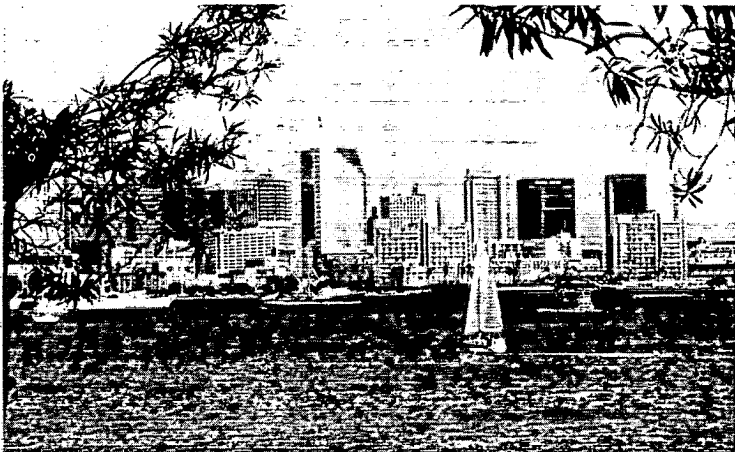


Program

35th Annual Meeting

NATIONAL READING CONFERENCE

December 3-7, 1985



**Holiday Inn at the Embarcadero
San Diego, California**

Program Policy Committee

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Local Arrangements

James Flood and Diane Lapp
San Diego State University

The National Reading Conference is a non-profit, professional organization, 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 of current trends and issues. Affiliated organizations also offer cosponsored sessions on topics of mutual interest.

The Oscar S. Causey Award for Distinguished Service to the reading field is presented at the Presidential Dinner. New for the 1985 conference will be presentation of the first award for distinguished service to NRC. We are also initiating the "Student Outstanding Research Award". All three of these awards will be presented at the Presidential Dinner on Friday evening.

In addition to presenting the annual 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, (716) 546-7241.

CONFERENCE SITE

With a mild year-round climate, San Diego is a delightful destination for NRC's 1985 conference. The Holiday Inn Embarcadero is on the waterfront, overlooking San Diego Bay. Seaport Village is a short walk away, as is the central business district. The Star of India, a Nineteenth Century squarerigger is moored at the hotel's front door, where it serves as the centerpiece of a three-ship floating museum. And, of course, you will be only minutes away from the world famous San Diego Zoo, Sea World and the many other attractions which have made San Diego one of the most popular meeting sites in North America.

ROOM RESERVATIONS

The Holiday Inn Embarcadero has extended us an attractive room rate of only \$60 per night *single or double* occupancy. Please use the form in the center of this program. If the form is missing, call the Holiday Inn direct at

(619) 232-3861

You may mail your reservation to Holiday Inn Embarcadero, 1335 North Harbor Drive, San Diego, CA 92101-3385.

RESERVATION CUT-OFF DATE

To be sure of getting this very special conference rate, you should make your reservations by

November 3.

After that date, reservations will be accepted only at the regular room rates.

SPECIAL FEATURES

First-timers Reception

On Wednesday evening, from 5 to 6 p.m., the NRC Field Council will sponsor a reception for first time (and old time) registrants. The reception will give members a chance to meet one another, get some background on the features of the conference and get to meet the leaders of NRC.

Vital Issues

On Wednesday, Thursday and Friday evenings, **Vital Issues** is a place for conferees to relax and exchange views on the day's presentations and other "vital issues" of the moment. The dress is casual and a cash bar is available to help you unwind.

Presidential Dinner

Friday evening will see the presentation of NRC's second Presidential Dinner. Last year's dinner was a smashing success and this year's event should be no less. Special entertainment has been planned to delight, if not enlighten attendees.

If you choose not to join us for dinner, please plan to come in later and enjoy a brief, light-hearted program and special awards presentations, followed by a vital issues session including dancing to live music and the Midnight Unofficial Awards Program.

REGISTRATION

Advanced registration, at reduced rates, is urged, to help reduce the registration hassle once you are on site. Use the form in the center of this program. For those who cannot attend the entire conference, daily registration will be available at the meeting.

All attendees, including all program participants, must register and must wear their badges at all times.

The registration desk will be near the Pacific Ballroom and will open Tuesday from 4 p.m. to 8 p.m. Wednesday through Friday, registration will be open from 8 a.m. to 4 p.m. Saturday, it will be open from 8 a.m. to 9:30 a.m.

OFFICIAL AIRLINE

American Airlines has been designated as this year's official airline, to help conference-goers make travel plans and save some money. *At the minimum*, using American will guarantee you a discount of 30% off the standard coach rate, even if you make your reservations at the last moment. Early reservation may reward you with an even lower fare. You (or your travel agent) are urged to call American as soon as possible.

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Use of NRC's "official" airline not only gives you access to economical airfares, but also helps NRC earn credit toward staff travel costs. Make your reservations early, to get the best fares and schedules.

Please Note: In today's changing travel market, competition for business is strong. Promotional offers by other airlines may be available. You are urged to shop and obtain the lowest available fare, whether it is from our carrier or another.

FROM THE AIRPORT

Holiday Inn Embarcadaro offers free shuttle bus service. Find the information display on area hotels in the ground transportation area. Pick up the free phone and ask the operator for a Holiday Inn Shuttle Bus. The hotel is only about five minutes from the San Diego airport.

MEMBERSHIP

You can use the membership portion of the registration form to become a member of NRC or to renew your current membership.

PAYMENT

Due to world currency fluctuations, we must request that all payments be made in U.S. FUNDS. Your cooperation will be appreciated.

LIMITATIONS ON APPEARANCES IN THE PROGRAM

To implement the NRC policy of no more than two "competitive" appearances on the program, what we did is this. For each competitive proposal accepted, we entered the field on the proposal form for "PRESENTORS" into our data base. We then monitored the number of such "PRESENTATION" appearances such that no individual had more than two. This accomplished, we created an index listing *all* program appearances for a given individual. Appearances that did not count in the "PRESENTATION" category include the following: Session (paper and symposia) chairships, non-presenting authorships (typically 2nd, 3rd or higher authorships), participation in co-sponsored meetings, and participation in any "invited" session (Footnotes, Issues, Plenaries, and the Annual Review).

TUESDAY, DECEMBER 3, 1985

4:00-8:00 p.m.	Registration	Outside Pacific Ballrooms
7:00-9:00 p.m.	Board Meeting	Wicker

WEDNESDAY, DECEMBER 4, 1985

8:00-4:00	Registration	Outside Pacific Ballrooms
9:00-10:15 a.m.	ROUNDTABLE PAPER SESSIONS	Pacific A and B

NOTE: The specific table at which presentations will be made is indicated by the third and fourth digits in the number; the order of presentation at each table is indicated by the digit after the decimal. At 9:35 there will be a 5 minute break to allow participants to move to a different table should they choose to do so. Look for signs indicating the specific locations of each roundtable.

- 1101.1 Getting the main idea in narrative fiction and exposition: a study of eleventh-grade subjects' written responses Mary F. Graham and James W. Cunningham, University of North Carolina
- 1101.2 When main idea identification fails Victoria Chou Hare, University of Illinois at Chicago
- 1102.1 Student response to multiple choice reading items as a function of text structure Linda N. Hansche and David M. Roberts, Georgia State University
- 1102.2 The strategic abilities of above-average and average high school students: A function of text conditions Martha A. Kinney, University of Wisconsin - Superior
- 1103.1 A study of teachers' use of probes during basal reader instruction Nancy G. Mangano, Kansas State University
- 1103.2 Sustaining feedback and low ability readers' performance in oral reading Treana Adkins and Jerome A. Niles, Virginia Polytechnic Institute
- 1104.1 Learning with computers--Teachers and children Mark W. F. Condon and Ric A. Hovda, University of Louisville
- 1104.2 The effects of interactive, computer-based underlining and cloze study strategies on immediate and delayed recall of expository prose John W. Logan and Jay S. Blanchard, Texas Tech University, Ken Smith, University of Arizona
- 1105.1 Two birds with one stone: Information and motivation during reading instruction Michael S. Meloth and Gary Rackliffe, Michigan State University
- 1105.2 Motivational statements in explicit teacher explanations and their relationship to students' metacognition in reading Eva Sivan and Laura R. Roehler, Michigan State University
- 1106.1 The impact of literacy: Learning to write John M. Willinsky, University of Calgary
- 1106.2 The role of reading as a metacognitive monitor in the composing process of first grade writers Heather E. Hemming, University of Calgary
- 1107.1 Reading requirements for college students: Their abilities to perform John W. Woodley, University of South Dakota
- 1107.2 Effects of a metacognitive study training program on underprepared college students Harriet Shenkman, Natalie A. Silverstein, and Grace Cukras, City University of New York - Bronx City College
- 1108.1 Learning to teach: Beginning teachers' organization, implementation and evaluation reading/language arts instruction Hilda Borko and Rosary V. Lalik, Virginia Polytechnic Institute

- 1108.2 Congruence of beliefs and practices of elementary education majors Martha W. Combs and David Yellin, Oklahoma State University
- 1109.1 The preparation of an effective teacher: A diadic view Diane Lapp and James Flood, San Diego State University
- 1109.2 Do teachers' plans reflect the training they have received? Alice Boljonis, SUNY - Oswego, and Helena Spring, Oswego County, New York, BOCES
- 1110.1 Affective processes interacting with cognition in learning from text Mariam J. Dreher, University of Maryland, and Harry Singer, University of California - Riverside
- 1110.2 Assessing content area reading/writing anxiety and perceptions of hidden agendas and strategies Avon G. Crismore, Indiana University
- 1111.1 Spelling ability and reading fluency: How are they related? Jerry Zutell and Tim Rasinski, Ohio State University
- 1111.2 Spelling patterns of teachers: An analysis of what they believe, what they teach, and what they practice Elton G. Stetson, University of Houston - UP
- 1112.1 Experiential learning strategies as a facilitator of student comprehension in the classroom Larry Quinsland and Gary Long, Rochester Institute of Technology
- 1112.2 How civic readers become civic writers: An exploratory study Sandra L. Stotsky, Harvard University
- 1113.1 A descriptive study of the sources of information for questions in basal reading teachers' manuals Judith Scott, Ramona Hao, Ian Wilkinson, Joyce Ostertag, Lynda Robinson, Michael Reddix, Barbara Hunter, and Mary Roe, University of Illinois at Urbana-Champaign
- 1113.2 Children's inferencing with print and pictures Betty C. Holmes, Pennsylvania State University
- 1114.1 Text patterns: A critique of a decade of research Rosalind Horowitz, University of Texas - San Antonio
- 1114.2 Schemata for designing definitions in reading research Peter B. Mosenthal, Syracuse University
- 1115.1 Text construction in a small group discussion Joanne M. Golden, University of Delaware
- 1115.2 The development of ideocentric thought in the comprehension of expository text Nancy Marshall, Florida International University
- 1116.1 Development of young children's understandings of the forms and functions of written language Lesa Kastler, James Hoffman, and Nancy Roser, University of Texas
- 1116.2 Expectations of sentence-level features of written narratives held by kindergarteners and second-graders Victoria Purcell-Gates, University of California - Berkeley
- 1117.1 A comparison of students' performance when reading factual materials found in selected basal readers and in children's magazines Valerie A. Helgren and Nancy W. Seminoff, Northern Michigan University
- 1117.2 Textbooks, language and reading development Marilyn R. Binkley, National Institute of Education, and Gloria M. McDonnell, Fairfax County, Virginia Public Schools
- 1118.1 The word-by-word reading barrier James F. Gregory, University of Illinois - Chicago

- 1202.1 Students and their writing: Perceptions, interests, and behavior Diane DeFord and Timothy V. Rasinski, Ohio State University
- 1202.2 Originality and imitation in the work and consciousness of an adolescent writer Louise W. Phelps and Sandra Mano, University of Southern California
- 1203.1 Exploring teacher decision making: An investigation of practical thinking in the workplace Gary B. Moorman and William Blanton, Appalachian State University
- 1203.2 Bases for grouping decisions Mary C. Shake, University of Wisconsin-Oshkosh
- 1204.1 How do teachers relate reading theory to classroom practices? Oran Stewart and Morgan Argiro, Xavier University of Louisiana
- 1204.2 Factors which inhibit or enhance teacher change Joyce G. Putnam and Laura R. Roehler, Michigan State University
- 1205.1 Verbal analogies and reading comprehension in grades 4, 5, and 6: A teacher-generated approach Eugene H. Cramer and Cheryl Hendress, University of Illinois - Chicago
- 1205.2 Direct instruction in metaphorical interpretation John E. Readence, Louisiana State University, R. Scott Baldwin, University of Miami, and Martha H. Head, Louisiana State University
- 1206.1 The other side of reading instruction: The effect of cultural beliefs and values on instruction Richard D. McCallum, University of California - Berkeley
- 1206.2 Reading achievement differences in elementary students with traditional and non-traditional views of male and female roles Susan DePillis and Harry Singer, University of California - Riverside
- 1207.1 Education program admissions standards as predictors of success in student teaching Martha Rapp Haggard, Sonoma State University
- 1207.2 Predicting academic and professional success of students in a graduate program of language and literacy Robert B. Ruddell, University of California - Berkeley
- 1208.2 Measures of word frequency as predictors of English root word knowledge Michael A. Power and Thomas G. White, Kamehameha Schools
- 1208.2 Good and poor readers' use of derivational morphology in syntactic parsing Andrea Tyler and William Nagy, Center for the Study of Reading
- 1209.1 Using graphs to present non-mathematical concepts to readers Edward B. Fry, Rutgers University
- 1209.2 The value and use of graphics during the reading process: Assessments by seventh graders, high school juniors and their teachers Lawrence B. Friedman, Chicago Public Schools, and Margaret B. Tinzman, Roosevelt University
- 1210.1 Predictions and the limiting effects of prequestions Timothy Shanahan, University of Illinois - Chicago
- 1210.2 An examination of sequence questions to determine hierarchical relationships Lois Distad, Casper, Wyoming Public Schools, and Edward E. Paradis, University of Wyoming
- 1211.1 Some possible effects of language pattern differences on ESL learners' comprehension while reading English text Ruth Jones Stone, Peabody College - Vanderbilt
- 1211.2 A comparison of ESL students' ability in four language modes: Dictation, independent writing, story retelling, and reading Victor Froese, University of Manitoba
- 1212.1 Strategies for assigning pronoun antecedents Arlene Adams, SUNY at Albany

- 1212.2 Anaphora in basal reader selections: How frequently do they occur? James F. Baumann, Purdue University
- 1213.1 Understanding word structure: Effects of decoding instruction on reading Marcia K. Henry, Stanford University
- 1213.2 A test of the adequacy of three hypotheses posed to explain the impact of word knowledge on comprehension David G. O'Brien, Purdue University
- 1214.1 The relationship of words used in standardized spelling tests to words taught in basal spelling programs Connie Newman and Elton G. Stetson, University of Houston - UP
- 1214.2 Spelling words: Similarities among programs James Flood and Diane Lapp, San Diego State University
- 1215.1 Modality differences in reading comprehension Samuel D. Miller, University of Michigan
- 1215.2 Visual processing and visual memory in reading disabilities and in normal reading acquisition: Reopening a "closed case" Dale M. Willows, John Kershner, and Evelyne Corcos, Ontario Institute for Studies in Education
- 1216.1 A naturalistic study of process writing instruction Sharon C. Lee, Karen J. Ray, and John C. Stansell, Texas A&M University
- 1216.2 Relationship between teachers' belief about language arts and pupils' interaction pattern and writing production in the first grade classroom Nancy G. Mangano and JoBeth Allen, Kansas State University
- 1217.1 Effects of metacognitive strategy instruction and metadiscourse texts upon elementary students' reading achievement Cathy D. Collins, Texas Christian University
- 1217.2 Unsuccessful readers can learn self-monitoring strategies Nancy R. DeCou, Fairfax County, Virginia Public Schools
- 1218.1 Readers' strategic knowledge during contextual word learning Ronald A. Sveen and Carl Braun, University of Calgary
- 1218.2 Effectively enhancing vocabulary knowledge and text comprehension of average and low ability readers Carol V. Lloyd, University of Arizona, and Norma Jean Contreras, Elvira Elementary School, Arizona
- 1219.1 Comparing questioning practices to teachers' perceptions about the role of questioning during reading skill instruction Linda G. Vavrus, Michigan State University
- 1219.2 Teacher talk register: A case study of two black male high school teachers Violet J. Harris, University of Georgia
- 1220.1 The effects of readability adaptation of AMA drug information sheets on comprehension and appeal Timothy P. Stratton and John M. Bradley, University of Arizona
- 1220.2 Effects of structural cueing and decision type on patterns of recall Paul J. Blohm, Kansas State University
- 1221.1 Teachers' and researchers' frameworks of students' responses to reading comprehension assessment tasks Ileana Seda, Center for the Study of Reading
- 1221.2 Utility of assessments designed to evaluate primary children's writing Bess Osburn and Sheila G. Cohen, Sam Houston State University, Gloria McDonnell, Fairfax County, Virginia Public Schools, Susan Berry, Willis, Texas Independent Schools
- 1222.1 Elaboration and prediction in the processing of elementary science texts Richard B. Speaker, Jr., University of California - Berkeley

- 1222.2 The effect of self-monitoring vocabulary instruction on the retention of vocabulary, passage comprehension, and metacognitive awareness Eileen M. Carr, Eastern Michigan University, and Marianne Mazur Stewart, University of Toledo
- 1223.1 Acquiring reading: An investigation of parsimony in the perceptual-cognitive learning system Diane J. Sawyer, Syracuse University, and Sally Lipa, State University College at Geneseo
- 1223.2 The use of perspectives in young children's comprehension and recall of a story Judith A. Scott and Lynne S. Webber, Center for the Study of Reading
- 1224.1 Television viewing and reading achievement: A research synthesis Susan B. Neuman, Education Development Center
- 1224.2 The effect of two different types of prereading graphic organizers on students' understanding and appreciation of music Richard Telfer, Fort Hays State University
- 1225.1 When do boys begin to reject reading as a gender appropriate activity? Jon Shapiro, University of British Columbia
- 1225.2 Second language acquisition in relationship to reading Diane F. Sharken, University of California - Berkeley

11:50 a.m.-12:30 p.m. BREAK

12:30 p.m.-1:50 p.m. SECTIONAL MEETINGS

131.0 Paper Session Pacific A
Factors in comprehension

Chair: Robert Schreiner, University of Minnesota

131.1 Recall of central facts from text Ruth H. Freeman, Royal Oak, Michigan School District

131.2 Learning disabled children's comprehension of selected textual characteristics: Proximity of critical information Edward J. Kameenui, Purdue University, Craig B. Darch, Auburn University, and Deborah C. Simmons, Purdue University

131.3 The integration of conversational implicatures and scriptal inferences into memory for implicated story events Donna W. Emery, University of Missouri at Kansas City

132.0 Symposium Pacific B

Phonemic conceptualization and literacy acquisition: Theory and developmental application

(continued in 142.0)

Chair: Patricia C. Lindamood, Lindamood Center

132.1 Support for the theory of phonemic awareness as a predictor in literacy acquisition Connie Juel, University of Texas - Austin

132.2 Cognitively exploring the speech-spelling-reading link Patricia C. Lindamood, Lindamood Center

132.3 Immediate and longitudinal effects of early stimulation of phonemic awareness Marilyn Howard, Butte County, Idaho School District

Discussant: Walter H. MacGinitie

133.0 Symposium Pacific C

Researchers as negotiators

(continued in 143.0)

Chair: Jane Hansen, University of New Hampshire

WEDNESDAY, DECEMBER 4, 1985

136.2 Writing achievement and instruction: NAEP's report card for 1983-84 Ina V. S. Mullis, Educational Testing Service

Discussants: Arthur Applebee and Judith Langer, Stanford University

137.0 Paper Session Wicker
Adult Literacy

Chair: Anne D. Forester, Camosun College

137.1 Effects of mapping instruction on adult readers' comprehension of text
Karen Margolis Samson, Chicago State University

137.2 The influence of metacognitive aspects of literacy upon the job performance
of electronics technicians Larry J. Mikulecky and Jeanne M. Ehlinger, Indiana
University

137.3 Vocabulary instruction in the community college: Learner characteristics
and instructional approach interaction Catherine Tolsma, Vancouver Com-
munity College, and Robert D. Chester, University of British Columbia

2:00-3:20 SECTIONAL MEETINGS

141.0 Paper Session Pacific A
Strategic reading

Chair: Allan R. Neilsen, Mt. St. Vincent University

141.1 Individual and developmental differences in reading comprehension: The
role of working memory Evelyn R. Oka, Michigan State University

141.2 The relationship between metacognitive self-reports and strategic reading
behavior Marjorie Y. Lipson, Martha Irwin, and Lizabeth Poth, Eastern
Michigan University

141.3 Individual differences in inferential comprehension, comprehension monitor-
ing, and awareness about reading: Developmental and instructional analyses
David R. Cross, Scott G. Paris, and Janis E. Jacobs, University of Michigan

142.0 Symposium Pacific B
Phonemic conceptualization and literacy acquisition: Theory and developmental
application
(continued from 132.0)

143.0 Symposium Pacific C
Researchers as negotiators
(continued from 133.0)

144.0 Symposium Pacific D
Ethnographic perspectives of secondary classrooms: Windows to learning
(continued from 134.0)

145.0 Symposium East Coast
Visual displays in text: A systematic look at charts, diagrams, graphs, maps, tables
and timelines in basal readers and content area textbooks

Chair: Barbara M. Hunter, Center for the Study of Reading

145.1 Comprehending text with visual displays: Cognitive processes and classroom
instruction Diane Schallert, University of Texas - Austin, and Ernest Goetz,
Texas A & M University

145.2 Investigating visual displays in basal reading textbooks Avon G. Crismore,
Indiana University

145.3 Visual displays in 6th and 7th grade content area textbooks Barbara M. Hunter, Center for the Study of Reading

145.4 Instructional graphics in textbooks Kathryn Alesandrini, California State University - Los Angeles

Discussant: Rand G. Spiro, Center for the Study of Reading

146.0 Paper Session West Coast

Developing new measures in reading

Chair: Alan Farstrup, International Reading Association

146.1 Development of a measure for evaluating higher level reading and writing skills Joy E. Pitterman and Robert A. Schwegler, University of Rhode Island

146.2 Measuring attributions for reading: A comparison of direct and indirect locus and stability scores Peter N. Winograd and Ray Witte, University of Kentucky

146.3 Reading rate predicted from the rate test Ronald P. Carver, University of Missouri at Kansas City

147.0 Paper Session Wicker

Text organization

Chair: Stephen B. Kucer, University of Southern California

147.1 Effects of text feature instruction on comprehension of original and adapted story versions Karri Williams McCain, University of Central Florida

147.2 Intermediate-grade students' sensitivity to text organizational patterns Amos L. Hahn, University of Texas at Arlington

147.3 Inconsiderate text and the second grade reader June E. Zack, Waldwick Public Schools, and Gary N. Osako, New York University

3:20-3:45 p.m. COFFEE BREAK

3:45-4:45 p.m. FIRST PLENARY SESSION Pacific C

Introduction of Speaker: Irene Athey, Rutgers University

153.0 Becoming a Nation of Readers: Reactions From the Media Lenore Ringler, New York University

4:45-5:45 p.m. Newcomers' Reception Pacific A

6:00-7:00 p.m. State Council Meetings Pacific A

9:00 p.m.-Midnight Vital Issues Pacific A

THURSDAY, DECEMBER 5, 1985

8:00-4:00 Registration Outside Pacific Ballrooms

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

211.0 Symposium Pacific A

Explorations in elementary writing instruction as employed with computers (continued in 221.0)

Chair: Barbara D. Johnson, National College of Education

211.1 Promoting literacy skills: A review of the current directions in computer software Margery Staman Miller, Lesley College

- 211.2 Developing ownership in writing. Text editing and the learning disabled child Catherine C. Morocco and Susan B. Neuman, Education Development Center - Newton, Massachusetts
- 211.3 Classroom processes and the learning of text editing Sarah Michaels, Harvard University
- 211.4 Formalized planning: Its part in the writing process Candy Bos, University of Arizona
- 211.5 The effects of three methods of writing instruction on less and more able writers Barbara D. Johnson, Mary S. Schneider, and Mark Stone, National College of Education

Discussant: Lorri Davis, National College of Education

212.0 Symposium Pacific B

Translating and disseminating reading research: Three case studies

Chair: Janice A. Dole, Center for the Study of Reading

- 212.1 The translation and dissemination of research into practice: The adoption guidelines project Janice A. Dole, Jean Osborn, and Theresa Rogers, Center for the Study of Reading
- 212.2 Translating reading research into reality: The KEEP Program Ramona N. Hao, Kamehameha Schools
- 212.3 Implementing research-based reading instruction in a large school district Sheila Valencia, School District #12 Adams County, Colorado

Discussants: Laura R. Roehler and Gerald Duffy, Michigan State University

213.0 Symposium Pacific C

The role of reading researchers in public schools

Chair: Peter N. Winograd, University of Kentucky

- 213.1 The challenge to reading researchers: Get involved Karen Wixson, University of Michigan
- 213.2 Reading researcher as outsider Patrick Shannon, Purdue University
- 213.3 How can research benefit both science and education? Peter Johnston, SUNY at Albany
- 213.4 The political nature of reading research Peter N. Winograd, University of Kentucky

214.0 NCRE Co-Sponsored Meeting Pacific D

New Models of research on teaching and learning

Chair: Arthur N. Applebee, Stanford University

- 214.1 Four dichotomies for the zone of proximal development: Research and teaching, theory and practice, Level 1 and Level 2, Language 1 and Language 2 Stephen Dias, University of California at San Diego
- 214.2 Writing and reading English: Reorganizing teaching and learning with teachers and Hispanic children Rosa Dias, University of California at San Diego
- 214.3 So-called high-tech and low ability: Meeting in zones of proximal development Peg Griffin, University of California at San Diego

222.2 Perspective on reader behavior: An investigation of the relationship between semantic structure and reader behavior Karen M. Feathers, East Texas State University

222.3 Perspective on comprehension: An investigation of the influence of text language on comprehension of bilingual readers Rosalinda B. Barrera, New Mexico State University

Discussant: Jane H. White, East Texas State University

223.0 Symposium Pacific C

Reading comprehension and the special child: A state-of-the-art assessment

Chair: Jerome C. Harste, Indiana University

223.1 Definitions of reading comprehension: Teachers and students as informants Sharon Snyder, Indiana University

223.2 Cognitive processes and special education: Current emphases in reading instruction Deborah W. Rowe, Indiana University

223.3 Examining instructional assumptions: Control vs. curriculum Jerome C. Harste, Indiana University

223.4 Improving reading comprehension: Bridging the gap between theory and practice Diane Stephens, Indiana University

Discussants: P. David Pearson, Center for the Study of Reading, and Robert Carey, Rhode Island College

224.0 CRA Co-Sponsored Meeting Pacific D

Field-based research in the elementary school

Chair: Susan Mandel Glazer, Rider College

224.1 Using captioned television in the teaching of reading Linda B. Gambrell, Robert M. Wilson, and Patricia S. Koskinen, University of Maryland

224.2 Utilizing field-based research on voluntary reading as a strategy for effecting change in teacher attitudes and instruction Lesley Mandel Morrow, Rutgers University

224.3 Career stages and writing process instruction: Teacher profiles Joanne L. Vacca and Richard T. Vacca, Kent State University

Discussant: John E. Readence, Louisiana State University

225.0 Symposium East Coast

The secondary reading research group: Developing comprehension skills in secondary schools

(continued from 215.0)

226.0 Paper Session West Coast

Young children's writing

Chair: Andrew Manning, Mt. St. Vincent University

226.1 Effects of instruction in revision on children's story writing Jill Fitzgerald, University of North Carolina at Chapel Hill, and Lynda Markham, Alma College

226.2 The revision strategies used by seven year olds as a result of peer feedback Carol Vukelich, University of Delaware

THURSDAY, DECEMBER 5, 1985

- 226.3 The effects of different audiences on young writers' letter writing Marilyn E. Greenlee, Elfrieda H. Hiebert, and Connie A. Bridge, University of Kentucky
- 227.0 Paper Session Wicker
Adult text comprehension
Chair: Paul T. Wilson, Center for the Study of Reading
- 227.1 Signalling in expository prose: Effects on comprehension Jan H. Spyridakis and Timothy C. Standal, University of Washington
- 227.2 The effects of glossing on context area text comprehension: An empirical investigation Ray R. Buss, Donald J. Richgels, Brian M. Knight, Dana G. Thames, and Joanna L. Ratliff, Louisiana State University
- 227.3 A review of vocabulary texts for basic writers: A need for change Sandra L. Stotsky, Harvard University
- 11:50 a.m.-12:30 p.m. BREAK
- 12:30 p.m.-1:35 p.m. SECOND PLENARY SESSION Pacific C
Introduction of speaker: P. David Pearson, Center for the Study of Reading
- 233.0 Comprehension in the subject areas: A focus on teachers Lee S. Shulman, Stanford University
- 1:35-2:00 p.m. COFFEE BREAK
- 2:00-3:20 p.m. SECTIONAL MEETINGS
- 241.0 Symposium Pacific A
Computer-assisted reading/writing instruction: Theory, curriculum and implementation
Chair: Lois G. Dreyer, Teachers College Columbia University
- 241.1 Computer-assisted reading/writing instruction: Critical issues and concerns Lois G. Dreyer, Teachers College Columbia University
- 241.2 Word processing effects on writing, learning and teaching Michael L. Kamil, University of Illinois - Chicago
- 241.3 Computer technology and learning to read: A growing research priority Alan E. Farstrup, International Reading Association
Discussants: All panelists—Michael L. Kamil, moderator
- 242.0 Paper Session Pacific B
Reading/writing relationships
Chair: John E. George, University of Missouri at Kansas City
- 242.1 The shared knowledge of reading and writing Timothy Shanahan, University of Illinois at Chicago
- 242.2 Reading and writing persuasive discourse by sixth graders Marion Crowhurst, University of British Columbia
- 242.3 The parallel role of revision in reading and writing Stephen B. Kucer, University of Southern California
- 243.0 Symposium Pacific C
Theoretical and methodological issues in emergent literacy
(continued in 253.0)
Chair: Elizabeth Sulzby, Northwestern University

THURSDAY, DECEMBER 5, 1985

- 243.1 Family background and individual differences in emergent storybook reading
Lisa C. Kussler, Northwestern University
- 243.2 A comparison of emergent reading in two kindergarten settings: Extended day vs. half day Ruth Ann Pilney, Northwestern University
- 243.3 Prosodic features of reading intonation: An exploratory study Christa M. Reuning, Northwestern University
- 243.4 Product vs. process: The relevance of methodology in the elicitation of storybook re-enactments from young children Joyce A. Hieshima and Elizabeth Sulzby, Northwestern University
- 243.5 The young child's developing understanding of written language as a symbol system June E. Barnhart, Northwestern University
- Discussant: James V. Wertsch, Northwestern University
- 245.0 Symposium East Coast
Teaching expository reading and writing skills: Impact of process writing and text structure instruction on teachers and students
Chair: Linda M. Anderson, Michigan State University
- 245.1 The impact of text structure instruction and process writing on students' metacognitive knowledge of expository reading and writing Taffy E. Raphael, Becky M. Kirschner, and Carol Sue Englert, Michigan State University
- 245.2 The impact of text structure instruction and process writing on students' comprehension and composing of expository text Carol Sue Englert, Taffy E. Raphael, and Becky M. Kirschner, Michigan State University
- 245.3 Teacher collaboration in research on expository reading and writing: Views of the researchers Becky M. Kirschner, Taffy E. Raphael, and Carol Sue Englert, Michigan State University
- 245.4 Teacher collaboration in research on expository reading and writing: Views of the teachers Larry R. Vance, Kathryn W. Ralph, James B. Huston, Margaret M. Linder, Pat Howell, and Jerry Balderama - Grand River Elementary School - Lansing, Michigan
- Discussant: Jane Hansen, University of New Hampshire
- 246.0 Paper Session West Coast
Factors in text comprehension
Chair: Christine Gordon, University of Calgary
- 246.1 Detection of inconsistencies by above and below average reflective and impulsive sixth graders Steven A. Stahl, Western Illinois University, Steven D. Rinehart, West Virginia University, and Lawrence G. Erickson, Southern Illinois University
- 246.2 The contribution of understanding the comprehension task register to performing comprehension tasks David W. Moore, University of Northern Iowa, and James W. Cunningham, University of North Carolina
- 246.3 The effects of reasoning ability and prior knowledge on the strategies used in reading comprehension tests and ultimate test performance Peter H. Johnston and Paula B. Weiss, SUNY at Albany
- 247.0 Paper Session Wicker
Adult study skills
Chair: Page S. Bristow, University of Delaware

THURSDAY, DECEMBER 5, 1985

- 247.1 The effects of underlining and annotating on text recall Sherrie L. Nist and Michele L. Simpson, University of Georgia
- 247.2 College studying: How do study practices influence academic performance? Sharon Brennan and Connie A. Bridge, University of Kentucky, and Elfrieda H. Hiebert, Berkeley, California
- 247.3 Learning from expository text: The influence of text organizational clues on the self-generated questioning strategies of mature readers Ernest Balajthy, SUNY College at Geneseo

3:30-4:50 p.m. SECTIONAL MEETINGS

- 251.0 Symposium Pacific A
Retelling: A strategy for reading instruction and reading assessment
Chair: Lesley M. Morrow, Rutgers University
- 251.1 Effects of story retelling on young children's dictation of original stories
Lesley M. Morrow, Rutgers University
- 251.2 Retelling as an instructional strategy for elementary school children Linda B. Gambrell, University of Maryland, Patricia S. Koskinen, Gallaudet College, and Barbara Kapinus, Prince Georges County, Maryland Public Schools
- 251.3 Assessing written retellings of secondary students Judy N. Mitchell, University of Arizona
Discussant: Nancy Marshall, Florida International University
- 252.0 Paper Session Pacific B
Learning from writing
Chair: Duane Roen, University of Arizona
- 252.1 The effects of writing and reading upon the critical analyses of texts Robert J. Tierney, University of Illinois
- 252.2 Directing thinking through writing in response to reading David A. Hayes, University of Georgia
- 252.3 The cognitive and linguistic demands of three writing tasks: Further evidence for learning from writing George E. Newell, University of Kentucky
- 253.0 Symposium Pacific C
Theoretical and methodological issues in emergent literacy
(continued from 243.0)
- 255.0 Paper Session East Coast
Teachers' beliefs and practices
Chair: Margie Siegel, University of Utah
- 255.1 Teachers' beliefs about reading and knowledge of reading content: Relationships to decisions about reading outcomes William H. Rupley, Texas A&M University, and John W. Logan, Texas Tech University
- 255.2 Reading education students' beliefs about reading processes and reading practices Sharon Arthur Moore and Vicky Mashek, University of Northern Iowa
- 255.3 Influences on teachers' decision making in selecting reading textbooks
Debbie A. Powell, University of Northern Colorado

- 312.0 Symposium Pacific B**
The role of writing in learning
 Chair: William Sweigart, Stanford University
- 312.1 The role of the teacher** Arthurn N. Applebee, Stanford University
- 312.2 The role of the student** Judith A. Langer, Stanford University
- 313.0 Paper Session Pacific C**
Instructional interventions
 Chair: Rebecca Hemphill, Benchmark School
- 313.1 Influences on vocabulary acquisition and comprehension: Can considerate teaching compensate for inconsiderate text?** Ramona N. Hao and Patricia Heriman, Kamehameha Schools, P. David Pearson, Center for the Study of Reading
- 313.2 Teaching middle grade students to read for main ideas** Barbara M. Taylor, University of Minnesota
- 313.3 Restructuring content schemata: An intervention study** Christine J. Gordon and Barbara J. Rennie, University of Calgary
- 314.0 Paper Session Pacific D**
Learning to read
 Chair: June Knafle, University of Illinois at Chicago
- 314.1 Three levels of understanding about written language acquired by children prior to formal instruction** Victoria Purcell-Gates, University of California at Berkeley
- 314.2 Six learn to read—A longitudinal study** Yetta M. Goodman, University of Arizona
- 315.0 Paper Session East Coast**
Text interpretation
 Chair: R. Kay Moss, Bowling Green State University
- 315.1 A developmental study of children's ability to comprehend character motives** Patrick Shannon, Edward Kameenui, and James Baumann, Purdue University
- 315.2 The themes children generate in response to stories** Jill LaZansky and Robert Tierney, University of Illinois at Urbana-Champaign
- 315.3 Literacy as a collaborative experience: The role of intertextuality** Kathy G. Short, Indiana University/Ohio State University
- 316.0 Symposium West Coast**
Teachers' cognitive processes: Understanding interactions between teachers, texts and students during reading instruction
 Chair: Donald J. Leu, Syracuse University
- 316.1 Instructional frameworks: Studying the development of heuristic devices used during reading instruction** Donald J. Leu, Syracuse University
- 316.2 Frame clashes in instruction: Discordances between teacher frameworks and frameworks implicit in materials** Charles K. Kinzer and Dorothy A. Carrick, Vanderbilt University

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FRIDAY, DECEMBER 6, 1985

316.3 Teacher decision-making during initial classroom implementations of content area reading strategies Mark W. Conley, Eastern Michigan University

Discussant: Gerald G. Duffy, Michigan State University

10:15-10:30 a.m. COFFEE BREAK

10:30-11:50 SECTIONAL MEETINGS

321.0 Paper Session Pacific A

Strategies for poor readers

Chair: Ron Johnson, University of Wisconsin

321.1 Reciprocal questioning as a strategy for improving the reading comprehension of remedial readers Naomi Feldman and Victoria Risko, Vanderbilt University

321.2 A learning strategies approach for general education students, including poor comprehenders Shirley A. Ritter, Furman University

321.3 The effects of direct instruction of word meanings and semantic feature analysis on the vocabulary and comprehension of reading disabled students Patricia L. Anders, Candace S. Bos, and Lynne Jaffe, University of Arizona, Dorothy Filip, Tucson Unified School District

322.0 Paper Session Pacific B

Developing new measures and materials

Chair: Sheilah Allen, University of Victoria

322.1 Development of a prediction scale for text-based definitional information Bonnie Carroll Konopak, Louisiana State University

322.2 Design Write: A computer program for designing reading research experiments Peter B. Mosenthal, Syracuse University

322.3 Developing new measures of readability Lee Gunderson, University of British Columbia

323.0 Paper Session Pacific C

Prior knowledge and reading

Chair: Judith E. Greenwald, New Jersey State Department of Education

323.1 The influence of prior knowledge on expert readers' importance assignment processes Peter Afflerbach, Emory University

323.2 Metacognition: Application of standards for critical reading in familiar and unfamiliar text Stephen Simonsen and Harry Singer, University of California at Riverside

323.3 Prior knowledge activation with refutation and non-refutation text Cynthia R. Hynd, Georgia State University, and Donna Alvermann, University of Georgia

324.0 Symposium Pacific D

A new focus on free reading

Chair: Richard C. Anderson, Center for the Study of Reading

324.1 Independent silent reading: Why and how Richard C. Anderson, Center for the Study of Reading

FRIDAY, DECEMBER 6, 1985

324.2 The effect of the classroom reading program on children's reading patterns
Linda G. Fielding, Center for the Study of Reading

324.3 Amount of reading, reading instruction, and reading achievement Paul T.
Wilson, Center for the Study of Reading

Discussant: Lesley M. Morrow, Rutgers University

325.0 Annual Review of Research East Coast

Introduction of Speaker: David W. Moore, Chairman, Publications Committee

Extracting important information from text Joanna Williams, Teachers College
Columbia University

326.0 Symposium East Coast

Reconceptualizing the diagnosis and instruction of disabled readers

Chair: Peter Dewitz, University of Toledo

326.1 Assessment of individual variability: Clinical applications Marjorie Y. Lipson,
Eastern Michigan University

326.2 Diagnosing writing problems: A call for a schema-based approach Stephanie
McConaughy, University of Vermont

326.3 Changing the attributions of disabled readers through remedial instruction
Peter Dewitz, University of Toledo

Discussant: Karen Wixson, University of Michigan

327.0 Paper Session Wicker

Secondary reading

Chair: Kenneth Dulin, University of Wisconsin at Madison

327.1 An on-line computer study of reading behaviors and comprehension in gifted
pupils Douglas J. Palmer, H. Jean Kueker, and Michael L. Stowe, Texas A&M
University

327.2 Gifted students meet secondary textbooks: A comparison of reading strate-
gies across three content areas Pi A. Irwin, Tuscon Unified School District,
and Judy N. Mitchell, University of Arizona

327.3 Differences between white and black students' narrative style in a content-
area class Violet J. Harris, University of Georgia

11:50 a.m.-12:30 p.m. BREAK

12:30-1:35 p.m. THIRD PLENARY SESSION Pacific C

Introduction of Speaker: Lenore Ringler, New York University

333.0 Notebooks of the mind: From thought to realization Vera P. John-Steiner, Univer-
sity of New Mexico

1:35-2:00 p.m. COFFEE BREAK

2:00-3:20 p.m. SECTIONAL MEETINGS

341.0 Symposium Pacific A

Storybook reading experiences with kindergarten children

Chair: Jana Mason, Center for the Study of Reading

- 341.1 An analysis of parent-child interaction during story reading: Literacy experiences at home and children's awareness of how they are learning to read
Janice E. Stewart and Jana Mason, Center for the Study of Reading
- 341.2 An analysis of kindergarten children's story comprehension following repeated storybook reading
Alice J. Kawakami, Kamehameha Schools
- 341.3 A storybook reading event: How a teacher's presentation affects kindergarten children's subsequent attempts to read from the text
Carol L. Peterman, David B. Dunning, and Jana Mason, Center for the Study of Reading

Discussant: Kathryn Hu-Pei Au, Kamehameha Early Education Program

342.0 Symposium Pacific B

Practicing what we preach: Teaching as research

Chair: Andrew Manning, Mt. St. Vincent University

342.1 Discussion and audience participation - I
Allan R. Neilsen, Mt. St. Vincent University

342.2 Discussion and audience participation - II
Judith Newman, Mt. St. Vincent University

Discussants: Robert Carey, Rhode Island College, and Robert J. Tierney, Center for the Study of Reading

343.0 IRA Co-Sponsored Meeting Pacific C

Reading research and politics

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

343.1 On the political responsibility of reading researchers
Kenneth S. Goodman, University of Arizona

343.2 A state legislator's perspective on understanding research
The Honorable Gary K. Hart, California State Senate

344.0 Symposium Pacific D

Teachers' use of text: Patterns and influences

Chair: Hilda Borko, Virginia Polytechnic Institute

344.1 Innovative approaches to basal instruction
Donna Alvermann, University of Georgia

344.2 Beginning teachers' use of text in designing and implementing reading and language arts instruction
Rosary Lalik and Hilda Borko, Virginia Polytechnic Institute

344.3 The meaning of the textbook for three content area teachers
Kathleen Hinchman, SUNY at Oswego

Discussant: Elfrieda Hiebert, Berkeley, California

345.0 Paper Session East Coast

Methodological issues in research and assessment

Chair: Victor M. Rentel, Ohio State University

345.1 Classroom interaction research: Clarifying reliability and validity issues to tighten qualitative designs
David G. O'Brien, Purdue University, and Deborah R. Dillon, University of Georgia

FRIDAY, DECEMBER 6, 1985

345.2 Methodological problems in assessing learned helplessness in poor readers
Garland Niquette and Peter N. Winograd, University of Kentucky

345.3 The literacy-logic debate continued: Toward a methodology of investigating
logic in use Sharon C. Snyder, Indiana University

346.0 Paper Session West Coast
Teacher practices

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

346.1 Evaluating process as well as product in the elementary and middle schools
Sherry C. Vaughan, Washington State University

346.2 The effectiveness of various types of evaluation on the writing performance
of fourth graders Diane Lapp and James Flood, San Diego State University

346.3 Teacher questioning: Is there an answer? Mary C. Shake, University of
Wisconsin at Oshkosh

347.0 Paper Session Wicker
Word Recognition

Chair: Lauren Leslie, Marquette University

347.1 Using context as a polysyllabic decoding strategy Patricia M. Cunningham
and Dorothy P. Hall, Wake Forest University

347.2 Testing the interactive-compensatory hypothesis: Deficit versus developmen-
tal differences between good and poor readers Rhoda Au, University of
California at Riverside

347.3 The concept of word in young children: Tacit and explicit awareness of chil-
dren at different operational levels Beth Roberts Spencer, Emory University

3:30-4:50 p.m. SECTIONAL MEETINGS

351.0 Symposium Pacific A
College reading and study-skills instruction: Foundations from the past, research
towards the future

Chair: Norman A. Stahl, Georgia State University

351.1 Systems for textbook study: A historical analysis Norman A. Stahl, Georgia
State University

351.2 Tracking thinking while reading: A study of metacognitive awareness among
college students William G. Brozo, Northern Illinois University, James
Robert King, Texas Woman's University, and Norman A. Stahl, Georgia
State University

351.3 Self-selected study strategies and test performance Michele L. Simpson,
Sherrie L. Nist, and Kate Kirby, University of Georgia

351.4 Implications of response to text theory for applied research in college reading
instruction Nancy D. Chase and Cynthia R. Hynd, Georgia State University

Discussant: Belita Gordon, Georgia State University

352.0 Paper Session Pacific B
Reading instruction for special groups

Chair: Ronald P. Carver, University of Missouri at Kansas City

- 352.1 The teaching/learning of reading in reading resource rooms: An exploratory study Lynne D. Miller, University of Arizona
- 352.2 Reading instruction and social class Patrick Shannon, Purdue University
- 352.3 Factors predicting comprehension gain from remedial instruction Anthony V. Manzo, University of Missouri at Kansas City, and Ula P. Casale, North-Western Missouri State University
- 354.0 Symposium Pacific D
Critiquing research developed process type measures of reading awareness and achievement
Chairs: Laura R. Roehler and Gerald G. Duffy, Michigan State University
- 354.1 The development of supplemental achievement measures Gary Rackcliffe and Gerald G. Duffy, Michigan State University
- 354.2 The use of graded oral reading paragraphs as a measure of student awareness of the reading process Ruth Polin, Laura R. Roehler, and Ann Tracy, Michigan State University
- 354.3 Awareness of reading instruction: Issues in the accuracy and completeness of interview data Michael S. Meloth and Linda Vavrus, Michigan State University
Discussant: Peter H. Johnston, SUNY at Albany
- 355.0 Paper Session East Coast
Expository text comprehension
Chair: Charles Kinzer, Vanderbilt University
- 355.1 The effect of print setting on the comprehension and strategy utilization of fifth-grade readers Michael R. Sampson, East Texas State University
- 355.2 A conference approach to the development of self-monitoring strategies Carl Braun and Barbara J. Rennie, University of Calgary
- 355.3 Elaboration: Implications for educational research and practice Richard B. Speaker, Jr., University of California at Berkeley
- 356.0 Symposium West Coast
Issues in bilingual comprehension
Chair: M. Trika Smith-Burke, New York University
- 356.1 Language ability and the use of top-level organizational strategies in first and second language reading Rosemary A. Benedetto, Hostos Community College - CUNY
- 356.2 Talking about reading: Comprehension strategies of non-proficient college readers Ellen Block, Baruch College - CUNY
- 356.3 Cloze processes in Spanish and English M. Trika Smith-Burke, New York University, and Michael L. Kamil, University of Illinois - Chicago
- 357.0 Paper Session Wicker
Instruction in the structure of stories
Chair: Carol Dixon, University of California at Santa Barbara
- 357.1 Short-term and long-term effects of story grammar and self-monitoring training on children's story comprehension M. Jane Greenewald, University of Wisconsin at LaCross, and Rosalind L. Rossing, Viterbo College

357.2 Investigating a synthesized comprehension instructional strategy: The cloze story map D. Ray Reutzler, Brigham Young University

357.3 Effects of instruction in preschool in the use of story structure on comprehension of narrative discourse Joanne L. Ratliff, Louisiana State University

5:00-6:00 p.m. PROGRAM POLICY COMMITTEE Wicker

6:45-7:30 p.m. RECEPTION (cash bar)

7:30-9:30 p.m. PRESIDENTIAL DINNER

Host: Lenore H. Ringler, New York University

9:30 p.m.-1:00 a.m. VITAL ISSUES Pacific A

SATURDAY, DECEMBER 7, 1985

9:00-10:20 a.m. SPECIAL SESSIONS Pacific A and B

4100.0 Finding Your Roots: NRC's Living Footnote Series

Chair: Judith Green, Ohio State University

4101.1 Social organization of reading instruction Rebecca Barr, National College of Education

4102.1 Learning from text at the high school and university levels Tom Bean, California State University at Fullerton, and Harry Singer, University of California at Riverside

4103.1 Literary theory: Whither we goest Robert Carey, Rhode Island College, Joanne Golden, University of Delaware, Rand Spiro, Center for the Study of Reading

4104.1 Developing concepts in childcare and school settings Priscilla Drum, University of California at Santa Barbara

4105.1 Comprehension monitoring strategies in second language learners Richard Duran and Susan R. Goldman, University of California at Santa Barbara

4106.1 Learning to read and spell Linnea Ehri, University of California at Davis

4107.1 Sub-rosa literacy: Implications for research and teaching Perry Gilmore, University of Alaska at Fairbanks

4108.1 Reading comprehension: Instructional issues Jerome C. Harste, Indiana University

4109.1 Understanding context: Problems of usage and perspective James Heap, Ontario Institute for Studies in Education

4110.1 Discourse, reading, and reading disabilities Hugh Mehan, University of California at San Diego

4111.1 Secondary analysis of writing data: Problems and promises Victor Rentel, Ohio State University

4112.1 Cultural variation in narrative Vera P. John-Steiner, University of New Mexico

4113.1 The moral obligation to cite research Jaap Tuinman, Simon Frazer University

10:20-10:40 a.m. COFFEE BREAK

10:40 am.-Noon NRC's Critical Issues Series

Note: A new feature in this year's program, the Issues series has been designed to provide a forum for the examination of important topics in literacy research, development and policy. The Program Policy Committee has attempted to invite speakers and discussants representing a wide range of perspectives and interests; we have asked each chair to make sure ample time is provided for audience reaction and participation.

421.0

Pacific A

Chair: Joy N. Monahan, Orange County, Florida Public Schools

The researcher's obligation to the practitioner Robert J. Tierney, Center for the Study of reading

Discussant: Jane Hansen, University of New Hampshire

422.0

Pacific C

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

Why researchers need to address social policy issues Judith Green, Ohio State University

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

423.0

Pacific D

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

Let's not forget the 'basics' Patricia M. Cunningham, Wake Forest University

Discussant: Isabel L. Beck, University of Pittsburgh

424.0

East Coast

Chair: Mark W. Aulls, McGill University

Whatever happened to literature in reading programs? Dorothy S. Strickland, Teachers College Columbia University

Discussant: Yetta M. Goodman, University of Arizona

425.0

West Coast

Chair: Gerald G. Duffy, Michigan State University

Master the teaching model or model the master teacher? Richard C. Anderson, Center for the Study of Reading

Discussant: Hilda Borko, Virginia Polytechnic Institute

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