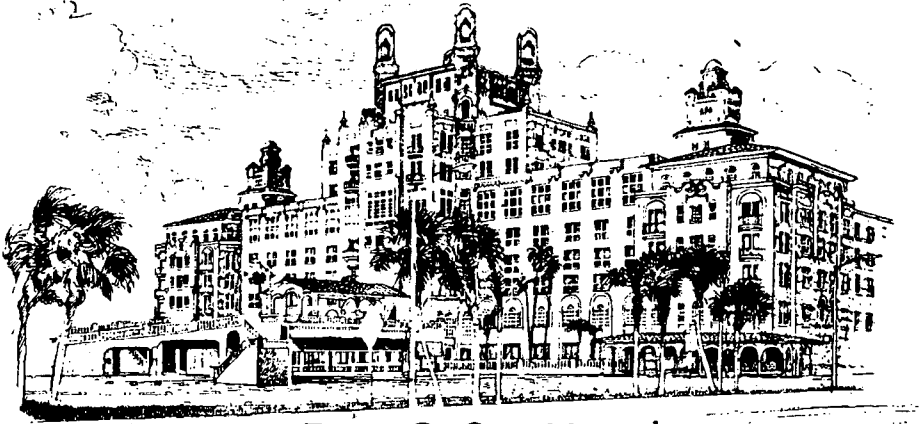


PROGRAM

34th Annual Meeting

NATIONAL READING CONFERENCE

November 28 - December 1, 1984



Don CeSar Hotel
St. Petersburg Beach, Florida

Roy
©

Program Committee

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Conference Coordinator

Thomas F. Mandeville

Local Arrangements

Susan P. Homan, University of South Florida-Tampa

The National Reading Conference, a non-profit, professional organization, is composed of individuals who share an interest in research and dissemination of information on oral and written language acquisition and use.

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.

In addition to the conference, NRC publishes the quarterly *Journal of Reading Behavior*. Also published is the NRC *Yearbook*, containing selected papers from each year's conference. To support these activities, NRC maintains an administrative office and staff in Rochester, New York. For more information about NRC, ask any member, or contact executive director Peter O. Allen, 1070 Sibley Tower, Rochester, NY 14604, phone (716) 546-7241.

CONFERENCE SITE

The Don CeSar Beach Resort, affectionately known as "The Don," has been a Gulf Coast landmark since the Roaring Twenties, when guests like F. Scott Fitzgerald stayed and played there. In World War II, The Don served as a military training facility. In 1974 it was reopened as the world-class resort that it is today.

With only 300 rooms, The Don will be dominated by the NRC Annual Conference, making this an intimate meeting of your peers. When you aren't in a meeting, The Don's recreational facilities are available to tempt you, as are several dining options.

If the hotel reservation form is no longer with this program, you may make reservations by calling 1(800) 237-8987. In Florida, call (813) 360-1881. Room rates are \$75.00 per night, single or double. A deposit equal to one night's rate is required.

Reservations must be made by October 26th. After that date reservations will be accepted on a space available basis.

SPECIAL FEATURES

On Wednesday evening, President Irene Athey will host a Presidential Dinner honoring NRC past presidents and award winners. The dinner will feature an Oral History of the National Reading Conference by our historian, Harry Singer. Please see registration form for details. *Advance reservations are required.*

We are continuing our special Saturday morning session, "Finding Your Roots: NRC's Living Footnote Series," which generated great interest last year. It will be followed by a No-Host Poolside Luncheon.

In addition to the cash continental breakfast which will be available every morning except Saturday, we will have a free coffee service every day at 10:15 a.m.

DAILY REGISTRATION FEE

There 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.

OFFICIAL AIRLINE

For the third year, NRC has designated an "official airline" to help conference attendees make travel plans and save them some money at the same time. It is important to note that *you may use your regular travel agent* and still take advantage of this service. Last year, over 125 attendees saved money when they took advantage of this service.

Eastern Airlines has been designated to help. As a minimum, they have agreed to waive the Saturday overnight requirement to allow you to qualify for a "supersaver" rate. Thus, you can come and go as you please and still qualify for bargain rates.

To learn what is available, call Eastern's convention desk and give them NRC's special "E.Z." number:

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Wednesday 28 November 1984

9:00 a.m.-10:15 a.m. ROUNDTABLE PAPER SESSIONS

1. Roundtable Granada
 - 1.1 **The relationship between print and thought: The cognitive effects of literacy.** Sharon C. Snyder, Indiana University
 - 1.2 **From egocentric to ideocentric discourse: The development of academic language.** Sandra Stotsky, Harvard University
2. Roundtable Granada
 - 2.1 **Toward an understanding of factors contributing to children's difficulty summarizing textbook material.** Barbara M. Taylor, University of Minnesota
 - 2.2 **The relationship between students' self-reports of studying procedures and measures of reading comprehension.** Ann J. Pace, John K. Sherk, Jr., and Diana Baldwin, University of Missouri-Kansas City
3. Roundtable Granada
 - 3.1 **Metaphor: Effects of word knowledge and instruction on interpretation.** John E. Readence, Louisiana State University, Robert J. Rickelman, University of Wisconsin-Eau Claire, and R. Scott Baldwin, University of Miami, FL
 - 3.2 **The presentation of reading lessons.** William E. Blanton and Gary B. Moorman, Appalachian State University, NC
4. Roundtable Granada
 - 4.1 **Effects of reading-aloud experiences in the professional training of pre-service elementary teachers.** John C. Stansell, Texas A&M University, and R. Kay Moss, Bowling Green State University, OH
 - 4.2 **Promoting voluntary reading: Relationships between attitudes of teachers, principals and parents and classroom practice.** Lesley Mandel Morrow, Rutgers University
5. Roundtable Granada
 - 5.1 **Sex differences in verbal leadership behavior of eighth-grade students in two reading instructional structures.** Bonnie C. Wilkerson, Northern Illinois University
 - 5.2 **The perception of writing/reading as a masculine or feminine activity.** James Flood and Diane Lapp, San Diego State University
6. Roundtable Granada
 - 6.1 **The frequency of analogical responses to wh- questions in black and white preschool-aged children.** Joan K. Lawson, State University of New York-Albany
 - 6.2 **The relationship of metalinguistic abilities and early reading achievement.** Benita A. Blachman and Sharon L. James, Syracuse University
7. Roundtable Granada
 - 7.1 **Phonics, phonograms and spectrograms.** Edward B. Fry, Rutgers University
 - 7.2 **Is the first stage of printed word learning phonetic or mnemonic?** Philip B. Gough and Lisa J. Perkus, University of Texas-Austin
8. Roundtable Granada
 - 8.1 **An examination of experimental methods employed to measure the use of context for word recognition.** Jeanne Shay Schumm, University of Miami, FL, and Marguerite C. Radencich, Dade County Public Schools, FL
 - 8.2 **Grade and reading ability effects on learning words from context.** William E. Nagy and Patricia A. Herman, University of Illinois-Champaign
9. Roundtable Granada
 - 9.1 **Teaching technical vocabulary: Before, during or after the reading assignment?** David M. Memory, Indiana State University

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- 9.2 Acquisition of word meanings from reading: A classroom experiment.** Roger H. Bruning, University of Nebraska, and Lynn Wingrove, Lincoln Public Schools, NE
- 10. Roundtable** **Granada**
- 10.1 The effects of story grammar instruction in a naturalistic setting.** Mary Jett-Simpson, University of Wisconsin-Milwaukee, and Lauren Leslie, Marquette University
- 10.2 The relationship among two levels of cognitive development and the linguistic fluency and rhetorical quality of stories generated, retold, dictated, and written.** Teresa A. Hay, Seven Oaks School Division, Manitoba, and Victor Froese, University of Manitoba
- 11. Roundtable** **Granada**
- 11.1 Assessing readiness in Florida.** William Barnes, University of West Florida
- 11.2 The relationships between the Concepts about Print tests and the Metropolitan Readiness Test.** Sarah L. Anderson and Sharon Arthur Moore, University of Northern Iowa
- 12. Roundtable** **Granada**
- 12.1 Effects of instruction on the use of story structure in comprehension of narrative discourse.** Joanne L. Ratliff and Ray R. Buss, Louisiana State University
- 12.2 The oral recitation lesson: A research derived strategy for reading in basal texts.** James V. Hoffman, University of Texas-Austin, and Susan Crone, Austin Independent School District, TX
- 13. Roundtable** **Del Prado**
- 13.1 The relationship between cohesion and coherence in children's writing.** Jill Fitzgerald and Dixie Lee Spiegel, University of North Carolina-Chapel Hill
- 13.2 Children's use of conjunctions when writing for different audiences and purposes.** Pat O'Neal Willis, Austin Independent School District, TX, and Diane Lemonnier Schallert, University of Texas-Austin
- 14. Roundtable** **Del Prado**
- 14.1 The effects of audience and prior knowledge on writing.** John Chesky, University of Kentucky
- 14.2 The relationship of prior knowledge to the content of texts and peer conferences in classroom writing lessons.** Linda-Jo Caple DeGroff, Syracuse University
- 15. Roundtable** **Del Prado**
- 15.1 Mental processes in reading and writing: A critical look at self-reports.** Christine J. Gordon and Carl Braun, University of Calgary
- 15.2 Using protocol analysis to examine the interrelationship of writing and learning processes.** George E. Newell, University of Kentucky
- 16. Roundtable** **Del Prado**
- 16.1 A meta-analysis of the effects of different types of vocabulary instruction.** Steven A. Stahl and Marilyn M. Fairbanks, West Virginia University
- 16.2 Current vocabulary instructional practices in the elementary school classroom.** Dale D. Johnson, Susan D. Pittelman, Susan Toms-Bronowski, and Kathy Levin, University of Wisconsin-Madison
- 17. Roundtable** **Del Prado**
- 17.1 The nature of prior knowledge for expository text.** Nancy Marshall, Florida International University
- 17.2 Instantiating background knowledge in reading comprehension assessment.** Deborah W. Rowe and Lawrence W. Rayford, Indiana University

- 18. Roundtable** **Del Prado**
18.1 The reflections of pre-service teachers on lessons taught. Mary Alice Barksdale and Maria Grace Yon, Virginia Tech
18.2 The reading instruction of student teachers and experienced teachers: A social organizational perspective. Susan Magliaro and Hilda Borko, Virginia Tech
- 19. Roundtable** **Del Prado**
19.1 An investigation of the efficacy of selected distractors for multiple-choice tests items. Linda Hansche, Georgia State University
19.2 A comparison of television and reading vocabulary. Maureen C. Prens, University of Minnesota
- 20. Roundtable** **Del Prado**
20.1 Children's oculomotor control during reading: Skipping blank regions. Nancy R. Bryant, David Zola, and George W. McConkie, University of Illinois-Champaign
20.2 Metacognitive strategy use validated by eye movement data. Jacqueline Kress Polk, Rutgers University
- 21. Roundtable** **Del Prado**
21.1 Analysis of reading protocols. Susan L. Lytle, University of Pennsylvania
21.2 The effects of retelling upon reading comprehension and recall of text information. Linda B. Gambrell, University of Maryland, Warren R. Pfeiffer, US Army Learning Resource Center, and Robert M. Wilson, University of Maryland
- 22. Roundtable** **Del Prado**
22.1 Microcomputer explorations of readers' strategic processing skills during cloze testing. Marjorie Y. Lipson and Martha Irwin, Eastern Michigan University
22.2 A metacognitive approach to estimating intersentential integration in cloze tests. William A. Henk, Pennsylvania State University, and John P. Helfeldt, West Virginia University
- 23. Roundtable** **Del Prado**
23.1 Attributional differences between good and poor readers. Judith M. Soltis, University of Illinois-Chicago
23.2 Children's reasoning about their silent and oral reading performances in relation to context, anxiety and actual performance. Peter H. Johnston, Sharron L. LaMarche, and Helen C. Stuetzel, State University of New York-Albany
- 24. Roundtable** **Del Prado**
24.1 Writers who imply as readers who infer: Enabling the connection. JoBeth Allen, Kansas State University
24.2 Oral and written persuasive strategies used by second graders. Rosalind Horowitz, University of Texas-San Antonio, and Rosemary Davis, Center Point Elementary School, TX

9:00 a.m.-12:30 p.m. SPECIAL SESSION

- 25. Secondary Reading Researchers** **Room 401**
Chairs: Judythe Patberg and Peter Dewitz, University of Toledo
25.1 The effect of predictive graphic organizers integrating prior knowledge across chapters in tenth-grade world history. Thomas W. Bean, California State University-Fullerton, Harry Singer, University of California-Riverside, Jack Sorter, Garden Grove High School, CA, and Charles Frazee, California State University-Fullerton

Response: Peter Dewitz, University of Toledo

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25.2 An analysis of content reading strategies: Interactive or static? Charles Peters, Oakland Public Schools, MI

Response: Priscilla A. Drum, University of California-Santa Barbara

25.3 Possible barriers to professional development in content area reading: A comparison of perceptions and realities in classrooms. Michele L. Simpson, Ned Ratekin, and Ernest Dishner, University of Georgia

Response: Beth Evans, Laramie Public Schools, WY

25.4 Business meeting. Judythe Patberg and Peter Dewitz, chairing

10:15 a.m.-10:30 a.m. Coffee Break

10:30 a.m.-11:50 a.m. ROUNDTABLE PAPER SESSIONS

- 26. Roundtable** **Granada**
- 26.1 Some possible effects of English language pattern differences on fifth graders' reading comprehension.** Ruth J. Stone and Charles K. Kinzer, Peabody College-Vanderbilt University
- 26.2 The relation between surface processing and comprehension in oral and silent reading.** David G. O'Brien, University of Georgia
- 27. Roundtable** **Granada**
- 27.1 The home literacy environment and children's reading success.** Wayne E. Berridge, Northeastern Illinois University
- 27.2 Promoting voluntary reading: The impact of a home- and school-based program.** Lesley Mandel Morrow and Carol S. Weinstein, Rutgers University
- 28. Roundtable** **Granada**
- 28.1 Reading college mathematics: Study strategies of successful students.** Linda L. Johnson, University of Iowa
- 28.2 An investigation of the use of scripts as a method for improving reading of college students.** Lawrence R. Sandler and Genevieve Lopardo, Chicago State University
- 29. Roundtable** **Granada**
- 29.1 Development of an informal reading assessment task.** Lenore H. Ringler, New York University, and Carol K. Weber, York College/City University of New York
- 29.2 Reading comprehension assessment: Paper-pencil task versus interview.** Ileana Seda-Santana, University of Illinois-Champaign
- 30. Roundtable** **Granada**
- 30.1 Usefulness of the prediction equation for identifying high risk developmental reading students.** Mabel Y. Laughter and Larry M. Bolen, Greenville, NC
- 30.2 Why is the Degrees of Reading Power Test invalid?** Ronald P. Carver, University of Missouri-Kansas City
- 31. Roundtable** **Granada**
- 31.1 Effects of metacomprehension instruction on disabled readers' recall of expository text.** Renee K. Weisberg and Ernest Balajthy, Beaver College, PA
- 31.2 What you think is going on, isn't: Eighth-grade students' analyses of science and social studies lessons.** Jane L. Davidson, Northern Illinois University
- 32. Roundtable** **Granada**
- 32.1 Linguistic and cognitive deficits in reading disability.** Josephine Spivack Goldsmith, Rutgers University
- 32.2 Long-term effects of clinical intervention: An in-depth study.** Barbara J. Rennie, Carl Braun, and Christine J. Gordon, University of Calgary

33. Roundtable Granada
33.1 **A study of the effects of cognitive mapping on reading comprehension and written protocols.** Robert B. Ruddell and Owen Boyle, University of California-Berkeley
33.2 **A study of the effect of DRTA and mapping on processing strategies in expository text.** Marilyn E. Draheim, University of California-Berkeley
34. Roundtable Granada
34.1 **An examination of reading and writing strategies of selected fifth-grade children.** Sheila M. N. Ryan, Kennesaw College, GA
34.2 **Comprehending and composing: A developmental study.** Victor M. Rentel and Susan E. Kidd, Ohio State University
35. Roundtable Granada
35.1 **The effects of training in mental imagery on the creative writing of gifted children.** Shirley Long, University of Kentucky
35.2 **Mental imagery as a comprehension monitoring strategy.** Linda B. Gambrell, University of Maryland, and Ruby J. Bales, Charles County Public Schools, MD
36. Roundtable Granada
36.1 **What do instructors and authors do to influence the textbook-student relationship?** Diane Lemonnier Schallert, University of Texas-Austin, Patricia A. Alexander and Ernest T. Goetz, Texas A&M University
36.2 **Effects of tabular displays on children's comprehension.** Linda G. Fielding, University of Illinois-Champaign
37. Roundtable Granada
37.1 **Children's correspondence in Mailbag: An analysis of oral and written features.** Margery Staman Miller, Lesley College, MA, and Andee Rubin, Bolt, Beranek & Newman, Inc.
37.2 **Observational tools: Computers in the classroom.** Ronald C. Leslie, New York University
38. Roundtable Del Prado
38.1 **Reading and spelling strategies of first-grade children.** Connie Juel and Priscilla Griffith, University of Texas-Austin
38.2 **A test of a simple model of spelling.** Philip B. Gough and Robert K. Young, University of Texas-Austin
39. Roundtable Del Prado
39.1 **Reading ability, conceptual tempo and error detection.** Lawrence G. Erickson, Steven A. Stahl, and Steven D. Rinehart, West Virginia University
39.2 **Metacognitive and affective processes underlying comprehension.** Mariam Jean Dreher, University of Maryland
40. Roundtable Del Prado
40.1 **Emotional mood and story comprehension.** Kenneth P. Monteiro and R. Logan Bickford, University of Illinois-Champaign
40.2 **The impact of daily reading upon adult opinions, feelings and behaviors.** Larry Mikulecky, Indiana University, and Susan Neuman, Eastern Connecticut State University
41. Roundtable Del Prado
41.1 **Influences on children's writing processes: Instruction, language development and risk-taking.** R. Kay Moss, Bowling Green State University, OH, and John C. Stansell, Texas A&M University
41.2 **An investigation of teacher variables in writing instruction in grades K-8.** Diane Lapp, San Diego State University

- 42. Roundtable** **Del Prado**
42.1 **Using art to invent interpretations.** Marjorie Siegel, University of Utah
42.2 **Problem solving and rethinking: Art and the composing process.** Linda K. Crafton, Northeastern Illinois University
- 43. Roundtable** **Del Prado**
43.1 **Improving student achievement in reading: Charting links that connect diagnosis, instruction and outcomes.** Annette B. Weinschank, Ruth M. Polin, S. Lynn Wilhelm. Michigan State University, and Chris Wagner, Oakland University, MI
43.2 **The functions of illustrations in beginning reading texts.** Herbert D. Simons, University of California-Berkeley
- 44. Roundtable** **Del Prado**
44.1 **Comprehension instruction—The view from reading methods textbooks.** Marilyn W. Sadow, Chicago State University
44.2 **Comprehension patterns of proficient and nonproficient readers.** Stephen B. Kucer and Edward Paradis, University of Southern California
- 45. Roundtable** **Del Prado**
45.1 **A comparison of formal and informal methods of determining reading instructional level.** Page S. Bristow and John J. Pikulski, University of Delaware, and Aileen W. Tobin, US Army Ordnance Center & School
45.2 **An investigation of developmental and achievement differences in determining text readability.** James Flood, San Diego State University
- 46. Roundtable** **Del Prado**
46.1 **1000 questions about reading: A classification of preschoolers' inquiries about print during story-reading.** David B. Yaden, Jr., University of Houston
46.2 **The relationship of classroom oral language production to reading achievement: An exploratory study.** Peggy Lazarus, Texas Woman's University
- 47. Roundtable** **Del Prado**
47.1 **Prereaders' resolution of generalized nouns.** James Robert King, Texas Woman's University
47.2 **Logo first, read later?** Sally E. Lipa and Durlyn E. Wade, State University of New York-Geneseo

12:30 p.m.-2:50 p.m. FIRST PLENARY SESSION

- 48. Welcoming Statements** **Grand Ballroom**
48.1 **Conference Welcome.** Irene Athey, Rutgers University
48.2 **University Welcome.** William G. Katzenmeyer, Dean, University of South Florida-Tampa
- 49. Presidential Address** **Grand Ballroom**
Introduction of speaker: Frank Greene, McGill University
Communicative Competence: Cross Cultural Issues
Irene Athey, Rutgers University
- 50. Special Report** **Grand Ballroom**
Panel on Reading Instruction in China
Moderator: Richard C. Anderson, University of Illinois-Champaign
Panel Members: Irene Athey, Rutgers University
Isabel L. Beck, University of Pittsburgh
Mae Chu-Chang, World Bank
John T. Guthrie, International Reading Association
Dorothy S. Strickland, Teachers College/Columbia University
Ovid Tzeng, University of California-Riverside
Richard Venezky, University of Delaware

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

51. Symposium

Del Prado

Explorations in literacy: Reading and writing in the real world

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

51.1 Moving from basic skills to literacy development: Call for a paradigm shift. Steve Reeder, Northwest Regional Laboratory

51.2 Exploring the culture of literacy. David M. Smith, University of Pennsylvania

51.3 Acquisition of access: The other side of literacy. Perry Gilmore, University of Pennsylvania

51.4 Adult reading practices for work and leisure. Irwin Kirsh and John T. Guthrie, International Reading Association

Discussant: To be announced

52. Symposium

Buena Vista

The reliability and validity of reading diagnosis: An NRC "Town Meeting"

Chair: John F. Vinsonhaler, Michigan State University

52.1 A brief review of research. John F. Vinsonhaler, Michigan State University

52.2 A reading clinic perspective. Renee K. Weisberg, Beaver College, PA

52.3 An artificial intelligence perspective. Chris Wagner, Oakland University, MI

Discussant: Nora Lee Hoover, University of Florida

53. Symposium

North Terrace

Varying conceptions of "Direct Instruction": Implications for research and teaching

Chair: James F. Baumann, Purdue University

53.1 Analysis of reading comprehension: The direct instruction approach. Edward J. Kameenui, Purdue University

53.2 The systematic, intensive instruction of reading comprehension skills. James F. Baumann, Purdue University

53.3 The explicit teaching of reading comprehension. P. David Pearson, University of Illinois-Champaign

53.4 A dialectical look at direct instruction. Patrick Shannon, Purdue University

Discussant: To be announced

54. Symposium

South Terrace

Children's perceptions of literacy within school contexts

Chair: Kathryn Hu-Pei Au, Kamehameha Elementary Education Program, HI

54.1 Promoting active involvement with text through story reading. Alice J. Kawakami, Kamehameha Elementary Education Program, and Janice Stewart, University of Illinois-Champaign

54.2 Children's perceptions of literacy within contrasting school context. Janice Stewart, University of Illinois-Champaign, Alice J. Kawakami, Kamehameha Elementary Education Program, and Jana M. Mason, University of Illinois-Champaign

54.3 Kindergarten children's perceptions of the form of print in labelled pictures and stories. Carol Peterson and Jana M. Mason, University of Illinois-Champaign

Discussant: Jana M. Mason, University of Illinois-Champaign

55. Symposium

Granada West

Teacher change: Reading and writing

Chair: Jane Hansen, University of New Hampshire

55.1 A description of the procedures for the study. Donald Graves, University of New Hampshire

55.2 Changes within the case-study teachers. Ruth Hubbard, University of New Hampshire

55.3 Changes within the school staff. Jane Hansen, University of New Hampshire

56. AERA/SIG: Reading Co-Sponsored Meeting **Granada North**

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

Coaching children to use reading strategies. Scott G. Paris, University of Michigan

57. Special Session **Granada South**

(continued until 6:00 p.m.)

Foundations of Research: An NRC Forward to Fundamentals Series

Chair: Jerome C. Harste, Indiana University

57.1 Knowledge as transaction: Epistemology as a socio-cognitive process. Robert F. Cary, Rhode Island College

57.2 Validity and reliability in language testing. Andrew Manning, Mount St. Vincent University, Nova Scotia

57.3 Collaborative research: Is there any other kind? Judith L. Green and Donald Sanders, Ohio State University

4:30 p.m.-6:00 p.m. STATE COUNCIL MEETINGS **Del Prado**

7:30 p.m.-9:30 p.m. PRESIDENTIAL DINNER **Grand Ballroom**

Host: Irene Athey, NRC President

AN ORAL HISTORY OF THE NATIONAL READING CONFERENCE

Harry Singer, NRC Historian

9:30 p.m.-12:00 midnight VITAL ISSUES **Lobby Bar/Veranda**

Thursday 29 November 1984

9:00 a.m.-10:15 a.m. SECOND PLENARY SESSION

58. Keynote Address **Grand Ballroom**

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

Being Literate in America: A Social-Historical Perspective

Shirley Brice-Heath, Stanford University

10:15 a.m.-10:30 a.m. Coffee Break

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

59. Symposium **Del Prado**

Language awareness/Reading development: Cause? Effect? Concomitance?

(continued in 66)

Chair: John Downing, University of Victoria

59.1 Language awareness, cognitive clarity and reading readiness. John Downing, University of Victoria

59.2 Some considerations on the relationship between knowledge and conventional representation; an example: Numeracy. Anne Sinclair, University of Geneva

59.3 How learning to read and spell alters spoken language competencies. Linnea Ehri, University of California-Davis

59.4 Interaction between instructional conditions and activation of multiple systems in learning to read. Harry Singer, University of California-Riverside

59.5 Influences of bilingualism on metalinguistic development. Ellen Bialystok, York University, Ontario

59.6 Linguistic awareness and learning to read. Hallie Yopp, University of California-Riverside

59.7 Pictograph reading: Metacognition and deliberate strategic control. George Ledger, Hollins College, VA

59.8 Language awareness in the classroom. Jerry L. Johns, Northern Illinois University
Discussant: Marie Clay, University of Auckland

60. Symposium **Buena Vista**

Oral reading across three different environments: Remedial, classroom and formal testing situations

Chair: Janis Murrell, Peabody College/Vanderbilt University

60.1 Oral reading miscues in classroom settings: Patterns of student miscues, teacher corrections and student reaction to different correction strategies. Charles K. Kinzer, Peabody College/Vanderbilt University

60.2 Oral reading miscue patterns and comprehension strategies of readers in the remedial setting. Victoria J. Risko and Naomi Feldman, Peabody College/Vanderbilt University

60.3 Oral reading miscues and dialect variation: A study of Black English forms. Dorothy A. Carrick and Charles K. Kinzer, Peabody College/Vanderbilt University

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

61. Symposium **North Terrace**

Three views of bedtime story reading

Chair: David M. Bloome, University of Michigan

61.1 Bedtime story reading: A Vygotskyan perspective. William H. Teale, University of Texas-San Antonio

61.2 Emerging child-text interaction during bedtime story reading. Elizabeth Sulzby, Northwestern University

61.3 Bedtime story reading as a social process. David M. Bloome, University of Michigan

Discussant: To be announced

62. Symposium **South Terrace**

Vocabulary instruction for comprehension: The concept, the reader, the text

Chair: Patricia L. Anders, University of Arizona

62.1 Semantic feature analysis and direct instruction. Candace S. Bos and Patricia L. Anders, University of Arizona, Dorothy Filip, Tucson Unified School District, AZ, and Lynne Jaffe, University of Arizona

62.2 Relationships between instructional groups. Dale D. Johnson and Susan D. Pittelman, University of Wisconsin-Madison

62.3 Incidental learning of word meanings from expository texts. Patricia A. Herman, University of Illinois-Champaign

Discussant: Margaret G. McKeown, University of Pittsburgh

63. Special Session **Granada West**

The report of the National Academy of Education Commission on Reading

63.1 Summary of conclusions and recommendations. Elfrieda H. Hiebert, Richard C. Anderson, Ian A. G. Wilkinson, and Judith A. Scott, Center for the Study of Reading, University of Illinois-Champaign

63.2 Responses by members of the Commission

Isabel L. Beck, University of Pittsburgh
Jeanne S. Chall, Harvard University
Lenore H. Ringler, New York University
Dorothy S. Strickland, Teachers College/Columbia University

64. Paper Session

Granada North

Writing

Chair: Ruth S. Meyers, New York University

64.1 The effects of instruction on first-grade writers' awareness of needs for revision.

Lynda R. Markham, Alma College, MI

64.2 Effects of staff development on revision strategies used by elementary school children. Gloria M. McDonell, Fairfax Public Schools, VA, Bess Osburn, Sam Houston University, and Rosemary McDonald, Fairfax Public Schools, VA

64.3 Factors affecting children's compositions designed to correct misconceptions.

Katherine Maria, College of New Rochelle, NY, and Walter H. MacGinitie, Friday Harbor, WA

65. Paper Session

Granada South

Observing Classrooms

(continued in 72)

Chair: Kathleen S. Jongsma, Texas Woman's University

65.1 Observing first-grade reading instruction: Instruction viewed with a model of school organization. Rebecca Barr, National College of Education

65.2 Observing spelling performance: Validating the concept of spelling instructional level through the analysis of error types. Darrell Morris, National College of Education

65.3 Observing written production. Barbara Johnson and Mary Schneider, National College of Education

65.4 Observing vocabulary instruction. Camille L. Blachowicz, National College of Education

65.5 Observing change: Factors that affect instructional intervention projects. Donna M. Ogle, National College of Education

65.6 Patterns of classroom discussion: Their relation to critical interpretations of text. Donna E. Alvermann, Deborah R. Dillon, David G. O'Brien, and Lynn C. Smith, University of Georgia

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

66. Symposium (continued from 59)

Del Prado

Language awareness/Reading development: Cause? Effect? Concomitance?

67. Symposium

Buena Vista

Recent research in comprehension and comprehension instruction: A synthesis and critique

(continued to 2:50 p.m.)

Chair: Jerome C. Harste, Indiana University

67.1 Using meta-analysis: An overview of the program of research. Jerome C. Harste, Indiana University

67.2 Patterns and trends in the meta-analysis. Deborah W. Rowe, Indiana University

67.3 Using ethnography to inform the meta-analysis. Diane L. Stephens, Indiana University

67.4 Validity as an issue in reading comprehension research. Karin Dahl, Indiana University

67.5 Theoretical orientation as an issue in reading comprehension research. David A. Heine, Indiana University

67.6 New directions for reading comprehension research. Kathy G. Short, Indiana University

Discussants: P. David Pearson, University of Illinois-Champaign
Robert F. Carey, Rhode Island College

68. Symposium **North Terrace**

Vocabulary development: Process and instructional factors

Chair: Robert M. Schwartz, Oakland University, MI

68.1 Vocabulary instruction and children's comprehension of basal stories. Karen K. Wixson, University of Michigan

68.2 The acquisition of word meaning from context. Margaret G. McKeown, University of Pittsburgh

68.3 Instruction in the concept of definition as vocabulary acquisition. Robert M. Schwartz, Oakland University, MI, and Taffy Raphael, Michigan State University

Discussant: Isabel L. Beck, University of Pittsburgh

69. Symposium **South Terrace**

Adopting basal reading programs: Fact vs. opinion

Chair: Jean Osborn, University of Illinois-Champaign

69.1 Examining the textbook adoption process. Roger Farr, Indiana University

69.2 A publisher's point of view on the impact of adoption procedures. Roxanne McLean, Scott, Foresman & Co.

69.3 Current adoption practice: A case study. Darlene Pany, Kyrene School District, AZ

69.4 CSR adoption guidelines. Jean Osborn, University of Illinois-Champaign, and Marcy Stein, University of Washington

Discussant: Robert J. Tierney, University of Illinois-Champaign

70. NCRE Co-Sponsored Meeting **Granada West**

Theory and research in writing and reading

Chair: David White, Stanford University

70.1 Writing and reading: Prospectives in and out of school. Judith A. Langer, Stanford University

70.2 Writing and reading in subject area classrooms. Arthur N. Applebee, Stanford University

71. Paper Session **Granada North**

Second language reading and writing

Chair: Willavene Wolf, New York University

71.1 Toward understanding the effects of cross-cultural schemata and discourse structure on second language reading comprehension. John G. Barnitz, University of New Orleans

71.2 A study of L2 reading instruction in ESL and mainstream classes. Lee Gunderson, University of British Columbia

71.3 Reading and writing behaviors of Indochinese children learning English as a second language. Jerry Zutell, Ohio State University

72. Paper Session (continued from 65) **Granada South**

Observing Classrooms

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

73. Symposium

Del Prado

In the beginning there is kindergarten: A study of how children learn to comprehend what they read

(continued in 80)

Chair: Barak V. Rosenshine, University of Illinois-Champaign

73.1 **The causal model: The force driving our methodology/Why and how did we count what we counted?** Linda A. Meyer, University of Illinois-Champaign

73.2 **A "look" at instruction in kindergarten: Observation of teacher-student interactions.** Paul W. Mayberry, University of Illinois-Champaign

73.3 **The bi-lingual experience: Language and reading development in an urban school.** Donna M. Ogle, National College of Education

73.4 **Teacher behavior and achievement of kindergarten children.** Robert L. Linn, University of Illinois-Champaign

Discussant: Lenore H. Ringler, New York University

74. Symposium

Grand Ballroom

Getting the main idea/Attending to what is important

(continued in 81)

Chair: James W. Cunningham, University of North Carolina-Chapel Hill

74.1 **Effect of restructured content textbook passages on middle-grade students' comprehension of main ideas: Making the inconsiderate considerate.** James F. Baumann, Purdue University

74.2 **Tenth-grade students' conceptions of the main idea in literary short stories.** Mary F. Graham and James W. Cunningham, University of North Carolina-Chapel Hill

74.3 **The effects of prior knowledge on good and poor readers' sensitivity to what is important in text.** Peter N. Winograd and George E. Newell, University of Kentucky

74.4 **The effectiveness of combining instruction in identifying main ideas and topics with a self-questioning procedure on the literal and main idea comprehension of sixth graders.** Mark W. Aulls, McGill University

74.5 **Sixth-grader's responses to different types of main idea questions.** David W. Moore, University of Northern Iowa

74.6 **Discussion: What do we know and what do we not know about getting the main idea and attending to what is important?**

75. Symposium

North Terrace

Writing in a social context: Children bridging two cultures and two languages

Chair: Wendy C. Kasten, University of Arizona

75.1 **Similarities and differences in writing style of bilingual writers.** Mary H. Maguire, McGill University

75.2 **The linguistic competence of Southwestern Hispanic children.** Kristina A. Jilbert, University of Arizona

75.3 **The intersection of two cultures in Native American children.** Wendy C. Kasten, University of Arizona

Discussant: Dorothy Watson, University of Missouri-Columbia

76. Symposium

South Terrace

Students as teachers: Curricular resources for learning

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

76.1 Remedial readers can teach comprehension skills. Carol N. Dixon and Cherie De Jong, University of California-Santa Barbara

76.2 Reciprocal teaching with ESL and special high school students. Beth Evans, Cheyenne Public Schools, WY

76.3 Conversations: Using student schemas for vocabulary instruction. Priscilla A. Drum and Joanne Y. Madison, University of California-Santa Barbara

76.4 Use of prior knowledge in student interactions for vocabulary learning. Bonnie C. Konopak, University of California-Santa Barbara

Discussant: John L. Shefelbine, University of Texas-Austin

77. IRA Co-Sponsored Meeting

Granada West

Content and selection of basal reader series

Chair: Ira E. Aaron, University of Georgia

77.1 Analysis of illustrations. Garreth Zalud, University of Georgia

77.2 Literary categories of selections in pupil texts. Sylvia M. Carter, University of Georgia

77.3 Scope and sequence of skills. Sylvia M. Carter, University of Georgia

77.4 Teachers' perceptions of text selection process. Mona Matthews, University of Georgia

Discussant: Ira E. Aaron, University of Georgia

78. Paper Session

Granada North

Story Reading

Chair: Paul Berg, University of South Carolina

78.1 Problem-solving strategies for reading short stories. Richard W. Beach, University of Minnesota

78.2 An analysis of the postdictability of surprise story endings. Karri W. McCain and Judy Nichols Mitchell, University of Arizona

78.3 Secondary school readers' cognitive and affective response to localized and non-localized story-selections. M. Jane Greenewald, University of Wisconsin-LaCrosse, and Ken L. Dulin, University of Wisconsin-Madison

79. Paper Session

Granada South

Teacher Decision Making

Chair: William Eller, University of Buffalo

79.1 Sources of influence on teachers' decision making in reading and language arts. Sharon F. O'Neal and James V. Hoffman, University of Texas-Austin

79.2 Teachers as thinkers: A naturalistic study of teacher thinking and decision making. Mary C. Shake, State University of New York-Albany

79.3 Reading and the plans of secondary teachers: A qualitative study. Kathleen A. Hinchman, Syracuse University

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

80. Symposium (continued from 73)

Del Prado

In the beginning there is kindergarten: A study of how children learn to comprehend what they read

81. Symposium (continued from 74)

Grand Ballroom

Getting the main idea/Attending to what is important

82. Symposium

North Terrace

A qualitative study of remedial reading instruction

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

Thursday 29 November 1984

- 82.1 What is the remedial reading curriculum?** Helen C. Steutzel and Sharron L. LaMarche, State University of New York-Albany
- 82.2 What do remedial students miss when they leave?** Daniel R. Osborn and Richard L. Allington, State University of New York-Albany
- 82.3 Congruence between classroom and clinic curricula.** Richard L. Allington and Mary C. Shake, State University of New York-Albany
- 82.4 Case studies of remedial students' academic work day.** Helen C. Steutzel and Daniel R. Osborn, State University of New York-Albany

Discussant: Harlene R. Bachorik, Schalmont Schools, NY

83. Symposium

South Terrace

A study of reading and writing in varying classroom contexts

Chair: Diane E. DeFord, Ohio State University

- 83.1 Anatomy of a reading/writing lesson: Informal classroom reconsidered.** Diane E. DeFord, Ohio State University
- 83.2 Anatomy of a reading lesson: Mastery learning reconsidered.** Timothy V. Rasinski, Ohio State University
- 83.3 Anatomy of a reading lesson: Traditional classroom reconsidered.** Sally Nathenson, Ohio State University

Discussant: Judith L. Green, Ohio State University

84. A Debate

Granada West

Resolved that models of reading have direct implications for reading instruction

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

- 84.1 Affirmative.** Harry Singer, University of California-Riverside
- 84.2 Negative.** Gerald G. Duffy, Michigan State University

85. Paper Session

Granada North

Young Children and Reading

Chair: Albert Kingston, University of Georgia

- 85.1 The effects of text on preschool responses to literature during home storytime.** Miriam Martinez, University of Texas-San Antonio, and Nancy Roser, University of Texas-Austin
- 85.2 Ways in which preschool teachers influence children's comprehension during storytime.** Nancy Roser, University of Texas-Austin, and Miriam Martinez, University of Texas-San Antonio
- 85.3 Sensitivity of kindergarten children to form, function and use of written language.** Lesa Kastler, University of Texas-San Antonio

86. Paper Session

Granada South

Expository Text

Chair: Tina Jacobowitz, Montclair State College, NJ

- 86.1 Revising "inconsiderate" elementary school expository text: Effects on comprehension and recall.** Wayne H. Slater, University of Maryland
- 86.2 Readers' awareness of subheadings in expository text.** Victoria Chou Hare, University of Illinois-Chicago, and Richard G. Lomax, Louisiana State University
- 86.3 Memory for main ideas in varied patterns of connected discourse.** Ruth H. Freeman, Royal Oak School District, MI

4:30 p.m.-5:30 p.m. ANNUAL BUSINESS MEETING

Grand Ballroom

5:30 p.m.-6:30 p.m. ANNUAL MEETING OF FIELD COUNCIL

Grand Ballroom

9:00 p.m.-12:00 midnight VITAL ISSUES

Lobby Bar/Veranda

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

87. Symposium

Del Prado

Literary theory and reading comprehension

(continued in 94)

Chair: Robert J. Tierney, University of Illinois-Champaign

87.1 Interactive construction of meaning. Bertram C. Bruce, Bolt, Beranek & Newman, Inc.

87.2 Prior "knowing" and reading. Alan C. Purves, University of Illinois-Champaign

87.3 Literary theory, schema theory and reading comprehension. Rand J. Spiro, University of Illinois-Champaign

87.4 Reader-text interaction: Perspectives from literary theory. Joanne M. Golden, University of Delaware

87.5 Subjectivity, intersubjectivity and semiotics: Responding to reader response. Robert F. Carey, Rhode Island College

87.6 Literary theory and the classroom. Theresa Rogers, University of Illinois-Champaign

Discussant: Robert J. Tierney, University of Illinois-Champaign

88. Symposium

Buena Vista

The influence of reader- and text-based factors on perceptions of the importance of information in expository prose

Chair: Joyce E. Hood, University of Iowa

88.1 The effects of metaphor on the importance of information. Donald R. Yarbrough, University of Iowa

88.2 Effect of test expectations on the underlining of information in a geology text. Linda L. Johnson, University of Iowa

88.3 The influence of reader- and text-based factors on experts' and novices' perceptions of importance. Marilyn M. Ohlhausen and Cathy (Wilson) Roller, University of Iowa

88.4 Influence of text- and reader-based factors on high school students' perceptions of importance and summary writing performance. Martha Kinney, University of Iowa

88.5 Importance of information: Reader- or text-based phenomenon? Cathy (Wilson) Roller, University of Iowa

Discussant: Joyce E. Hood, University of Iowa

89. Symposium

North Terrace

College reading: Then and now

Chair: Belita Gordon, Georgia State University

89.1 Historical roots of college reading: Foundations for current research. Norman A. Stahl, Georgia State University

89.2 A comparison of the effects of multiple-choice item writing and written summaries on comprehension and recall of text. William G. Brozo, Northern Illinois University, Norman A. Stahl and Belita Gordon, Georgia State University

89.3 A comparison of reading strategies of different personality types in responding to standardized comprehension test questions. Belita Gordon, George H. Jensen and Sheryl Gowen, Georgia State University

89.4 A meta-analysis of the effect of notetaking on learning from lecture and text. William A. Henk and Norman A. Stahl, Georgia State University

Discussant: Ann Hays Hall, Georgia State University

90. Symposium

South Terrace

New views of writing instruction: Examining how teachers change over time

Chair: JoAnne L. Vacca, Kent State University, OH

90.1 Bridging the gap between language research/theory and practice: A case study. Virginia L. Pierce, Austin College, TX

90.2 Teacher change: The environment and the issues. Diane E. DeFord, Ohio State University

90.3 Shifts in teacher beliefs about writing and writing instruction. Nancy L. Shanklin and Richard T. Vacca, Kent State University, OH

90.4 Elementary teachers' level of use and adaption of writing process strategies. Richard T. Vacca, Kent State University, OH

Discussant: Jerome C. Harste, Indiana University

91. Paper Session

Granada West

Computers and Reading

Chair: George Spache, University of Florida

91.1 Middle and high school students' computer-related activities correlated with reading attitudes, reading achievement and amounts of personal reading. Richard Telfer and Ken L. Dulin, University of Wisconsin-Madison

91.2 Computer-assisted reading remediation: A three-way interaction. Lois G. Dreyer, Ann E. Boehm, and Barbara Sandbergh, Teachers College/Columbia University

91.3 Perceived mastery of word meanings using microcomputer and traditional practice techniques. Jacqueline A. Haynes, Barbara A. Kapinus, David B. Malouf, and Charles A. MacArthur, University of Maryland

92. Paper Session

Granada North

Reading Strategies

Chair: Joy Stone, Montclair State College, NJ

92.1 Reading strategies of gifted students. Judy Nichols Mitchell, University of Arizona, and Pi A. Irwin, Tucson Unified School District, AZ

92.2 The effects on reading comprehension of teaching ninth graders to become independent summarizers of social studies text. Lydia A. Walker, University of Missouri-Columbia

92.3 The effect of graphic organizers that include a personal association category vs. text-based graphic organizer construction on high school students' comprehension. Thomas W. Bean, California State University-Fullerton, Harry Singer, University of California-Riverside, and Stan Cowen, Garden Grove High School, CA

93. Paper Session

Granada South

Prior Knowledge

Chair: Earl Rankin, University of Kentucky

93.1 Prior knowledge and reading comprehension: The contributions of amount and structure of knowledge. Jane H. Domaracki, State University of New York-Albany

93.2 The effect of a priming activity on schema acquisition of low prior knowledge subjects. Carol V. Lloyd, University of Arizona

93.3 Background knowledge, interest and vocabulary as predictors of reading passage comprehension. Roger H. Bruning, University of Nebraska, and Kristy Dunlap, Lincoln Public Schools, NE

10:15 a.m.-10:30 a.m. Coffee Break

Friday 30 November 1984

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

- 94. Symposium** (continued from 87) **Del Prado**
Literary theory and reading comprehension
- 95. Symposium** **Buena Vista**
Improving the comprehensibility of expository prose: A comparison and assessment of revisions made by composition instructors, text linguists and popular magazine editors
Chair: Wayne H. Slater, University of Maryland
- 95.1 Revising expository prose from the perspective of composition instructors: An analysis and assessment.** Ann H. Duin and David W. Furniss, University of Minnesota
- 95.2 Revising expository prose from the perspective of text linguists: An analysis and assessment.** Duane H. Roen and Deborah Grunloh, University of Arizona
- 95.3 Revising expository prose from the perspective of popular magazine editors: An analysis and assessment.** Martin Mann, Time-Life, Inc., and Teresa Redd-Boyd, Howard University, DC
- Discussant: Michael F. Graves, University of Minnesota
- 96. Symposium** **North Terrace**
Home literacy events and the development of literacy for young children
Chair: William H. Teale, University of Texas-San Antonio
- 96.1 A study of literacy events in the homes of six pre-schoolers.** Judith A. Schickedanz, Boston University
- 96.2 The development of mother-baby reading-aloud strategies.** Bess I. Altwerger and Karen Dockstader-Anderson, University of New Mexico
- 96.3 An initial study of the discourse intonation of parents' oral reading.** Judith M. Diehl-Faxon and Karen Dockstader-Anderson, University of New Mexico
- Discussant: William H. Teale, University of Texas-San Antonio
- 97. Symposium** **South Terrace**
Teachers' planning and reading instruction
Chair: James V. Hoffman, University of Texas-Austin
- 97.1 Teachers' decision on pacing of basal reading materials.** Bonnie Banker, Asbury College, KY, Elfrieda H. Hiebert, University of Illinois-Champaign, and Connie A. Bridge, University of Kentucky
- 97.2 The role of textbooks in teachers' interactive decision-making.** Donna E. Alvermann, University of Georgia
- 97.3 Student teachers' planning of reading instruction.** Hilda Borko and Rosary V. Lalik, Virginia Tech
- Discussant: Rosary V. Lalik, Virginia Tech
- 98. Paper Session** **Granada West**
Text Comprehension and Text Structure
Chair: Alton Raygor, University of Minnesota
- 98.1 Text comprehension research: Implication for cognitive based instruction.** Charles Peters, Oakland Schools, MI, and Rona Flippo, University of Wisconsin-Kenosha
- 98.2 The effect of text structure and familiarity on comprehension and comprehension-monitoring.** Judythe Patberg, Peter Dewitz, and Mary Ann Stibbe, University of Toledo
- 98.3 Effects of text structure and passage inconsistencies on comprehension monitoring.** Carol Sue Englert and Sharon R. Stewart, University of Kentucky

Wednesday 28 November 1984

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

9:00 - 10:15 a.m.	1. - 12. Granada ROUNDTABLE PAPER SESSIONS	13. - 24. Del Prado ROUNDTABLE PAPER SESSIONS	25. Room 401 SPECIAL SESSION (continued to 12:30 p.m.) Secondary Reading Researchers
10:30 - 11:50 a.m.	26. - 37. Granada ROUNDTABLE PAPER SESSIONS	38. - 47. Del Prado ROUNDTABLE PAPER SESSIONS	
12:30 - 1:50 p.m.	48./49. Grand Ballroom FIRST PLENARY SESSION Welcoming Statements Presidential Address Communicative Competence: Cross Cultural Issues Irene Athey, Rutgers University		
1:50 - 2:50 p.m.	50. Grand Ballroom SPECIAL REPORT Panel on Reading Instruction in China		
3:00 - 4:20 p.m.	51. Del Prado SYMPOSIUM Explorations in Literacy	52. Buena Vista SYMPOSIUM Reading Diagnosis	53. North Terrace SYMPOSIUM Direct Instruction
	STATE COUNCIL MEETING-4:30 p.m. - 6:00	54. South Terrace SYMPOSIUM Children's Perceptions of Literacy	55. Granada West SYMPOSIUM Teacher Change: Reading and Writing
	PRESIDENTIAL DINNER-7:30 p.m. - 9:30 p.m.	56. Granada North AREA/ISIG: Reading CO-SPONSORED MEETING Reading Strategies	57. Granada South SPECIAL SESSION (cont. to 6:00 p.m.) Foundations of Research
	VITAL ISSUES-9:30 p.m. - 12:00 mid.	Del Prado Grand Ballroom Lobby Bar/Veranda	

Thursday 29 November 1984

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

58.
 SECOND PLENARY SESSION
 Keynote Address
 Being Literate in America: A Social-Historical Perspective
 Shirley Brice-Heath, Stanford University
 Grand Ballroom

3:00 - 4:20 p.m.	1:30 - 2:50 p.m.	12:00 - 1:20 p.m.	10:30 - 11:50 a.m.	9:00 - 10:15 a.m.
73./80. Del Prado SYMPOSIUM Language Awareness/Reading Development		59./66. Del Prado SYMPOSIUM Kindergarten: Learning to Comprehend		
74./81. Grand Ballroom SYMPOSIUM Getting the Main Idea		67. Buena Vista SYMPOSIUM (cont. to 2:50 p.m.) Comprehension Research	60. Buena Vista SYMPOSIUM Oral Reading	
82. North Terrace SYMPOSIUM Remedial Reading Instruction	75. North Terrace SYMPOSIUM Writing in a Social Context	68. North Terrace SYMPOSIUM Vocabulary Development	61. North Terrace SYMPOSIUM Bedtime Story Reading	
83. South Terrace SYMPOSIUM Reading and Writing in Varying Classrooms	76. South Terrace SYMPOSIUM Students as Teachers	69. South Terrace SYMPOSIUM Basal Adoption	62. South Terrace SYMPOSIUM Vocabulary Instruction	
84. Granada West DEBATE Models of Reading	77. Granada West IRA CO-SPONSORED MEETING Content and Selection of Basals	70. Granada West NCRE CO-SPONSORED MEETING Research in Reading and Writing	63. Granada West SPECIAL SESSION Commission on Reading Report	
85. Granada North PAPER SESSION Young Children and Reading	78. Granada North PAPER SESSION Story Reading	71. Granada North PAPER SESSION Second Language Reading and Writing	64. Granada North PAPER SESSION Writing	
86. Granada South PAPER SESSION Expository Text	79. Granada South PAPER SESSION Teacher Decision Making	65./72. Granada South PAPER SESSION Observing Classrooms		

ANNUAL BUSINESS MEETING - 4:30 p.m. - 5:30 p.m.

Grand Ballroom

ANNUAL MEETING OF FIELD COUNCIL - 5:30 p.m. - 6:30 p.m.

Grand Ballroom

VITAL ISSUES - 9:00 p.m. - 12:00 mid.

Lobby Bar/Veranda

National Reading Conference REGISTRATION FORM

1984 Conference, St. Petersburg Beach, Florida

NOTE:
You may copy
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tions.

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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
Presidential Dinner	15.00	N/A	N/A

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

For new memberships only! Current members will receive renewal invoices and should not use this form.

() 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:

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NATIONAL READING CONFERENCE

Mon., Nov., 26 – Sun., Dec. 2, 1984

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(Two persons-One bed)
<input type="checkbox"/> Twin \$75
(Two persons-Two double beds)
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<input type="checkbox"/> Additional Persons \$23 | <input checked="" type="checkbox"/> Jr. Suite \$110
(Queen Only)
<input type="checkbox"/> Bay-View Suite \$125
<input type="checkbox"/> Gulf-View Suite \$150
<input checked="" type="checkbox"/> Hospitality Gulf-View
Suite \$175
<input type="checkbox"/> Two Bedroom Suite \$250 |
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**Register early and save!
Use Eastern Airline's E.Z.
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Make your hotel reservation by
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See pages two and three for hotel,
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Friday 30 November 1984

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

3:00 - 4:20 p.m.		1:30 - 2:50 p.m.		12:00 - 1:20 p.m.		10:30 - 11:50 a.m.		9:00 - 10:15 a.m.					
102./109. Del Prado SYMPOSIUM Emerging Reading Ability		103./110. Buena Vista SYMPOSIUM Direct Teacher Explanation		<p style="text-align: center;">101.</p> <p style="text-align: center;">THIRD PLENARY SESSION</p> <p style="text-align: center;">Keynote Address</p> <p style="text-align: center;">Reading Research and Reading Experience</p> <p style="text-align: center;">David Bleich, Indiana University</p> <p style="text-align: center;">Grand Ballroom</p>		87./94. Del Prado SYMPOSIUM Literary Theory and Reading Comprehension		95. Buena Vista SYMPOSIUM Improving Comprehensibility		88. Buena Vista SYMPOSIUM Importance of Information			
111. North Terrace SYMPOSIUM After-School Reading		104. North Terrace SYMPOSIUM Computers in the Bush				96. North Terrace SYMPOSIUM Home Literacy Events		89. North Terrace SYMPOSIUM College Reading		97. South Terrace SYMPOSIUM Teachers' Planning		90. South Terrace SYMPOSIUM Writing Instruction	
112. South Terrace SYMPOSIUM Spontaneous Mental Imagery		105. South Terrace SYMPOSIUM History Textbooks				98. Granada West PAPER SESSION Text Comprehension and Text Structure		91. Granada West PAPER SESSION Computers and Reading		99. Granada North PAPER SESSION Writing Tasks		92. Granada North PAPER SESSION Reading Strategies	
113. Granada West CRA CO-SPONSORED MEETING Instructional Research		106. Granada West RESEARCH REVIEW Research and Practice				99. Granada North PAPER SESSION Writing Tasks		92. Granada North PAPER SESSION Reading Strategies		100. Granada South PAPER SESSION Vocabulary		93. Granada South PAPER SESSION Prior Knowledge	
114. Granada North PAPER SESSION Early Reading		107. Granada North PAPER SESSION Reading and Writing				100. Granada South PAPER SESSION Vocabulary		93. Granada South PAPER SESSION Prior Knowledge					
115. Granada South PAPER SESSION Reading Assessment		108. Granada South PAPER SESSION Word Meaning and Word Difficulty											

BOARD MEETING - 6:00 p.m. - 8:00 p.m.

Executive Board Room

VITAL ISSUES - 9:00 p.m. - 12:00 mid.

Lobby Bar/Veranda

Saturday 1 December 1984

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

9:00 - 10:15 a.m.	116. Grand Ballroom SPECIAL SESSION Finding Your Roots: NRC's Living Footnote Series Part I
10:15 - 11:30 a.m.	117. Grand Ballroom SPECIAL SESSION Finding Your Roots: NRC's Living Footnote Series Part II
NRC'S NO-HOST LUNCHEON FOR EIGHT - 11:30 a.m. - 1:30 p.m. Poolside	

99. Paper Session

Granada North

Writing Tasks

Chair: George R. Klare, Ohio University

99.1 **Problems in the process approach: A study of classrooms in transition.** Arthur N. Applebee, Stanford University

99.2 **Writing tasks during reading instruction: A descriptive analysis of current basal practices.** Donald J. Leu, Jr., Syracuse University

99.3 **An examination of statewide writing assessment tasks.** Peter Afflerbach and Daniel R. Osborn, State University of New York-Albany

100. Paper Session

Granada South

Vocabulary

Chair: Anne D. Forester, Camosun College, British Columbia

100.1 **A study of university student vocabulary acquisition: Motivation, source and strategies.** Martha Rapp Haggard, Sonoma State University, CA

100.2 **The effects of the vocabulary overview guide and self-monitoring instruction on the comprehension and retention of vocabulary terms.** Eileen M. Carr, Eastern Michigan University, and Marianne Mazur-Stewart, University of Toledo

100.3 **The relationship between prior knowledge and learning word meanings from dictionary definitions.** John L. Shefelbine, University of Texas-Austin

12:00 noon-1:20 p.m. THIRD PLENARY SESSION

Grand Ballroom

101. Keynote Address

Introduction of speaker: Irene Athey, Rutgers University

Reading Research and Reading Experience

David Bleich, Indiana University

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

102. Symposium

Del Prado

Emerging reading ability: What children know about written language without being taught

(continued in 109)

Chair: Donald J. Richgels, Louisiana State University

102.1 **Toward a theory of literacy acquisition: Examining the transition from oral to written language.** Donald J. Leu, Jr., Syracuse University

102.2 **An investigation of pre-school and kindergarten children's spelling and reading abilities.** Donald J. Richgels, Louisiana State University

102.3 **Developmental patterns in young children's awareness of environmental print.** Lea M. McGee and Richard G. Lomax, Louisiana State University

102.4 **An investigation of kindergarten children's expressions of story characters' intentions.** David Dunning and Jana M. Mason, University of Illinois-Champaign

102.5 **Emergent reading ability and the zone of proximal development.** Beverly Otto, Northwestern University

102.6 **Discovering characteristics of precocious readers.** Wayne Brazell, Lamar University, TX

102.7 **A study of the relationship between levels of intelligence and early reading within high literacy homes.** Jeanne Laporte Burns and Joanne L. Ratliff, Louisiana State University

Discussant: Elfrieda H. Hiebert, University of Illinois-Champaign

103. Symposium

Buena Vista

Direct teacher explanation and reading teacher effectiveness

(continued in 110)

Chair: Gerald G. Duffy, Michigan State University

103.1 Three studies of the relationship of direct teacher explanation. Laura R. Roehler, Gerald G. Duffy, and Roy Wesselman, Michigan State University

103.2 Metacognitive awareness as an outcome measure in research on reading instruction. Michael S. Meloth, Linda Vavrus, and Eva Sivan, Michigan State University

103.3 Effective classroom management and its relationship to teacher explanation. Joyce Putnam, Michael S. Meloth, and Eva Sivan, Michigan State University

103.4 The question-asking patterns during instruction employed by effective and less effective teachers. Linda Vavrus and Michael Meloth, Michigan State University

103.5 The relationship of explicitness and clarity in the instruction of effective and less effective teachers. Cassandra Book, Michigan State University, and Joseph McCaleb, University of Maryland

Discussants: Scott G. Paris, University of Michigan

P. David Pearson, University of Illinois-Champaign

104. Symposium

North Terrace

Computers in the bush: Quill in Alaska

Chair: Bertram C. Bruce, Bolt, Beranek & Newman, Inc.

104.1 Who's reading whose writing? Quill and the social organization of the classroom. Andee Rubin, Bolt, Beranek & Newman, Inc.

104.2 Blending the old with the new. Computers and cultural diversity. Bertram C. Bruce, Bolt, Beranek & Newman, Inc.

Discussant: To be announced

105. Symposium

South Terrace

History at risk: An analysis of four middle-grade United States history textbooks

Chair: Bonnie B. Armbruster, University of Illinois-Champaign

105.1 Global coherence in middle-grade U.S. history textbooks. Beverly Butler Walker and Sy N. Karlin, Chicago Public Schools

105.2 The development of concepts in middle-grade U.S. history textbooks. Beverly E. Cox and Mary Kazarian, Chicago Public Schools

105.3 Vocabulary instruction in middle-grade U.S. history texts. Beau Fly Jones and Mary Kazarian, Chicago Public Schools

105.4 The comprehensibility of graphics in middle-grade U.S. history textbooks. Lawrence B. Friedman, Chicago Public Schools, Margaret Tinzmann, Northwestern University, and Barbara J. Martin, Chicago Public Schools

105.5 Headings and subheadings: How useful are they? Bonnie B. Armbruster, University of Illinois-Champaign

Discussant: Diane Lemonnier Schallert, University of Texas-Austin

106. Research Review

Granada West

Chair: David W. Moore, University of Northern Iowa

Tales from the 100-year-old bridge between reading research and reading practice, or which way does the traffic flow. Richard Venezky, University of Delaware

107. Paper Session

Granada North

Reading and Writing

Chair: Marjorie Zucker, Community School District 32, NY

Friday 30 November 1984

- 107.1 Children's concepts of written language in emergent reading and writing.** June E. Barnhart, Elizabeth Sulzby, and Thomas Secco, Northwestern University
- 107.2 Writing in the reading programme.** Trevor Cairney, Mitchell College Advanced Education, New South Wales, Australia
- 107.3 Reading and writing: The structures children use to present their thoughts.** Judith A. Langer, Stanford University

108. Paper Session

Granada South

Word Meaning and Word Difficulty

Chair: Lisa S. Fleisher, New York University

- 108.1 The acquisition of word meaning from context.** Margaret G. McKeown, University of Pittsburgh
- 108.2 Are context clues effective with low-frequency words in naturally occurring prose?** R. Scott Baldwin and Elinore K. Schatz, University of Miami, FL
- 108.3 Metrics for word frequency counts.** Randall James Ryder, University of Wisconsin-Milwaukee, and Michael F. Graves, University of Minnesota

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

109. Symposium (continued from 102)

Del Prado

Emerging reading ability: What children know about written language without being taught

110. Symposium (continued from 103)

Buena Vista

Direct teacher explanation and reading teacher effectiveness

111. Symposium

North Terrace

After-school reading and school achievement

Chair: Richard C. Anderson, University of Illinois-Champaign

- 111.1 Methodological issues in analyzing after-school activities.** Richard C. Anderson, University of Illinois-Champaign
- 111.2 The relationship between after-school activities and reading proficiency.** Paul T. Wilson, University of Illinois-Champaign
- 111.3 Characteristics of avid and less avid readers.** Linda G. Fielding, University of Illinois-Champaign

Discussant: Shirley Brice-Heath, Stanford University

112. Symposium

South Terrace

Spontaneous mental imagery in text processing

Chair: Mark Sadoski, Texas A&M University

- 112.1 Overview of research on naturally occurring imagery in comprehending and recalling text.** Mark Sadoski, Texas A&M University
- 112.2 Reported imagery and recall: Experimental effects and interrelationships.** Nancy M. Roberts, Texas A&M University
- 112.3 The relationships between subjects' literary analysis of a story and reported imagery.** Sharon C. Lee, Texas A&M University
- 112.4 Detection of typographical errors and spontaneous mental imagery.** Ernest T. Goetz, Texas A&M University

Discussant: Allan Paivio, University of Western Ontario

113. CRA Co-Sponsored Meeting

Granada West

Instructional research: Research directions

Chair: Linda B. Gambrell, University of Maryland

- 113.1 **Teaching third-grade students to comprehend anaphoric relationships.** James F. Baumann, Purdue University
- 113.2 **Assessment of classroom interaction dynamics.** Donna E. Alvermann, Joseph Wisenbaker, and Deborah R. Dillon, University of Georgia
- 113.3. **The effects of using dialogue journals on elements of student writing.** Susan Mandel Glaser, Rider College, NJ
- Discussant: David W. Moore, University of Northern Iowa

114. Paper Session

Granada North

Early Reading

Chair: Karen Feathers, East Texas State University

- 114.1 **Effects of exposure to literary language on reading comprehension and language competencies of five to eight year olds.** Dina Feitelson, University of Haifa, Israel
- 114.2 **Emergent storybook reading in high and low literacy background children.** Christa M. Reuning, Northwestern University
- 114.3 **Book-sharing and young children: Parental attitude and verbal interactions.** G. Michael Miller, Sam Houston State University

115. Paper Session

Granada South

Reading Assessment

Chair: Jaap Tuinman, Simon Fraser University, British Columbia

- 115.1 **Prior knowledge: Theoretical and assessment issues.** Jane H. Domaracki, State University of New York-Albany
- 115.2 **Assessment of children's language development and its relationship to assessment of reading performance.** Rose-Marie Weber and Peter H. Johnston, State University of New York-Albany
- 115.3. **Predicting functional reading proficiency by conventional tests of reading comprehension.** Kent Layton and David A. Hayes, University of Georgia

6:00 p.m.-8:00 p.m. BOARD MEETING

Executive Board Room

9:00 p.m.-12:00 midnight VITAL ISSUES

Lobby Bar/Veranda

Saturday 1 December 1984

116./117. SPECIAL SESSIONS

Grand Ballroom

Finding Your Roots: NRC's Living Footnote Series

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

Grand Ballroom

Chair: Jerome C. Harste, Indiana University

Footnote¹: Rand J. Spiro, University of Illinois-Champaign

Topic: Comprehension in Ill-structured Domains

Footnote²: Roger Shank, Yale University

Topic: Artificial Intelligence and Reading

Footnote³: Robert de Beaugrande, University of Florida

Topic: Literary Theory and Discourse Processing

Footnote⁴: Richard W. Beach, University of Minnesota

Topic: Developmental Differences in Literary Inferences

Footnote⁵: Larry Mikulecky, Indiana University

Topic: Literacy Beyond the Schools: Issues for Educators

Footnote⁶: Judith L. Green, Ohio State University

Topic: Observation as Inquiry and Method: Exploring Reading Instruction

Saturday 1 December 1984

- Footnote⁷:** MaryAnn Hall, Georgia State University
Topic: **Readiness—An Outdated Concept?**
Literacy Acquisition—New Jargon or Valuable Insights?
- Footnote⁸:** Shirley Brice-Heath, Stanford University
Topic: **Literacy or Literacy Skills: What's the Difference**
- Footnote⁹:** Patricia Cunningham, Wake Forest University
Topic: **How We Teach Word Identification Might Matter**

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

Grand Ballroom

Chair: Jerome C. Harste, Indiana University

- Footnote¹:** Vera John-Steiner, University of New Mexico
Topic: **The Planning Functions of Language**
- Footnote²:** Jana M. Mason, University of Illinois-Champaign
Topic: **Kindergarten: Is It the Great Leap to Reading?**
- Footnote³:** Philip B. Gough, University of Texas-Austin
Topic: **The Process of Reading Acquisition**
- Footnote⁴:** Richard C. Anderson, University of Illinois-Champaign
Topic: **How Children Learn New Word Meanings**
- Footnote⁵:** S. Jay Samuels, University of Minnesota
Gerald G. Duffy, Michigan State University
Jerome C. Harste, Indiana University
Topic: **The History of Psychology: Past, Present, Future and Its Impact on Reading Instruction**
- Footnote⁶:** Jaap Tuinman, Simon Fraser University
Topic: **Instructional Research in Comprehension**
- Footnote⁷:** Bertram C. Bruce, Bolt, Beranek & Newman, Inc.
Topic: **Reading, Writing and Computers**
- Footnote⁸:** Robert B. Ruddell, University of California-Berkeley
Topic: **The Influential Teacher: Teaching Effectiveness and Comprehension Strategies**
- Footnote⁹:** Edward B. Fry, Rutgers University
Topic: **Readability and Related Stuff**

11:30 a.m.-1:30 p.m. NRC's NO-HOST LUNCHEON FOR EIGHT

Poolside

Here is your chance to direct the conversation and have lunch with someone you have been meaning to talk with. Come and talk with Patty Anders, Irene Athey, Bob Carey, Jim Hoffman, Connie Juel, Judy Langer, David Pearson, Lenore Ringler, Andee Rubin, Trika Smith-Burke, Bill Teale, and Rob Tierney.

Check at the registration table for luncheon costs and sign-up sheets.

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 Zutell, Jerry, Ohio State University, 219 Arps Hall 1945 No. High, Columbus, OH, 43210

Your use of NRC's "official airline" not only gives you access to lower than normal fares, but also helps NRC earn credit toward staff travel costs. Make your reservations early to avoid disappointment.

Please Note: In today's market, competition for business is strong. Promotional offers by other airlines may be available from time-to-time. You are urged to shop around and to obtain the lowest fare available, whether with our "official carrier" or a competing airline. It is possible that a promotional fare may be offered to you which is lower than Eastern's.

FROM THE AIRPORT

Because of the wide spread of arrival times, it is not possible for us to provide group transportation to the hotel from the airport. The hotel is approximately 25 miles from the Tampa International airport. Limo service is available at a cost of \$9.25 (one way), 24 hours per day.

No reservations are required.

If you are flying into the St. Petersburg-Clearwater Airport, you may need to make a reservation for limo service. Call (813) 822-3333.

RENTAL CARS

Rental cars are available from a number of agencies. Because these are so competitive in the Tampa area, we have not contracted with any one firm. Generally, rental cars (subcompact) can be rented for \$70 to \$80 per week, with unlimited free mileage (you pay only for gas). Advance reservations are advised, to insure getting the best rates.

Before leaving home, check with your personal automobile insurance carrier to learn if your own auto insurance covers damage to a car which you have rented. This coverage is often included in personal auto policies and can save you a substantial charge if you decide to rent a car, as rental company collision insurance is very expensive when compared to the basic rental rate.

NOTES

NOTES

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