Beck, James  
W. Cunningham, Carol N. Dixon,  
Thomas H. Estes, Anne D. Forester,  
Peter H. Johnston, Ron C. Leslie, Peter  
B. Mosenthal, Allan R. Neilsen, Taffy  
E. Raphael, Lenore H. Ringler (Chair),  
Nancy L. Stein

### **Guest Reviewers**

Mark W. Aulls, M. Jean Dreher, Jane  
A. Hansen, David A. Hayes, Rosalind  
Horowitz, Tina J. Jacobowitz, George  
Mason, Stephanie H. McConaughy,  
Ruth S. Meyers, Lesley M. Morrow

### **Conference Coordinator**

Michael C. McKenna

### **Local Arrangements**

Lesa Kastler

College of Education

University of Texas, Austin

**NATIONAL READING CONFERENCE**

1070 Sibley Tower  
Rochester, N.Y. 14604

**NRC OFFICERS and BOARD  
PRESIDENT**

Irene Athey  
Rutgers University

**VICE PRESIDENT**

Lenore H. Ringler  
New York University

**PAST-PRESIDENT**

Frank Greene  
McGill University Reading Centre

**TREASURER**

M. Trika Smith-Burke  
New York University

**SECRETARY**

Nancy Marshall  
Florida International University

**BOARD MEMBERS**

Patricia L. Anders  
University of Arizona

Jerome C. Harste  
Indiana University

James V. Hoffman  
University of Texas - Austin

P. David Pearson  
University of Illinois

**CONVENTION COORDINATOR**

Michael McKenna  
Wichita State University

**PUBLICATIONS CHAIRPERSON**

Priscilla Drum  
University of California

**EXECUTIVE DIRECTOR**

Peter O. Allen  
Rochester, New York