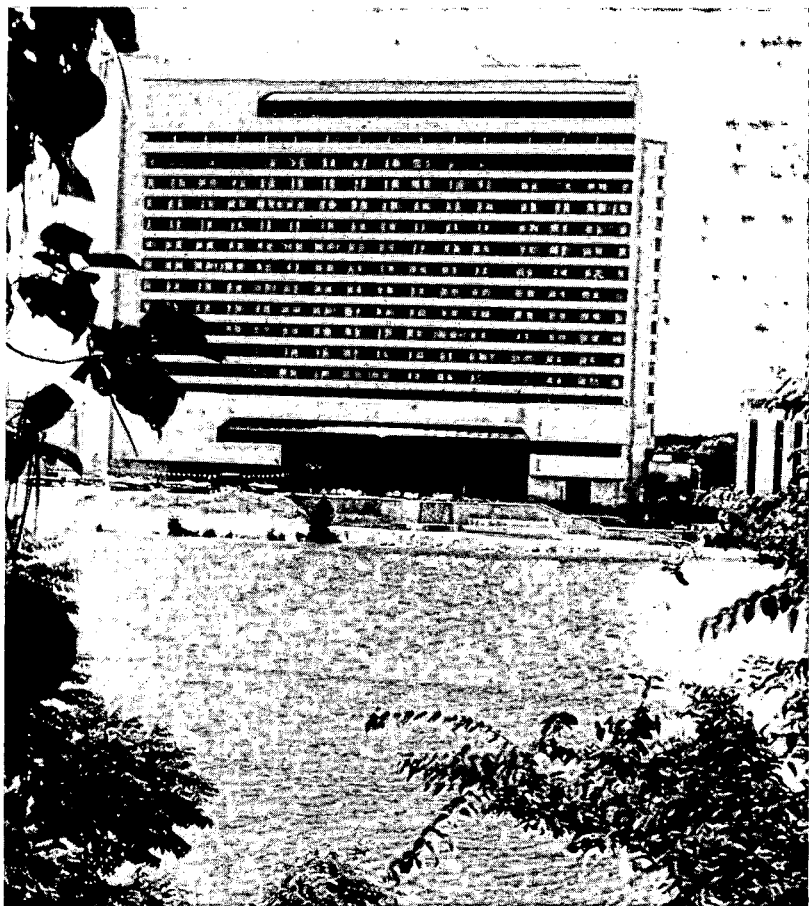


PROGRAM

36th Annual Meeting

NATIONAL READING CONFERENCE

December 2 - December 6, 1986



Hyatt Regency Hotel
Austin, Texas

1986 Program Committee:

Bess Altwerger
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University of Texas - Austin

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1986 Guest Reviewers:

Allan Neilsen
Peter A. Dewitz
Elfrieda Hiebert
Karen M. Feathers
Linda N. Hansche
Jane White
Janice Stewart
Marjorie Siegel
Marjorie Lipson
Michael Sampson
Judith M. Newman
Bess E. Osburn
Peter Winograd
Mark Sadowski

ABOUT NRC

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, papers 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 on Friday evening. Other awards presented at this dinner include the Student Outstanding Research Award and the Albert J. Kingston Award for outstanding service to NRC.

In addition to presenting the annual Conference, NRC publishes the quarterly *Journal of Reading Behavior*. NRC also publishes the NRC Yearbook, containing selected papers from the previous year's Conference. To support these activities, NRC maintains a full-time administrative staff and office 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

Austin Texas has been chosen as the 1986 Conference Site, repeating a favorite from three years ago. For 1986, we will be at the Hyatt Regency at Town Lake. This is a new, modern Hyatt, with great meeting facilities and easy access to downtown Austin and all the attractions of the Austin area. Hyatt will be running a free shuttle bus each evening for your convenience.

ROOM RESERVATIONS

Hyatt has extended us an exceptional room rate for this meeting; only \$66 for single, double, triple or quadruple occupancy! Please use the form in the center of this program. If the form is missing, simply call the Hyatt at:

(512)477-1234

Cut-off Date: NOVEMBER 10, 1986

Please note the cut-off date for reservations at these special rates. Our block is protected only until the cut-off date. After that, you may have trouble getting a reservation at these special rates. Call early to avoid disappointment.

Continued

OFFICIAL AIRLINE

American Airlines has been designated as our official carrier. The National Reading Conference has been given special discounts and waivers on many of the usual limitations on discount tickets. To find out about a discount fare, call American's Group Representative at 1(800)433-1790 from anywhere in the U.S. or Canada and give them NRC's Star File Number: #S 63218. For the very best prices, call early. But even if you wait until the last minute, you should be able to get a substantial discount. If you use a travel agent, be sure to have them use the Star File Number.

FROM THE AIRPORT

The Hyatt Regency provides courtesy airport shuttle service. Simply wait in front of the terminal. The Hyatt's van runs at thirty minute intervals.

MEMBERSHIP

You are encouraged to pay your membership dues with your Conference registration. Members who do not renew with their registration may do so at the Conference. Otherwise, you will be billed for your dues renewal immediately after the Conference.

PAYMENT

All registrations must be accompanied by payment in full IN U.S. FUNDS. At the low rate charged for registration, we cannot honor either purchase orders or requests for invoicing. Please do not ask for exceptions.

VISA/MASTERCARD

This year, for the first time, NRC is accepting payment for the Conference *or any other purpose* by **Visa or Mastercard**. Please completely fill-out that part of the form if you wish to pay in this manner.

REGISTRATION

Advanced registration, at reduced rates, is urged, to save you money and help reduce hassle when you arrive in Austin. Use the form in the center of this program (form may be photocopied for multiple registrations). Daily registration will be available on site, for those attending only one or two days.

All attendees, including *all* program participants, must register and must wear their badges for admission to sessions.

Continued

FIRST TIMERS RECEPTION

The First-Timers Reception will be held Wednesday evening from 5 to 7 P.M., in the Texas Ballroom Foyer. This is a good place to meet new people and make plans for the evening. The reception is sponsored by the NRC Field Council, an organization of NRC leaders representing various states and provinces in North America.

VITAL ISSUES

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 the Third Annual Presidential Dinner. This is an optional event and has been very popular the last two years. Several awards will be presented, followed by an evening of live music.

1987 NRC Conference:

December 1 - 5
Don CeSar Beach Resort
St. Petersburg Beach, Florida

1988 NRC Conference:

November 29 - December 3
Sheraton El Conquistador
Tucson, Arizona

Tuesday, December 2, 1986

Noon - 5:00 P.M. Board of Directors Meeting
 4:00 - 8:00 P.M. Registration
 5:00 - 6:00 P.M. Nominations Committee Meeting
 10:00 - Midnight Early Vital Issues

Panhandle
 Ballroom Foyer
 Panhandle
 Presidential Suite

Wednesday, December 3, 1986

8:00 A.M. - 4:00 P.M. Registration
 9:00 - 10:15 A.M. ROUNDTABLE PAPER SESSIONS

Ballroom Foyer
 Texas Ballroom

NOTE: The specific table at which presentations will be made is indicated by the third and fourth digits in the number, while 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 so choose. Look for signs indicating the number of each table.

- 1101.1 **Teachers as readers: A study of teacher preparation in reading and literature** Linda DeGroff and Susan Hynds, Syracuse University
- 1101.2 **The effects of two types of written responses on student compositions and mastery of course content** Mary W. Olson, South West Texas State University
- 1102.1 **The roots of metacognition: An extensive historical review** Maribeth Cassidy Schmitt, Purdue University
- 1102.2 **Training students in an occupational training program to self-regulate reading comprehension** R. Timothy Rush and James L. Milburn, University of Wyoming
- 1103.1 **A descriptive study of the verbal interaction patterns of one reading teacher educator** Beth Ann Hermann, University of South Carolina
- 1103.2 **Relationships between preservice teachers' conceptions of reading instruction and their ability to apply conceptions in practice** Janet Johnson and Gerald C. Duffy, Michigan State University
- 1104.1 **Directed reading thinking activity and conceptual mapping: Their effects on expository text analysis and recall in a writing task** Marilyn E. Draheim, University of California-Berkeley
- 1104.2 **Students' and teachers' perceptions of an innovative reading strategy** Nancy D. Padak and Gary M. Padak, Kent State University
- 1105.1 **Dimensions of teaching effectiveness: Implications for reading and writing instructional research** Linda Anderson, Michigan State University.
- 1105.2 **Translating inservice training in process-centered writing into classroom practice** Alfred Ciani and Karin L. Dahl, University of Cincinnati
- 1106.1 **Reading teachers' efficacy: The influence of contextual demands and rewards** Barb Jean Guzzetti, California State University
- 1106.2 **The congruence of teacher, student, and principal perceptions of classroom teaching activity** Leonard Breen and Richard P. Williams, University of Oklahoma
- 1107.1 **Reading comprehension and the learning disabled reader: Generalizations from five years of research (1980-1985)** M. Carrol Tama and David Martinez, Portland State University
- 1107.2 **Longitudinal case studies of the written language use of two disabled learners** Patricia Tefft Cousin, Indiana University
- 1108.1 **Reader processing strategies of low and high ability eighth graders across different levels of text** Rick J. Bryan and Clyde G. Colwell, Kansas State University
- 1108.2 **A research study on the discriminating factors predominate in disabled and non-disabled readers** Mary Monfort, Lisa McQuigg and Frances Stephens, Central State University

Wednesday, December 3, 1986

- 1109.1 The effects of directed prompts on the written recalls of community college students** Jennifer L. Stockseth, University of California
- 1109.2 The effects of audience-specific prewriting questions on sixth-graders' persuasive letters** Wayne H. Slater, Sherry C. Scott and John Guthrie, University of Maryland and Barbara Kapinus, Maryland State University
- 1110.1 Children's miscues through three types of instructional materials** Michael R. Sampson, East Texas State University and Marcella Valdez-Hodges, Garland ISD
- 1110.2 Curriculum for language development: An interdisciplinary perspective** Margaret Nardi and Kathleen Hinchman, University of Wyoming
- 1111.1 The effect of direct explanation of reading strategies** Gerald G. Duffy and Laura R. Roehler, Michigan State University
- 1111.2 Wait-time during remedial reading questioning segments** Mary C. Shake, University of Kentucky
- 1112.1 Parent's perceptions of factors affecting the reading development of intellectually superior accelerated readers and intellectually superior nonreaders** Jeanne M. Burnes and Martha Collins, Louisiana State University
- 1112.2 The functions of language in parent-child bookreading events** Carolyn P. Panofsky, University of New Mexico, Harry Singer and Catherine A. Letteer, University of California, Riverside
- 1113.1 Main idea instructional practices in secondary reading textbooks** David W. Moore and Bonnie L. Smith, University of Northern Iowa
- 1113.2 Qualitative analysis of comprehension instruction in basal readers** Judythe P. Patberg, Peter Dewitz and Lois Burke, University of Toledo
- 1114.1 Teachers' knowledge about directed reading lessons** Gerry Shiel and John Lawton Shefelbine, University of Texas - Austin
- 1114.2 Classroom teachers' perceptions of basal readers, their use and statewide applications** Connie Cloud and Mark Sadoski, Texas A&M University
- 1115.1 Cloze and intersentential comprehension: A direct comparison** Michael C. McKenna and Kent Layton, Wichita State University
- 1115.2 Textual sequence, schematic knowledge and cloze procedure** Jon Jonz and April Ginther, East Texas State University
- 1116.1 The nature and function of texts in two basal readers** Joanne M. Golden, University of Delaware and Linda Wonderly, Ohio State University
- 1116.2 Content analysis of the explicitness of sixth-grade science and social studies textbooks** Miriam Jean Dreher, University of Maryland
- 1117.1 Effects of topic familiarity and generative learning activities on disabled readers' comprehension of expository text structure** Renee K. Weisberg, Beaver College and Ernest Balajthy, SUNY College at Geneseo
- 1117.2 Teaching informed strategies for learning to LD children** Mary R. Howell, Theresa R. Rottman and David R. Cross, Texas Christian University
- 1118.1 Enhancing critical comprehension of literary text through writing** Carolyn Colvin Murphy, University of Nebraska
- 1118.2 Some effects of reading & writing on reading & writing persuasion** Marion Crowhurst, University of British Columbia
- 1119.1 Training peer teachers to improve comprehension instruction** Ruth Justine Kurth, North Texas State University
- 1119.2 The effects of teacher education on teacher attitude and behavior related to reading comprehension instruction** Judith Westphal Irwin and Diane Profita Schiller, Loyola University of Chicago (PAPER WITHDRAWN)
- 1120.1 The influence of written directions on students' summaries** Victoria Chou Hare, University of Illinois, Chicago
- 1120.2 Class size and primary grade reading instruction** Patrick Shannon, York University

Wednesday, December 3, 1986

- 1121.1 Reading for a multiple-choice test: Headings as schema activators** Stephen Clark Wilhite, Widener University
- 1121.2 The effects of passage length and content on selected reading comprehension test items** Linda Naomi Hansche and David Mason Roberts, Georgia State University
- 1122 (PAPERS WITHDRAWN)**
- 1123.1 The influence of home literacy events on the development of story structure knowledge in preschool children** Joanne L. Ratliff, Louisiana State University
- 1123.2 A comparison of nine children's spontaneous questions during story reading: What they wanted to know** David Byron Yaden, Jr., University of Houston - University Park
- 1124.1 Supported oral reading: A year-long intervention study in two inner-city primary grade classrooms** Laurie Nelson and Darrell Morris, National College of Education
- 1124.2 Movement into reading: A longitudinal study of reading development in three kindergarten classrooms** Darrell Morris and Carol Ivy, National College of Education
- 1125.1 Second language reading: A cognitive perspective** Elizabeth B. Bernhardt, Ohio State University
- 1125.2 Training limited-English-proficient students to use cognitive reading strategies** Yolanda N. Padron, University of Houston - Clear Lake

10:15 - 10:30 A.M. Coffee

Break Ballroom Foyer

10:30 - 11:50 A.M. ROUNDTABLE PAPER SESSIONS

Texas Ballroom

NOTE: The specific table at which presentations will be made is indicated by the third and fourth digits in the number, while the order of presentation at each table is indicated by the digit after the decimal. At 11:05 there will be a 5 minute break to allow participants to move to a different table should they so choose. Look for signs indicating the number of each table.

- 1201.1 Relationship of self-efficacy beliefs and outcome expectancy to reading and writing performance** Roger H. Bruning, Carolyn Colvin Murphy and Duane Shell, University of Nebraska
- 1201.2 Text demands in college classes: An investigation** Vincent P. Orlando and David C. Caverly, Metropolitan State College, JoAnn Mullen, University of Northern Colorado and Rona Flippo, University of Wisconsin-Parkside
- 1202.1 Metacomprehension in basal reader instruction: Do teachers promote it?** Maribeth Cassidy Schmitt and James F. Baumann, Purdue University
- 1202.2 A longitudinal study of metalinguistic abilities and reading achievement in primary grade children** Benita A. Blachman and Sharon L. James, Syracuse University
- 1203.1 What students know about expository writing** Judith A. Langer, Stanford University
- 1203.2 The relationship between instruction and elementary and special education students' misconceptions about the writing process** Kathy Fear, Linda Anderson, Carol Sue Englert and Taffy E. Raphael, Michigan State University Institute for Research on Teaching
- 1204.1 Strategy development in repeated and extended readings: A case study** R. Kay Moss, Southeastern Louisiana State University and John C. Stansell, Texas A&M University
- 1204.2 The effects of retelling practice on comprehension of proficient and less proficient readers** Barbara A. Kapinus, Maryland State Department of Education, Linda B. Gambrell and Patricia S. Koskinen, University of Maryland
- 1205.1 Effects of a metacognitive study training program on learning from text and metacognitive awareness** Harriet Shenkman, Grace Cukras and Natalie Silverstein, City University of New York
- 1205.2 Effects of metacognitive self-monitoring instruction on functional reading ability** Karen Ortego LaCroix, East Baton Rouge Parish School and Martha D. Collins, Louisiana State University

Wednesday, December 3, 1986

- 1206.1 Fourth-graders' use of story structure elements in reading & writing** Annette C. Schewe, Winnipeg Child Guidance Clinic and Victor Froese, University of British Columbia
- 1206.2 Individual differences in story comprehension & recall** Ian Wilkinson, Center for Study of Reading, University of Illinois, John Bain and John Elkins, University of Queensland
- 1207.1 Beginning teachers' implementation of strategies for comprehension instruction: From training to practice** Karri Williams, University of Central Florida
- 1207.2 Teachers in reading resource rooms: Theory and practice** Lynne D. Miller, Amphitheater Junior High
- 1208.1 The unintended road to ecological invalidity** Karen Mangus and Victoria Chou Hare, University of Illinois - Chicago
- 1208.2 New techniques and statistical methods for assessing the development of reading skills** Catharine C. Knight, University of Denver and Diane S. Stupay, Cleveland State University
- 1209.1 Problem/solution text structure and syntax: Fourth and sixth graders' comprehension of social studies texts** Donald J. Richgels, Louisiana State University
- 1209.2 Children's learning from informative text: The relationship between prior knowledge and text structure** Nina M. Yochum, University of Michigan
- 1210.1 Comprehension of inside view in original stories and their basal reader adaptations** Cheryl Lieblich, BBN Laboratories
- 1210.2 Influence of the medium on children's story comprehension** Susan B. V. Neuman, Education Development Center, Inc.
- 1211.1 Investigating the effectiveness of pre and post graphic organizer instruction on sixth graders' comprehension of science text** Deborah C. Simmons, Edward J. Kameenui and Cynthia C. Griffin, Purdue University
- 1211.2 The effects of difficult vocabulary and an advance organizer on text comprehension** Steven A. Stahl and Michael G. Jacobson, Western Illinois University
- 1212.1 Text elaboration in remedial readers' story sharing** James Robert King, Texas Woman's University
- 1212.2 Developmental and task complexity constraints on children's causal understanding** Lucy Ann Dahlberg, Governors State University
- 1213.1 Depictions of aging and the elderly in primary grade reading instructional materials** Bruce Arthur Gutknecht, University of North Florida
- 1213.2 Promoting voluntary reading: Activities represented in basal reader manuals** Lesley Mandel Morrow, Rutgers University
- 1214.1 An analysis of provisions for dealing with students' prior knowledge in teacher editions of social studies and basal reading texts** James Flood and Diane Lapp, San Diego State University
- 1214.2 The effects of prereading instruction on the comprehension of narrative and expository text** Janice A. Dole, Michigan State University, Sheila Valencia and Eunice A. Greer, Center for Study of Reading, University of Illinois
- 1215.1 Inferencing in stories** Lauren Leslie, Marquette University and B. Steve Roy, St. Joseph's Indian School
- 1215.2 In-process measures of ambiguous text interpretation: A replication study** William A. Henk, Pennsylvania State University - Harrisburg and John P. Helfeldt, West Virginia University
- 1216.1 Teacher change: A comparison of individual differences as a result of staff development** Helena Spring, Oswego County BOCES and Alice Boljonis, SUNY Oswego
- 1216.2 Teaching the writing process: Evaluating teacher change** Kathleen Hinchman, University of Wyoming and Alice Boljonis, SUNY Oswego

Wednesday, December 3, 1986

- 1217.1 The use of concept mapping and knowledge vee mapping as an aid to reading comprehension and problem solving** Marino C. Alvarez and Carole K. Stice, Tennessee State University
- 1217.2 Affecting readers' text processing through mapping instruction** Karen Margolis Samson, Chicago State University
- 1218.1 Cue system strategies in good and poor adult readers** R. Scott Baldwin, University of Miami and John E. Readence and Jeanne S. Schumm, Louisiana State University
- 1218.2 Civic writing: The unexamined component of civic literacy** Sandra L. Stotsky, Harvard University
- 1219.1 Importance assignment: Text type and task demand variables** Peter Afflerbach, Emory University
- 1219.2 The effect of text and task on the inference generation of fifth-grade disabled readers** Karen Ann Pinter, Sauk Valley College
- 1220.1 A comparison of children's integrative processing schemes for reading and listening tasks** Sandra Thompson Moore, Virginia Tech College of Education
- 1220.2 The responses of secondary students to socio-psycholinguistic instruction: An examination of instructional and research paradigms** Leslie Ann Patterson, Texas A&M University
- 1221.1 Validity of the speed of thinking test** Ronald P. Carver, University of Missouri, Kansas City
- 1221.2 Limitations for the application of expert systems methodology in reading** Victor L. Willson, Texas A&M University
- 1222.1 The concept of phonemic awareness: An empirical approach** Hallie Kay Yopp, University of California - Riverside
- 1222.2 Kindergarten spelling: Explaining the improved prediction of first-grade reading achievement** Lou Ferroli and Timothy Shanahan, University of Illinois - Chicago
- 1223.1 Word recognition: Holistic or letter-by-letter?** S. Jay Samuels, University of Minnesota
- 1223.2 The role of phonological and lexical information in word recognition and in spelling** Priscilla L. Griffith, University of Texas - Austin
- 1224.1 Reading comprehension strategies of gifted seventh-graders** Elizabeth Evelyn Sparks, University of Calgary
- 1224.2 An exploration of the relationship between perceived control, value for reading and reading achievement in young readers** Garland Finchert Niquette, and Peter Winograd, University of Kentucky
- 1225.1 Young readers' interactions with flashback narrative** Joan Livingston Prouty, Education Service Center, Region VI
- 1225.2 Inferencing ability as an explanation of the comprehension of figurative expression** David G. O'Brien, Purdue University and Michael A. Martin, Louisiana State University
- 11:50 A.M. - 12:30 P.M. Luncheon Break** **Ballroom Foyer**
- 12:30 - 1:50 P.M. SECTIONAL MEETINGS**
- 131.0 Symposium** **Texas Ballroom**
- Reading recovery: An early intervention project**
Chair: Victor Rentel, Ohio State University
- 131.1 A two year study of students involved in the Ohio Reading Recovery Project** Gay Su Pinnell, Ohio State University
- 131.2 Reading Strategy Development: Growing through new and familiar materials** Diane DeFord, Ohio State University
- 131.3 A study of teacher/student interactions: Supporting literacy** Kathy Gnagey Short, Goshen College
Discussant: M. Trika Smith-Burke, New York University

Wednesday, December 3, 1986

132.0 Symposium

Big Bend C

Findings from research on basal readers and teachers' story-reading from a longitudinal study of reading comprehension development

Chair: Linda Anne Meyer, Center for Study of Reading

(continues in Session 142.0)

132.1 **Is newer necessarily better or even different? Findings from a systematic investigation of the 1983 and 1986 editions of a basal reader.** Lorraine Crummey, Center for Study of Reading

132.2 **Children's comprehension of, reactions to and preferences for basal reader stories of varying comprehensibility** C. Nicholas Hastings, Center for Study of Reading

132.3 **Teachers' story reading correlates negatively with student achievement in reading: An investigation into this counter-intuitive labyrinth** Linda A. Meyer, Center for Study of Reading

Discussants: Rebecca Barr, National College of Education and John T. Ridley, Houghton Mifflin Co.

133.0 Symposium

Hill Country C

College Reading: A continuum of instruction

Chair: Norman A. Stahl, Georgia State University

133.1 **An investigation into the self-selected study strategies used by college bound secondary students: Implications for the college reading specialist** Bonnie Higginson, Murray State University

133.2 **The text underlining patterns of college students** Serrie L. Nist and Kate Kirby, University of Georgia

133.3 **Coping strategies of successful learning disabled college students: A case study approach** William G. Brozo and Carol L. Curtis, Northern Illinois University

Discussant: Norman A. Stahl, Georgia State University

134.0 Symposium

Panhandle

Why we do what we do in the classroom: A framework for examining our beliefs about learning and teaching

Chair: Allan R. Neilsen and Judith Newman, Mt. St. Vincent University

(continues in Session 144.0)

In this double session, we will present a general framework for examining the beliefs underlying teaching practices and then use the framework to compare some authoritarian forms of literacy instruction with those that are more learner-centered.

135.0 Symposium

Hill Country A

Teacher cognition and teacher behavior: The influence of teacher decisions on instruction

Chair: Charles K. Kinzer, Peabody College of Vanderbilt University

135.1 **Prior knowledge and the comprehension of basal teacher's guides** Donald J. Leu and Katherine E. Misulis, Syracuse University

135.2 **The translation of belief into practice: Observations of reading instruction** Charles K. Kinzer, Peabody College of Vanderbilt University

135.3 **Student/teacher interaction during reading instruction: An analysis of verbal behavior** JoAnn J. Sweetland and Dorothy A. Carrick, Peabody College of Vanderbilt University

Discussant: Hilda Borko, University of Maryland

136.0 Symposium

Texas VII

The acquisition of literacy: A longitudinal study

Chair: Connie Juel, University of Texas - Austin

136.1 **Letter names versus phonemes: A little debate** Ann Mullins Hall, University of Texas - Austin

Wednesday, December 3, 1986

- 136.2 Are the determinants of reading comprehension and writing similar?** Gerry Shiel, University of Texas - Austin
- 136.3 The basal reader: Does it leave its mark on reading and writing?** Gary W. Evans, University of Texas - Austin
- 136.4 The fate of the poor reader** Cynthia Ann Farest, University of Texas - Austin
Discussants: Jana M. Mason, University of Illinois and Philip B. Gough, University of Texas - Austin
- 137.0 Paper Session** **Texas V**
Teachers and Researchers Learn Together
Chair: Adela A. Allen, University of Arizona
- 137.1 Research and theory as practice: A collaborative study of change** Diane Stephens, Indiana University
- 137.2 Toward a partial theory of teaching style: A microethnography of a secondary teacher working with students having low reading ability** Deborah R. Dillon, Purdue University
- 137.3 How teacher and researcher learn together: Two case studies** Ruth E. Hubbard and Brenda A. Miller, University of New Hampshire and Patricia C. McLure, Mast Way School
- 2:00 - 3:20 P.M. SECTIONAL MEETINGS**
- 141.0 IRA Co-sponsored meeting** **Texas Ballroom**
The influence of Expository Text Features on Comprehension
Chair: James R. Squire, Ginn Company
- 141.1 The characteristics of well-designed text** Marilyn Jewel Chambliss, Stanford University
- 141.2 Training teachers to handle big texts** Robert C. Calfee, Stanford University
- 141.3 Using frames to organize expository text** Bonnie Armbruster, Center for Study of Reading, University of Illinois
- 141.4 Expository text features which influence comprehensibility** Wayne H. Slater, University of Maryland
Discussant: James R. Squire, Ginn Company
- 142.0 Symposium** **Big Bend C**
Findings from research on basal readers and teachers' story-reading from a longitudinal study of reading comprehension development
(continued from Session 132.0)
- 143.0 Symposium** **Hill Country C**
Study strategies and academic achievement
Chair: Donna Emery, Shawnee Mission Kansas School District
- 143.1 Learning from school texts: Relationships among reading strategies, text differences and student flexibility** Judith N. Mitchell, University of Arizona and Pi A. Irwin, Tucson Unified School District
- 143.2 The relationship between students' self-reports of text studying practices and course achievement** Ann J. Pace and John K. Sherck, Jr., University of Missouri - Kansas City and Arlie R. Peck, Lincoln Memorial College
- 143.3 The relationship between test performance and six study strategy variables** Michele L. Simpson and Sherrie L. Nist, University of Georgia
- 143.4 A systems-oriented description of knowledge growth** Diane L. Schallert and Barbara J. Lawrence, University of Texas - Austin
Discussant: Ellen Gagne, University of Texas - Austin

Wednesday, December 3, 1986

- 144.0 Symposium** **Panhandle**
Why we do what we do in the classroom: A framework for examining our beliefs about learning and teaching
(continued from Session 134.0)
- 145.0 Symposium** **Hill Country A**
Congruence of beliefs and practices: Studying preservice, first year and experienced teachers
Chair: Martha Combs, Oklahoma State University
- 145.1 How reading education students' instructional beliefs and practices match theoretical models of reading** Sharon Arthur Moore, University of Northern Iowa
- 145.2 Beliefs/Practices congruence of first year teachers as compared with preservice teachers** David Yellin and Martha Combs, Oklahoma State University
- 145.3 Learning to teach Chapter I reading: A case study** Rosary Lalik, Virginia Polytechnic Institute
Discussant: Donald J. Leu, Syracuse University
- 146.0 Symposium** **Texas VII**
Emergent (mediated) reading levels: A new construct for placement from a Vygotskian view
Chair: William R. Powell, University of Florida
- 146.1 Mediated reading levels: The construct** William R. Powell, University of Florida
- 146.2 An investigation of the zone of proximal development for reading placement** Lisbeth Dixon, University of West Florida
- 146.3 A concurrent validity study of the emergent reading level** Nile V. Stanley, University of Florida
- 146.4 Dynamic versus static testing: Impact on reading placement of reading underachievers** Sherry E. Kragler, University of Florida
A question and answer period will follow
- 147.0 Symposium** **Texas V**
Innovations in assessment: New methods and models
Chair: Ileana Seda, University of Illinois - Champaign-Urbana
- 147.1 Michigan educational assessment of reading** Charles Peters, Oakland Public Schools and Karen K. Wixson, University of Michigan
- 147.2 Strategies to link assessment to instruction: The Illinois Project** P. David Pearson, University of Illinois - Champaign-Urbana, Timothy Shanahan, University of Illinois - Chicago and Sheila Valencia, University of Illinois - Champaign-Urbana

3:30 - 4:50 P.M. FIRST PLENARY SESSION

Introduction of Speaker: Jerome C. Harste, Indiana University

- 151.0 Assessment, Accountability and Professional Prerogative**
P. David Pearson, Center for Study of Reading, University of Illinois - Champaign-Urbana

Texas Ballroom



- 5:00 - 7:00 P.M. Newcomers' Reception & Vital Issues** **Ballroom Foyer**
- 7:00 - 8:00 P.M. State Council Meetings** **Texas Ballroom**
(Individual State Councils that wish to meet may use this period.)
- 7:00 - 8:00 P.M. Publications Committee Meeting** **Big Thicket Room**

Thursday, December 4, 1986

- 8:00 A.M. - 4:00 P.M. Registration** **Ballroom Foyer**
- 9:00 - 10:15 A.M. SECTIONAL MEETINGS**
- 211.0 NCRE Co-sponsored Session** **Texas Ballroom**
Defining literacy: Testing in Texas . . . and beyond
Chair: Donald H. Graves, Writing Process Laboratory, University of New Hampshire
- 211.1 Toward redefining what it means to be literate** Donald H. Graves, Writing Process Laboratory, University of New Hampshire
- 211.2 Testing in Texas: Evidence of the effects of the Texas approach to testing, with a view of how literacy is defined** Julie Jensen, University of Texas - Austin
A discussion period will follow. Five small groups will examine: Redefining literacy, the Texas experience and more effective approaches to assessing literacy
- 212.0 Symposium** **Big Bend C**
Comprehending as composing: Theory, development, and application
Chair: Bonnie Carroll Konopak, Louisiana State University
- 212.1 A logical validation of a composing model of reading comprehension** David G. O'Brien, Purdue University
- 212.2 A comparison of cognitive processes during reading and writing** Sarah H. Martin, Louisiana State University
- 212.3 An instructional investigation of students' ideas generated during content area writing** Michael A. Martin, Louisiana State University
Discussant: Priscilla A. Drum, University of California, Santa Barbara
- 213.0 Symposium** **Hill Country C**
Control of cohesion by young readers and writers: Evidence from use of pronouns and determiners in reading and writing
Chair: Sharon Murphy, Provincial Department of Education - Newfoundland
- 213.1 Readers' miscues on pronouns with varying syntactic, semantic and pragmatic disconfirmation** David Freeman, Fresno Pacific College
- 213.2 Effective and efficient use of pronouns in the writing of third and fourth grade native American pupils** Suzanne Gespass, University of Arizona
- 213.3 How readers' miscues on pronouns and determiners in cohesive texts reflect their linguistic competence** Kenneth S. Goodman, University of Arizona
Discussant: Sharon Murphy, Provincial Department of Education - Newfoundland
- 214.0 Paper Session** **Panhandle**
Instructional Strategies: Reading
Chair: Patricia Cunningham, University of North Carolina
- 214.1 Reciprocal questioning: A strategy for improving learning disabled students' comprehension of instructed and transfer stories** Naomi Feldman, Northwestern State University of Louisiana
- 214.2 The effects of repeated reading on recall of college developmental readers** S. Corinne Pearce and Lea M. McGee, Louisiana State University
- 214.3 Training college students to adjust reading to purpose** Gary N. Osako, New York University and Tina Jacobowitz, Montclair State College
- 215.0 Symposium** **Hill Country A**
Teacher researchers document literacy progress: Part I - The effects of supportive reading techniques on special populations
Chair: Sheila G. Cohen, Sam Houston State University
(continues in Session 225.0)
- 215.1 Evaluating the effects of shared book experiences on the prereading behaviors of low SES four year olds** Gloria Kutasch, Conroe Texas ISD

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215.2 Monitoring the effects of assisted reading with predictable books on the reading behavior of severely retarded adolescents Gail Sharpe, Brenham State School and Phil Swicegood, Sam Houston State University

215.3 Monitoring the effects of assisted reading and writing on four learning-disabled students Bessie Johnson, Conroe Texas ISD and Sheila G. Cohen, Sam Houston State University

215.4 Monitoring the effects of assisted reading on the reading behavior of moderately retarded students Dottie Jones, Redd School Discussant: Connie Bridge, University of Kentucky

216.0 Symposium **Texas VII**

Directions in the study of reading as a social event: Conceptual issues

Chair: Elizabeth Sulzby, University of Michigan

216.1 Reading as cultural activities James Heap, Ontario Institute for Studies in Education

216.2 Making sense of reading in the instructional context Judith Green, Ohio State University

216.3 Reading/literacy as a social event David Bloome, University of Michigan

Discussant: Rebecca Barr, National College of Education

217.0 Paper Session **Big Bend E**

Basic Processes: Writing

Chair: Lenore H. Ringler, New York University

217.1 Writing in constrained genres: Pushing the limits of writing models Gary M. Schumacher, Byron T. Scott, George R. Klare, Frank Cronin and Ronald J. Foos, Ohio University and Wendy Schweigert, Plymouth State College

217.2 Taking control of the text: Transforming through reading and writing, Cheryl Geisler, Rensselaer Polytechnic Institute

217.3 The development of competence and awareness in discourse synthesis James Robert King, Texas Woman's University and Nancy Nelson Spivey, Carnegie Mellon University

217.4 The social orientation of student writing: Problematizing our view of classroom rhetoric Louise Wetherbee Phelps and John Edlund, University of Southern California

218.0 NRC Special Session **Texas V**

Fifteen things we know for sure about teaching reading with computers

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

Lois G. Dreyer, Columbia University

Alan E. Farstrup, International Reading Association

10:15 - 10:30 A.M. Coffee Break

Ballroom Foyer

10:30 - 11:50 A.M. SECTIONAL MEETINGS

221.1 An NRC Annual Review of Research

Texas Ballroom

Introduction of Speaker: David W. Moore, University of Northern Iowa, Chair, NRC Publications Committee

Emergent literacy: Reading and writing development in early childhood William Teale, University of Texas - San Antonio



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- 222.0 Symposium** **Big Bend C**
Basal readers: Sciencing curriculum in a sixth grade classroom: Process and patterns
Marjorie Siegel, University of Utah
- 222.1 Basal readers: Science or technology for monolingual readers?** Kenneth S. Goodman, University of Arizona
- 222.2 Basal readers: Science or technology for bilingual readers?** Yvonne S. Freeman, University of Arizona
Discussant: Dorothy Watson, University of Missouri
- 223.0 Symposium** **Hill Country C**
Understanding the subcultures of literacy in a sixth grade classroom: A report of a curriculum change project
Chair: Marjorie Siegel, University of Utah
- 223.1 The evolution of an authoring curriculum in a sixth grade classroom: Process and patterns** Marjorie Siegel, University of Utah
- 223.2 This year there's no work: The students' learning experience** Becky Reimer, University of Utah
- 223.3 The tension between control and support: The teacher's learning experience** Susan Cook, Granite School District
Discussant: Andrew Manning, Mt. St. Vincent University
- 224.0 Symposium** **Panhandle**
Expanding our view of discourse processing: Intertextuality as a search for multiple connections
Chair: Robert J. Tierney, Ohio State University
- 224.1 Expanding our notions of discourse processing: The influence of intertextuality upon interactions** Robert J. Tierney, Ohio State University and Theresa Rogers, Center for Study of Reading, University of Illinois - Champaign-Urbana
- 224.2 Literacy learning as an intertextual process** Deborah Wells Rowe, Vanderbilt University
- 224.3 Intertextuality as a process of social negotiation** Kathy Gnagey Short, Ohio State University
Discussant: Rand J. Spiro, Center for Study of Reading, University of Illinois -Champaign-Urbana
- 225.0 Symposium** **Hill Country A**
Teacher researchers document literacy progress - Part II: The development and use of writing assessment scales
(continued from Session 215.0)
- 225.1 Teachers experiment to develop a usable writing assessment scale** Sheila Cohen and Bess Osburn, Sam Houston State University and Susan Berry, Willis Independent School District
- 225.2 The development of a writing assessment scale for young bilingual writers** Donna Wiseman and Vi Flores, Texas A&M University
- 225.3 Chapter I teachers develop writing scales for education purposes** Gloria McDonnell, Fairfax County Public Schools
- 225.4 Involving students in the use of writing instruments** Mary McChesney, Coy Chrisman and Elizabeth Campbell, Klein ISD
Discussant: John Stansell, Texas A&M University
- 226.0 Symposium** **Texas VII**
Complex relationships in prior knowledge research: Post hoc insights and future directions
Chair: Joy N. Monahan, Orange County Public Schools

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- 226.1 Prior knowledge: Facilitator or inhibitor of comprehension** Nancy Marshall, Florida International University
- 226.2 Refuting misconceptions: Its effect on middle grade children's comprehension** Katherine Maria and Evelyn Blustein, College of New Rochelle
- 226.3 Hypothesis generation and testing: Prior knowledge and text genre variables** Peter Afflerbach, Emory University
- 226.4 The effects of varying prior knowledge activation modes and text structure on non-science majors' comprehension of physics text** Donna E. Alvermann, University of Georgia and Cynthia R. Hynd, Georgia State University
Discussant: Marjorie Youmans Lipson, University of Vermont
- 227.0 Symposium** **Big Bend E**
Working toward a taxonomy of reading
Chair: Edward Fry, Rutgers University
- 227.1 Defining Taxonomies** Peter Mosenthal, Syracuse University
- 227.2 Classifying three aspects of reading** John Guthrie, University of Maryland
- 227.3 A task analysis of reading** Edward Fry, Rutgers University
Discussant: Harry Singer, University of California - Riverside
- 228.0 Symposium** **Texas V**
Writing apprehension and teacher training
Chair: Nancy Bacharach, Texas A&M University
- 228.1 Writing apprehension: A review of literature** Greg D. Clark, Texas A&M University
- 228.2 Writing apprehension and preservice and inservice teachers** Donna L. Wiseman, Texas A&M University
- 228.3 The effects of a preservice teacher training model designed to reduce writing apprehension** Sharon Lee, Texas A&M University
Discussant: Nancy Bacharach, Texas A&M University
- 11:50 A.M. - 12:30 P.M. Luncheon Break** **Ballroom Foyer**
- 12:30 - 1:50 P.M. SECOND PLENARY SESSION** **Texas Ballroom**
- Introduction of Speaker: M. Trika Smith-Burke, New York University
- 231.0 How ethnographers of communication look at writing in school** Susan Florio-Ruane, Michigan State University
- 2:00 - 3:20 P.M. SECTIONAL MEETINGS**
- 241.0 NRC Special Discussion Session** **Texas Ballroom**
Examining our assumption about the relationship between teaching and learning
Chair: Mark Aulls, McGill University
Participants: Kenneth S. Goodman, University of Arizona
Richard C. Anderson, Center for Study of Reading, University of Illinois - Champaign-Urbana
- 242.0 Symposium** **Big Bend C**
Basal reading programs and their use by teachers
Chair: Jean Osborn, Center for Study of Reading, University of Illinois - Champaign-Urbana
- 242.1 How do first and second grade basals compare?** Linda A. Meyer, Center for Study of Reading, University of Illinois - Champaign-Urbana
- 242.2 Two basal reader series and their use in fourth grade classes** Marilyn W. Sadow, Chicago State University

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- 242.3 The influence of basal programs on instructional activities** Rebecca Barr, National College of Education
Discussant: Isabel L. Beck, University of Pittsburgh
- 243.0 Paper Session** **Hill Country C**
Early Book Experiences
Chair: Lee Mountain, University of Houston
- 243.1 Teaching kindergarten children book related print and instructional language concepts using a shared book experience** D. Ray Reutzel, Brigham Young University
- 243.2 Explicit instruction in story structure: Effects on preschoolers' listening comprehension** JoAnne L. Ratliff, Louisiana State University
- 243.3 MILK: Mother-infant literacy knowledge** Andrea C. Sledge, Lehman College, CUNY
- 244.0 Paper Session** **Panhandle**
College: Factors Affecting College Reading
Chair: Sharon Pugh, Indiana University
- 244.1 The relationship of learned helplessness to metacognitive behaviors among college students on academic probation** Larry Mikulecky and Susan Ruth McIntyre, Indiana University
- 244.2 Study skills, academic aptitude and performance of college students** Harry Norman Blumner, Herbert C. Richards and Thomas H. Estes, University of Virginia
- 244.3 The effects of qualitative differences in prior knowledge on text comprehension** Maureen E. Byrne, June E. Zack and Gary N. Osako, New York University
- 245.0 Symposium** **Hill Country A**
Learning to think about the teaching of reading
Chair, James V. Hoffman, University of Texas - Austin
- 245.1 The relationship between preservice teachers' conceptions of reading instruction and the content of methods instruction** Gerald G. Duffy, Laura R. Roehler and Janet Johnson, Michigan State University
- 245.2 Cooperative interaction and the preservice preparation of content area reading teachers** Mark Conley, Eastern Michigan University
- 245.3 Learning to teach reading comprehension: A collaborative approach** Jerome A. Niles and Rosary V. Lalik, Virginia Polytechnic Institute
- 245.4 Understanding the mental structures of pre-service and classroom teachers: Associations between beliefs, the comprehension of basal lessons and lesson-planning decisions** Donald J. Leu, Jr. and Katherine Misulis, Syracuse University
Discussant: Rosary V. Lalik, Virginia Polytechnic Institute
- 246.0 Symposium** **Texas VII**
The construction of meaning through teacher-student-text interactions
Chair: Gay Su Pinnell, Ohio State University
- 246.1 Teachers' adjustment of instruction through analysis of how they mediate texts** Gay Su Pinnell, Ohio State University
- 246.2 Teacher-student-text interaction in a sixth grade reading lesson** Joanne M. Golden, University of Delaware
- 246.3 Constructing meaning in eighth grade literature lessons** Jane L. Davidson, Northern Illinois University, Nancy D. Padak, Kent State University and Bonnie C. Wilkerson, St. Charles Public Schools
Discussant: Judith L. Green, Ohio State University
- 247.0 Symposium** **Texas V**
Theoretical and pragmatic issues in the analysis of written discourse
Chair: Elizabeth Sulzby, University of Michigan

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- 247.1 The development of the literate voice** Beverly E. Cox, Northwestern University and Margaret Tinzmann, National College of Education
- 247.2 Cohesive harmony analysis: Issues of the author's intentions** Lawrence B. Friedman, North Central Regional Educational Laboratory and Elizabeth Sulzby, University of Michigan
- 247.3 Developmental processes, language functions and the discourse of voices in adolescent written texts** George Kamberelis and Elizabeth Sulzby, University of Michigan
Discussant: Timothy Shanahan, University of Illinois - Chicago
- 251.0 NRC Special Session** **Texas Ballroom**
Perspectives on Research: The first grade studies revisited
Chair: Robert Dykstra, University of Minnesota
Participants: David Bloome, University of Michigan
S. Jay Samuels, University of Minnesota
- 252.0 Symposium** **Big Bend C**
Vocabulary and reading achievement: Language experience approach vs. basal instruction - a debate
Chair: Lee Gunderson, University of British Columbia
- 252.1 Language experience generated vocabulary vs. basal reader vocabulary at grade one** Jon Shapiro and Lee Gunderson, University of British Columbia
- 252.2 Reading achievement of grade one students involved in language experience programs vs. basal reader programs** Anthony Carrigan, University of British Columbia
- 252.3 Basal reading instruction is superior to LEA in developing vocabulary and reading achievement** Richard McCallum, University of California -Berkeley
- 252.4 Language experience approach is superior to basal instruction in developing vocabulary and reading achievement** Sandra Murphy, University of California -Berkeley
Discussant: Marion Crowhurst, University of British Columbia
- 253.0 Symposium** **Hill Country C**
Constructing meaning for college readers through the integration of reading and writing instruction
Chair: Chris Hayes, University of Georgia
- 253.1 Written response to text: Response style preferences in college freshmen readers** Cynthia Hynd and Nancy Chase, University of Georgia
- 253.2 Writing as a means of informing learners about their reading strategies for understanding narrative and expository texts** Kate Kirby, University of Georgia
- 253.3 A validation of the PORPE Strategy: Training college students to use writing as a means of learning in the content areas** Michele Simpson, University of Georgia, Norman Stahl, Georgia State University and Dera Weaver, University of Georgia
Discussant: Belita Gordon, Georgia State University
- 254.0 Paper Session** **Panhandle**
Metacognition and Reading
Chair: Betty Holmes, Pennsylvania State University
- 254.1 The effectiveness of a self-monitoring strategy for training main idea comprehension** Karen Preul and Peter Dewitz, University of Toledo
- 254.2 A comparison of the effects of two vocabulary strategies on vocabulary retention and passage comprehension** Eileen Margaret Carr, Eastern Michigan University and Marianne Mazur Stewart, Siena Heights College
- 254.3 Two methods of increasing students' self-initiated use of metacognitive skills** Cathy Diane Collins, Texas Christian University

Thursday, December 4, 1986

- 255.0 Paper Session** **Hill Country A**
Using Discussion in the Classroom
Chair: Treana Adkins, Elizabeth City State University
- 255.1 The role of discussion in effective vocabulary instruction** Steven A. Stahl and Charles H. Clark, Western Illinois University
- 255.2 A historical study of discussion as presented in secondary methods texts** Kathleen H. O'Keefe, University of Georgia
- 255.3 Enabling students' reading comprehension through discussion techniques that encourage negotiation of meaning** Victoria J. Risko and JoAnne Sweetland, Peabody College of Vanderbilt University and Naomi Feldman, Northwestern Louisiana
- 256.0 Paper Session** **Texas VII**
Reading, Writing and Computers
Chair: Jay Blanchard, Texas Tech University
- 256.1 A cognitive science perspective on computers in reading** Beth M. Warren, BBN Laboratories, Inc.
- 256.2 The readers' assistant: A microcomputer-based environment for text comprehension** Ann S. Rosebery, BBN Laboratories, Inc.
- 256.3 Identifying teaching/learning variables in effective word processor use in writing** Susan B. Neuman and Catherine Cobb Morocco, Education Development Center, Inc.
- 256.4 Writing with word processing: Students' revisions and writing behaviors** Ruth M. Hansen and Kathleen Stumpf Jongsma, Texas Woman's University
- 257.0 Symposium** **Texas V**
An ethnographic assessment of literacy
Chair: Jane Hansen, University of New Hampshire
- 257.1 History: Personal assessment experiences assessment background of the school** Jane Hansen, University of New Hampshire
- 257.2 The Present: Personal assessment experiences** Donald Graves, University of New Hampshire
- 257.3 The Present: Assessment at the school** David Micheau, Stratham Elementary School
Discussant: Jane Hansen, University of New Hampshire
- 5:00 - 7:00 P.M. NRC ANNUAL BUSINESS MEETING** **Texas Ballroom**
& VITAL ISSUES (open to all) **& Ballroom Foyer**
- FOLLOWING THE BUSINESS MEETING** **Field Council Meeting**
Texas Ballroom
- Policy & Legislative**
Big Thicket
Affairs Committee
- 10:00 P.M. to Midnight** **VITAL ISSUES - no host** **Presidential Suite**

**Back copies of the NRC
Yearbook are available.
Call or write for a list.**

Friday, December 5, 1986

8:00 A.M. - 4:00 P.M. Registration

Ballroom Foyer

9:00 - 10:15 A.M. SECTIONAL MEETINGS

311.0 ARF Co-Sponsored Session

Texas Ballroom

Reform in teacher education: Implications of the Holmes Report

Chair/Discussant: Martha D. Collins, Louisiana State University

This forum will address the pros and cons of reforming teacher education via the implementation of strategies included in the Holmes Report. Special attention will be given to the impact of the changes proposed in his report to courses in reading instruction. Audience input will be encouraged in the discussion of this important issue facing teacher education programs.

Presenters will include:

Norman A. Stahl, Georgia State University
Victoria Risko, Peabody College-Vanderbilt University,
Martha Collins, Louisiana State University
Chet Laine, University of Cincinnati.

312.0 Symposium

Big Bend C

Exploring beneath the surface of children's understanding: Methodological issues in tapping children's inferences

Chair: Robert J. Tierney, Ohio State University

312.1 **Tracking students' literary inferences: Reading, talking and reasoning** Theresa Rogers, Center for Study of Reading, University of Illinois - Champaign-Urbana

312.2 **Designing questions that facilitate inference-making during story reading** Linda G. Fielding, State University of New York - Albany

312.3 **Traditional and novel measures of children's inferences during comprehension of narratives: A comparison** Ileana Seda, Center for Study of Reading, University of Illinois -Champaign-Urbana

Discussant: Robert J. Tierney, Ohio State University

313.0 Paper Session

Hill Country C

Student Writing Processes

Chair: Ruth J. Kurth, North Texas State University

313.1 **The effects of audience and age on students' letter writing** Marilyn E. Greenlee, University of Kentucky

313.2 **The relationships among coherence, cohesion and quality in children's writing** Dixie Lee Spiegel and Jill Fitzgerald, University of North Carolina, Chapel Hill

313.3 **Children's in-depth knowledge and writing processes: Of legends on broomsticks and rudderless boats** Gary M. Schumacher, Jane Gradwohl, Mary Brezin, Ohio University and Ethel Greenberger Parker, Florida State University

314.0 Symposium

Panhandle

Journals: Reflections of process (continues in Session 324.0)

Chair: Karen M. Feathers, East Texas State University

314.1 **Demonstrations and epistemic journeys: The value of personal journals** Allan R. Neilsen, Mt. St. Vincent University

314.2 **Journals: Mirrors for seeing ourselves as learners and writers** Judith M. Newman, Mt. St. Vincent University

314.3 **Making connections: Integrating theory, research and practice through journal writing** Sherry Vaughn, Washington State University

314.4 **Journal writing: Mirrors of comprehension** Jane H. White, East Texas State University

314.5 **Learner as informant: Becoming aware of reading process** Karen M. Feathers, East Texas State University

314.6 **On being strategic: Proficient readers as informants** Jerome C. Harste, Indiana University

Friday, December 5, 1986

315.0 Symposium

Hill Country A

When is teacher questioning instructional? Converging findings from studies of instructional interaction sequences in basal program-based reading lessons

Chair: Gerald G. Duffy, Michigan State University

315.1 **Transforming questioning into explanatory behavior: Implications from the research**
Nancy G. Mangano, Kansas State University

315.2 **Creating the means to transfer strategic knowledge about reading: Patterns of more and less effective teacher questioning in extended interaction sequences** Linda G. Vavrus, University of Nebraska - Lincoln

315.3 **The compromise of transfer: Classroom constraints on interaction and internalization**
James H. Mosenthal, National College of Education
Discussant: Karen K. Wixson, University of Michigan

316.0 Symposium

Hill Country VII

Instructional practices in early literacy

Chair: Linda B. Gambrell, University of Maryland

316.1 **Language development in kindergarten: Current practices** Donna M. Ogle, National College of Education and Dorothy S. Strickland, Teachers College, Columbia University

316.2 **Prompting responses to literature: Children's sense of story structure** Lesley M. Morrow, Rutgers University

316.3 **Functions of children's oral language during reading instruction** Linda B. Gambrell, University of Maryland
Discussant: Dorothy Strickland, Teachers College, Columbia University

317.0 NRC Special Session

Texas V

Policy, politics and reading research: Implications for reading instruction and assessment Organized by the NRC Policy and Legislative Affairs Committee

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

317.1 **Improving the climate for reading comprehension instruction** Peter Winograd, University of Kentucky

317.2 **Minimal competency testing and its consequences** Irving Balow and Harry Singer, University of California, Riverside

317.3 **Public understanding and instructional validity of reading assessment: Can they be reconciled?** Ramsey Seiden, Council of Chief State School Officers

317.4 **Educators and legislative decision-makers: The role of professional organizations in influencing policy and legislation** Jeannie L. Steele, Blueridge Community College
Discussant: Marilyn R. Binkley, Office of Educational Research & Improvement, U.S. Department of Education

10:15 - 10:30 A.M. Coffee Break

Ballroom Foyer

10:30 - 11:50 A.M. SECTIONAL MEETINGS

321.0 An NRC Annual Review of Literature

Texas Ballroom

Chair: Jerome C. Harste, Indiana University

The Status of Literacy in our Society Larry Mikulecky, Indiana University



Noon - 5:00 P.M.	Tuesday, December 2, 1986 Board of Directors Meeting	Panhandle
4:00 - 8:00 P.M.	Registration	Ballroom Foyer
5:00 - 6:00 P.M.	Nominations Committee Meeting	Panhandle
10:00 - Midnight	Early Vital Issues	Presidential Suite
Registration	Ballroom Foyer	8:00 A.M. - 4:00 P.M.
1101.1/1125.5	Texas Ballroom ROUNDTABLE PAPER SESSIONS	9:00 - 10:15 A.M.
1201.1/1225.2	Texas Ballroom ROUNDTABLE PAPER SESSIONS	10:30 - 11:50 A.M.
137 Paper Session Teacher/researcher collaboration	136 Symposium Acquisition of literacy	147 Symposium Literacy assessment
133 Hill Country C Symposium College reading instruction	134/144 Symposium Beliefs about literacy instruction	143 Hill Country C Symposium Study strategies
132/142 Symposium Comprehension development using basals	135/145 Symposium Teacher beliefs & practices	Big Bend C
131 Texas Ballroom Symposium Report on reading recovery	141 Texas Ballroom IRA Co-sponsored Session Expository Text Comprehension	2:00 - 3:20 P.M.
151 FIRST PLENARY SESSION Assessment, Accountability and Professional Prerogative P. David Pearson, Center for Study of Reading, University of Illinois - Champaign-Urbana		3:30 - 4:50 P.M.
5:00 - 7:00 P.M.	Newcomers' Reception & Vital Issues	Ballroom Foyer
7:00 - 8:00 P.M.	State Council Meetings (Individual State Councils that wish to meet may use this period.)	Texas Ballroom
7:00 - 8:00 P.M.	Publications Committee Meeting	Big Thicket Room

8:00 A.M. - 4:00 P.M.		9:00 - 10:15 A.M.		10:30 - 11:50 A.M.		12:30 - 1:50 P.M.		2:00 - 3:20 P.M.		3:30 - 4:50 P.M.		EVENING			
Registration	Ballroom Foyer	211	Texas Ballroom NCRE Co-sponsored Session Literacy testing	221	Texas Ballroom NRC Review Emergent literacy	Texas Ballroom	SECOND PLENARY SESSION How ethnographers of communication look at writing in school Susan Florio-Ruane, Michigan State University	241	Texas Ballroom NRC Special Session Relationship of teaching and learning	251	Texas Ballroom NRC Special Session First grade studies revisited	Texas Ballroom & Ballroom Foyer	Texas Ballroom	Texas Ballroom Texas Ballroom Texas Ballroom Presidential Suite	
		212	Big Bend C Symposium Comprehension as composing	222	Big Bend C Symposium Basal readers			242	Big Bend C Symposium Use of basal readers	252	Big Bend C Symposium LEA vs. Basals				
		213	Hill Country C Symposium Cohesion in reading & writing	223	Hill Country C Symposium Curriculum change			243	Hill Country C Paper Session Early reading	253	Hill Country C Symposium College Reading/Writing				
		214	Panhandle Paper Session Reading strategies	224	Panhandle Symposium Discourse processing: Intertextuality			244	Panhandle Paper Session College reading factors	254	Panhandle Paper Session Metacognition				
		215/225		Hill Country A Symposium Teacher-researchers				245	Hill Country A Symposium Preservice teacher training	255	Hill Country A Paper Session Classroom Discussion				
		216	Texas VII Symposium Reading as a social event	226	Texas VII Symposium Prior knowledge research			246	Texas VII Symposium Literacy interactions	256	Texas VII Paper Session Computers and literacy				
		217	Big Bend E Paper Session Writing processes	227	Big Bend E Symposium Writing apprehension			247	Texas V Symposium Discourse analysis	257	Texas V Symposium Literacy assessment				
		218	Texas V NRC Special Session Computers & reading	228	Texas V Symposium Taxonomy of reading										
								231							
5:00 - 7:00 P.M.												NRC ANNUAL BUSINESS MEETING & VITAL ISSUES (open to all)		Texas Ballroom & Ballroom Foyer	
FOLLOWING THE BUSINESS MEETING												Field Council Meeting		Texas Ballroom	
												Policy & Legislative Affairs Committee		Texas Ballroom	
10:00 P.M. to Midnight												VITAL ISSUES - no host		Texas Ballroom	

Friday, December 4, 1986

8:00 A.M. - 4:00 P.M.		9:00 - 10:15 A.M.	10:30 - 11:50 A.M.	12:30 - 1:50 P.M.	2:00 - 3:20 P.M.	3:30 - 4:50 P.M.	EVENING		
Ballroom Foyer	311 Texas Ballroom	321 Texas Ballroom	Texas Ballroom	THIRD PLENARY SESSION Some critical thoughts about critical thinking Frank Smith, Educational Consultant	341 Texas Ballroom	351 Texas Ballroom	Texas VII		
	ARF Co-sponsored Session Teacher education reform	NRC Review			NRC Annual Debate	NRC Special Session		Direct instruction	Research methodology
	312 Big Bend C	322 Big Bend C			342/352 Big Bend C		Symposium Content area		
	313 Hill Country C	323 Hill Country C			343 Hill Country C	353 Hill Country C	Symposium Retrospective		
	314/324 Panhandle				344 Panhandle	354 Panhandle	Symposium Peer teaching		
	315 Hill Country A	325 Hill Country A			345 Hill Country A	355 Hill Country A	Symposium Peer teaching		
	316 Texas VII	326 Texas VII			346 Texas VII	356 Texas VII	Symposium Elementary expository instruction		
317 Texas V	327 Texas V	347 Texas V	357 Texas V	Symposium Elementary expository instruction					
Registration	Symposium Using journals		331	5:00 - 6:00 P.M.	PROGRAM POLICY & ANNUAL CONFERENCE REVIEW BOARD COMMITTEE MEETING		6:00 - 7:30 P.M.		
	Symposium Early literacy				PRESIDENT'S RECEPTION & VITAL ISSUES			7:30 - 9:30 P.M.	
Questioning		Imagery & Comprehension		PRESIDENTIAL DINNER DANCE & ANNUAL AWARDS PRESENTATION					
Paper Session Writing processes		Print awareness		PRESIDENTIAL DINNER DANCE & ANNUAL AWARDS PRESENTATION					
Paper Session Assessment miscue analysis		Paper Session Direct Instruction		PRESIDENTIAL DINNER DANCE & ANNUAL AWARDS PRESENTATION					
Paper Session Teachers' beliefs and practices		Paper Session Vocabulary instruction		PRESIDENTIAL DINNER DANCE & ANNUAL AWARDS PRESENTATION					
Paper Session Elementary reading/writing		Paper Session Elementary expository instruction		PRESIDENTIAL DINNER DANCE & ANNUAL AWARDS PRESENTATION					

Saturday, December 6, 1986

8:00 - 10:00 A.M.

Registration

Ballroom Foyer

9:00 - 10:20 A.M.

**Finding Your Roots:
NRC's Living Footnotes Series**

Texas Ballroom

10:15 - 10:30 A.M.

Coffee Break

Ballroom Foyer

10:30 - 11:50 A.M.

**Point-Counterpoint: Dialogues on
Critical Issues**

Texas Ballroom

Noon - 5:00 P.M.

NRC Board of Directors Meeting

Panhandle

Friday, December 5, 1986

- 322.0 Symposium** **Big Bend C**
The effects of pre-post semantic mapping on intermediate grade students' vocabulary knowledge reading comprehension and learning from text
Chair: Robert Schreiner, University of Minnesota
- 322.1 The need for vocabulary instruction in intermediate grade content areas** Vienna Moore, University of Minnesota
- 322.2 Semantic mapping: A schema approach to vocabulary instruction** Thomas Gaetz and James Nelson, University of Minnesota
- 322.3 The effects of pre-post semantic mapping on vocabulary** William Book and Carol Huffman, University of Minnesota
- 322.4 The effects of pre-post semantic mapping on reading comprehension and learning from text** Barbara Frye and Adele Greenlee, University of Minnesota
Discussant: Barbara M. Taylor, University of Minnesota
- 323.0 Paper Session** **Hill Country C**
Print Awareness
Chair: John W. Logan, Texas Tech University
- 323.1 Young children's attention to graphic detail in functional print** Lea M. McGee and Richard G. Lomax, Louisiana State University
- 323.2 From oral to written language: A longitudinal analysis of preschool children dictating a story** Clotilde Pontecorvo and Christina Zucchermaglio, Universita di Roma
- 323.3 Print awareness in prereaders and subsequent reading achievement** Mary E. Huba and Susan S. Robinson, Iowa State University and Susan Kontos, Purdue University
- 323.4 A collaborative investigation of the socio-psycholinguistic nature of literacy learning in three and four-year-old children** Jean Anne Clyde, Indiana University
- 324.0 Symposium** **Panhandle**
Journals: Reflections of process
(continued from Session 314.0)
- 325.0 Paper Session** **Hill Country A**
Imagery and Comprehension
Chair: Patricia Alexander, Texas A & M University
- 325.1 Creation of an in-text world: Recontextualizing experience by well-read-to prereaders** Victoria L. Purcell-Gates, University of California - Berkeley
- 325.2 Relationships between imagery, affect, and structural salience in stories** Mark Sadoski, Suzanne Kangiser and Ernest T. Goetz, Texas A&M University
- 325.3 The effects of reader and text characteristics on reports of imagery during reading** Shirley A. Long, Connie Bridge, Peter Winograd and Lynne Smith, University of Kentucky
- 326.0 Paper Session** **Texas VII**
Developmental Differences Across Ages
Chair: Ken Dulin, University of Wisconsin-Madison
- 326.1 Developmental patterns of minority children** Margaret M. Griffin, Rose F. Spicola and Darla S. Shannon, Texas Woman's University
- 326.2 Developmental differences in response to a short story** Richard W. Beach, University of Minnesota
- 326.3 Differences in people's schema for writing from kindergarten through graduate school** Dianne L. Schallert, Joy Lynn Hailey Reed, Edwin L. Young and Tove Dahl, University of Texas - Austin
- 326.4 Reading aloud without comprehension: How frequently does it occur?** Joseph H. Danks, Carl L. Rosen and Brenda B. Riccio, Kent State University

Friday, December 5, 1986

327.0 Symposium

Texas V

Aspects of evaluation: Taking up what counts

Chair: John M. Willinsky, University of Calgary

327.1 An examination of the context of clinical reading assessment Carl Braun, Barbara Rennie and Christine J. Gordon, University of Calgary

327.2 Knowing and saying that you know: The language of evaluation in students' awareness of the reading act Margaret Hunsberger and George D. Labercane, University of Calgary

327.3 The impact of state-wide testing on the English curriculum John Willinsky and Allen Bobie, University of Calgary

Discussant: Jaap Tuinman, Simon Fraser University

11:50 A.M. - 12:30 P.M. Luncheon Break

Ballroom Foyer

12:30 - 1:50 P.M. THIRD PLENARY SESSION

Texas Ballroom

Introduction of Speaker: P. David Pearson, Center for Study of Reading, University of Illinois - Champaign-Urbana

331.0 Some critical thoughts about critical thinking Frank Smith, Educational Consultant



2:00 - 3:20 P.M. SECTIONAL MEETINGS

341.0 NRC Annual Debate

Texas Ballroom

Resolved: That there should be direct instruction in comprehension

Chair: Patricia Anders, University of Arizona



Participants:

Affirmative: P. David Pearson, Center for Study of Reading, University of Illinois - Champaign-Urbana

Negative: Ronald P. Carver, University of Missouri Kansas City



Carver

Pearson

342.0 Symposium

Big Bend C

Will new strategies for teaching reading and writing be applied in the content classroom?

Chair: Judythe Patberg, University of Toledo

(continues in Session 352.0)

342.1 Effects of the extended use of previews on students' recall of expository passages Maureen Prenn, University of Minnesota

342.2 Effects of intensive vocabulary instruction on expository writing Ann Hill Duin, University of Minnesota

Friday, December 5, 1986

- 342.3 Improving disabled readers' summarization skills** Eileen Carr, Eastern Michigan University and Donna Ogle, National College of Education
Discussants: Charles Peters, Oakland School and Mark Conley, Eastern Michigan University
- 343.0 Paper Session** **Hill Country C**
Assessment Chair: Charles Kinzer, Peabody College, Vanderbilt University
- 343.1 Assessing student learning strategies: The development of the learning and study strategies inventory (LASSI)** Claire E. Weinstein, University of Texas - Austin
- 343.2 The validity of summary writing as a measure of reading comprehension** Martha H. Head, Southeastern Louisiana University and John E. Readence, Louisiana State University
- 343.3 Developing and evaluating a theoretically-based silent reading comprehension testing technology** James W. Cunningham and David Allen Koppenhaver, University of North Carolina - Chapel Hill
- 344.0 Paper Session** **Panhandle**
Expanding Primary Literacy Instruction
Chair: William H. Rupley, Texas A & M University
- 344.1 Humor and play in the early acquisition of literacy** James T. Fleming and Peter Johnston, SUNY - Albany
- 344.2 Riddles as facilitators of inferred responses** Jeraldine K. Otte, Chicago Public Schools, June D. Knafle and Eugene H. Cramer, University of Illinois - Chicago
- 344.3 The social and political functions of children's periodicals** Violet J. Harris, University of Georgia
- 344.4 Using writing to establish a social context for the acquisition of literacy in the classroom and the home** Becky Wendling Kirschner, Michigan State University
- 345.0 Symposium** **Hill Country A**
Teacher theories of language learning: Their process - function - and impact on teachers and students
Chair: Donna Wiseman, Texas A&M University
- 345.1 Teachers' perceptions of the process and functions of theories of language learning** Sharon Cook Lee, Texas A&M University
- 345.2 The impact of teacher theories on student theories and performance** Karen Joan Ray, Texas A&M University
- 345.3 Negotiating a theory change in language instruction** Leslie Ann Patterson, Conroe High School
Discussant: John Stansell, Texas A&M University
- 346.0 Symposium** **Texas VII**
Understandings of the forms and functions of written language: Insights from children and parents
Chair: James V. Hoffman, University of Texas - Austin
- 346.1 Developing notions of the functions of written language among preschool siblings of successful first grade readers** Lesa A. Kastler, University of Texas - Austin
- 346.2 Parent perceptions of a successful literacy environment** James V. Hoffman, and John A. Daly, University of Texas - Austin
- 346.3 Developing literacy in young children: A follow-up look** Nancy L. Roser, University of Texas - Austin
Discussant: Jana Mason, Center for Study of Reading, University of Illinois -Champaign-Urbana

Friday, December 5, 1986

- 347.0 Paper Session** **Texas V**
Classrooms for Authorship
Chair: Irene Athey, Rutgers University
- 347.1 Exploring the global structure of information books** Christine C. Pappas, University of Kentucky
- 347.2 Contextual variables and the reading/writing process** Christine J. Gordon, University of Calgary
- 347.3 Text revisions by two young writers following non-directive teacher/student conferences** Carol Vukelich, University of Delaware
- 347.4 The revision process: What components can sixth grade writers control?** Jill Fitzgerald, University of North Carolina
- 3:30 - 4:50 P.M. SECTIONAL MEETINGS**
- 351.0 NRC Special Session** **Texas Ballroom**
Parts of the world or worlds apart: Qualitative and quantitative approaches to research
Chair: M. Trika Smith-Burke, New York University
Participants: Robert Carey, Rhode Island University
Judith Green, Ohio State University
Michael L. Kamil, University of Illinois - Chicago
Judith Langer, Stanford University
- 352.0 Symposium** **Big Bend C**
Will new strategies for teaching reading and writing be applied in the content classroom?
(continued from Session 342.0)
- 353.0 Symposium** **Hill Country C**
Retrospective miscue analysis
Chair: Adelina Osuna, University of the Andes
- 353.1 Theoretical foundations for retrospective miscue analysis** Yetta Goodman, University of Arizona
- 353.2 Applications of retrospective miscue analysis to classroom and clinical settings** Ann Marek, Nevada State Department of Education
- 353.3 Research and computer uses involving retrospective miscue analysis** John Woodley, University of South Dakota
Discussant: Adelina Osuna, University of the Andes
- 354.0 Paper Session** **Panhandle**
Explicit Instruction in Reading
Chair: James F. Baumann, Purdue University
- 354.1 Comprehending texts with and without explicit cueing of graphic aids** David P. Reinking, David A. Hayes and John E. McEaney, University of Georgia
- 354.2 Text processing strategies: Expectancies are operating, but how important are they?** Deborah P. Birkmire, USA Human Engineering Lab
- 354.3 Effects of instruction in use of sentence connectives and text structure on passage recall** Edith Appell Slaton and Donald J. Richgels, Louisiana State University
- 355.0 Symposium** **Hill Country A**
Learners teaching learners
Chair: Jane H. White, East Texas State University
- 355.1 Learners teaching learners: Setting the stage** Marjorie Siegel, University of Utah

Friday, December 5, 1986

- 355.2 Writers teaching writers: Processes of peer teaching in writing instruction** Karin Dahl, University of Cincinnati
- 355.3 Readers teaching readers: Processes of peer teaching in first grade reading instruction** Jane H. White, East Texas State University
- 355.4 Learners teaching learners: Processes of peer teaching across content areas** Karen Feathers, East Texas State University
- 356.0 Paper Session** **Texas VII**
Teaching Vocabulary
Chair: Barbara Taylor, University of Minnesota
- 356.1 Designing computer-mediated text environments to optimize vocabulary and comprehension performance** S. Kim MacGregor, Louisiana State University
- 356.2 Learning how to deal with long words: Ability-related differences in the acquisition of word-formation rules** Andrea E. Tyler and William E. Nagy, University of Illinois -Champaign-Urbana
- 356.3 Learning relationships: The vocabulary-comprehension connection** Patricia L. Anders, University of Arizona
- 357.0 Symposium** **Texas V**
Expository reading and writing instruction in upper elementary classrooms
Chair: Jana Mason, Center for Study of Reading, University of Illinois - Champaign-Urbana
- 357.1 The effect of text structure instruction in expository text on reading comprehension and summary writing** Bonnie Betts Armbruster, Center for Study of Reading, University of Illinois - Champaign-Urbana
- 357.2 Text structure instruction in process writing classrooms: Individual differences in upper elementary students' response to instruction** Taffy E. Raphael, Becky M. Kirschner and Carol Sue Englert, Institute for Research on Teaching, Michigan State University
- 357.3 Metacognitive knowledge and writing skills of upper elementary students and students with special needs: Extensions of text structure research** Carol Sue Englert, Linda Anderson & Taffy E. Raphael, Institute for Research on Teaching, Michigan State University
Discussant: Judith Langer, Stanford University
- 5:00 - 6:00 P.M. PROGRAM POLICY & ANNUAL CONFERENCE** **Texas VII**
REVIEW BOARD COMMITTEE MEETING
- 6:00 - 7:30 P.M. PRESIDENT'S RECEPTION & VITAL ISSUES** **Ballroom Foyer**
- 7:30 - 9:30 P.M. PRESIDENTIAL DINNER DANCE** **Texas Ballroom**
& ANNUAL AWARDS PRESENTATION
- Oscar S. Causey Award**
Recipient: Philip B. Gough
- Albert J. Kingston Award**
Recipient: Irene Athey
- NRC Student Research Award**
Presentors: NRC Awards Committee
Harry Singer, 1985 Albert J. Kingston Award Recipient
S. Jay Samuels, 1985 Oscar S. Causey Award Recipient
Jerome C. Harste, 1985-86 NRC President-Elect
- Student Research Award Committee:**
- | | |
|---|--|
| Gerald G. Duffy, Michigan State University, Chair | Mark Conley, Eastern Michigan University |
| Peter Afflerbach, Emory University | Linda Gambrell, University of Maryland |
| R. Scott Baldwin, University of Miami | Peter Johnston, SUNY - Albany |
| Hilda Borko, University of Maryland | John E. Readence, Louisiana State University |

Saturday, December 6, 1986

- 8:00 - 10:00 A.M. Registration** **Ballroom Foyer**
- 9:00 - 10:20 A.M. Finding Your Roots:** **Texas Ballroom**
NRC's Living Footnotes Series
 Chair: Judith Nichols Mitchell, University of Arizona
- 4101 Professional development in the elementary school: Contributions to literacy** Robert Calfee, Stanford University
- 4102 The impact of cohesion research on comprehension** L. John Chapman, The Open University and Marilyn R. Binkley, Office of Educational Research and Improvement U. S. Department of Education
- 4103 Managing curriculum tasks in classrooms: A retrospective** Walter Doyle and Kathy Carter, University of Arizona
- 4104 Looking for the meaning in children's writing** Susan Florio-Ruane, Michigan State University
- 4105 Are computers shaping a new literacy?** Michael L. Kamil, University of Illinois -Chicago
- 4106 Writing across the curriculum** James L. Kinneavy, University of Texas
- 4107 Reading in two languages: Current and future issues** Luis Moll, University of Arizona
- 4108 Practice sensitive research and research sensitive practice: A report from the Center for the Study of Writing** Sandra Murphy, University of California at Berkeley
- 4109 Policy issues and reading assessment: An update** Ramsey Selden, Council of Chief State School Officers Reactant: Judith Green, Ohio State University
- 4110 Schema acquisition for flexibility and transfer** Rand J. Spiro, University of Illinois-Champaign Urbana
- 4111 The shift from reading readiness to emergent literacy** Elizabeth Sulzby, University of Michigan
- 10:15 - 10:30 A.M. Coffee Break** **Ballroom Foyer**
- 10:30 - 11:50 A.M. Point-Counterpoint: Dialogues on Critical Issues**
 Chair: Marjorie Siegel, University of Utah
- 4201 What Works? Does it Work?** **Hill Country A**
 Richard C. Anderson, Center for the Study of Reading, University of Illinois -Champaign-Urbana
 Allan R. Neilsen, Mt. St. Vincent University
 Linda B. Gambrell, University of Maryland, Facilitator
- 4202 Statewide assessments of reading: Are they appropriate?** **Hill Country C**
 Robert F. Carey, Rhode Island University
 Sheila Valencia, Center for the Study of Reading, University of Illinois -Champaign-Urbana
 David W. Moore, University of Northern Iowa, Facilitator
- 4203 Error and Correction in Direct instruction** **Big Bend C**
 James F. Baumann, Purdue University
 Judith Newman, Mt. St. Vincent University
 Patricia L. Anders, University of Arizona, Facilitator
- 4204 Writing and Learning** **Texas V**
 Arthur Applebee, Stanford University
 Donald Graves, University of New Hampshire
 Robert J. Tierney, Ohio State University, Facilitator
- 4205 The Holmes/Carnegie Reports: Implications for Reading Teacher Education** **Texas VII**
 Irene Athey, Rutgers University
 Kenneth S. Goodman, University of Arizona
 Lenore H. Ringler, New York University, Facilitator
- Noon - 5:00 P.M. NRC Board of Directors Meeting** **Panhandle**

Index of Participants

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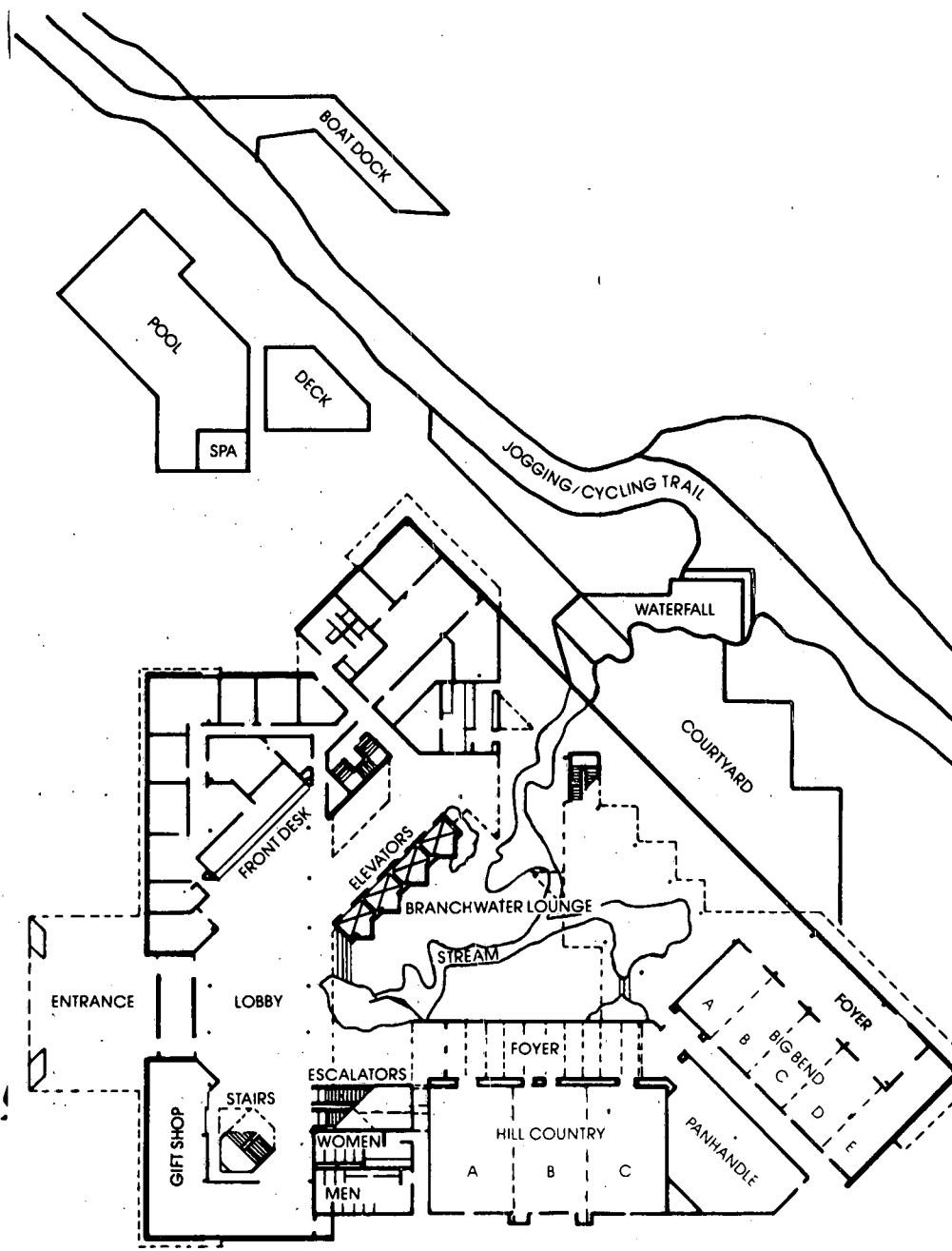
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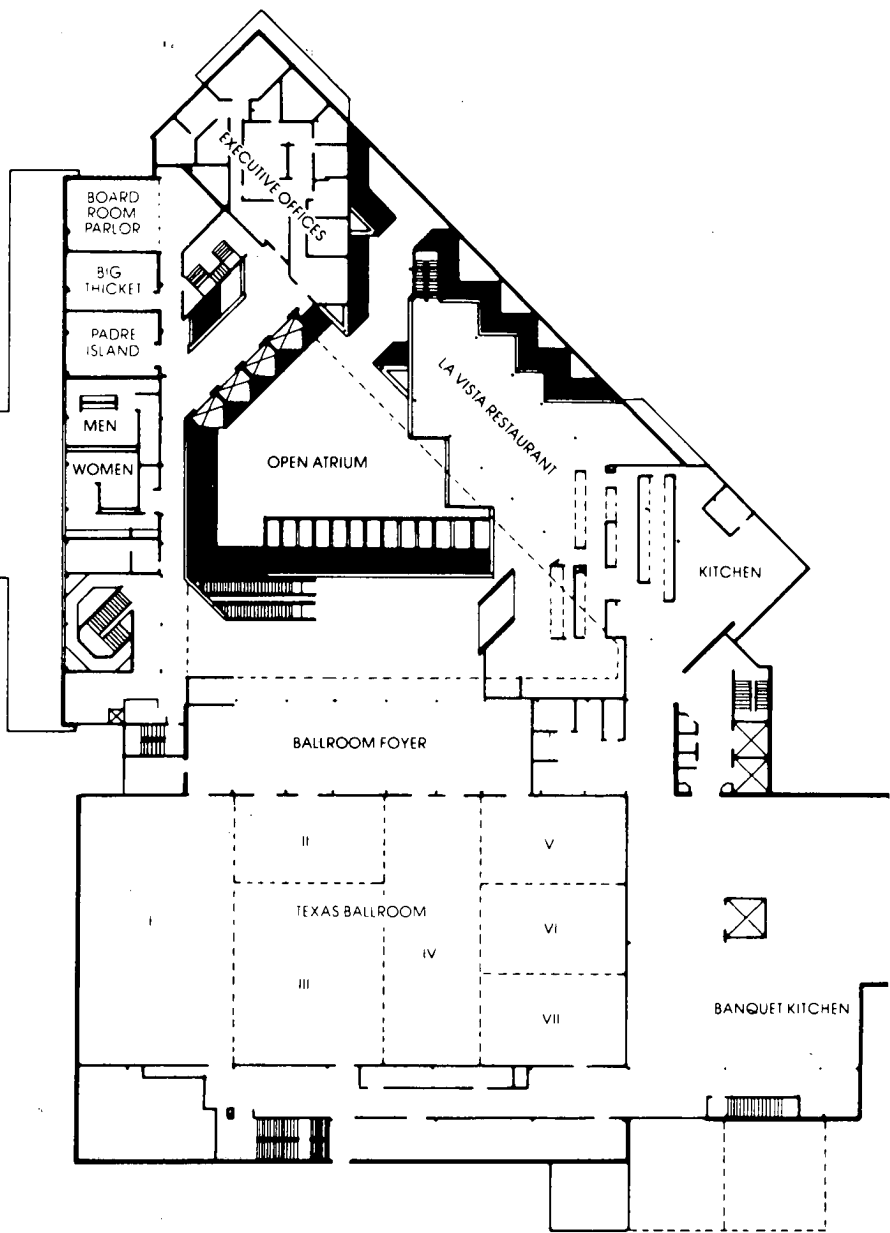
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