

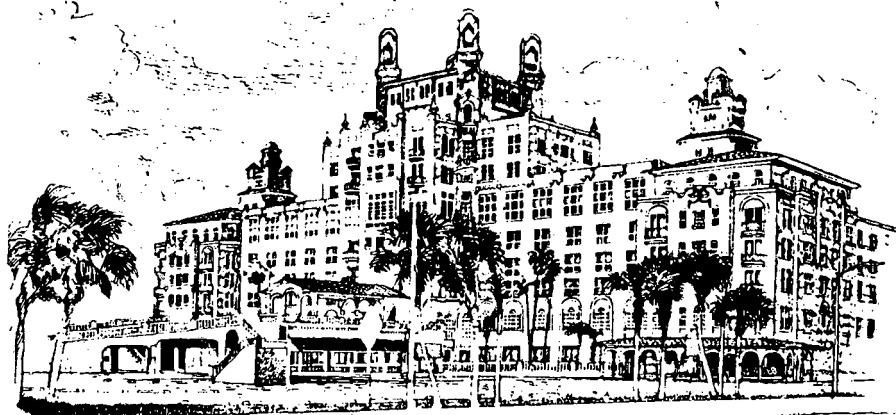
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PROGRAM

37th Annual Meeting

NATIONAL READING CONFERENCE

December 1 - December 5, 1987



Don CeSar Beach Resort
St. Petersburg Beach, Florida

1987 Program Committee

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David Reinking
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1987 Local Arrangements Committee:

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Lyn McKay
Pat Nelms
Pinellas County
School Board

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, 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 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* and the *NRC Yearbook*, which contains selected papers from the previous year's Conference. To support these activities, NRC maintains a full-time administrative staff and office in Chicago, Illinois. For more information about NRC, ask any member or contact headquarters at 11 East Hubbard Street, Chicago, IL 60611, (312)329-2512.

Conference Site

The Don CeSar Beach Resort, affectionately known as "The Don," has been a Gulf Coast landmark since the Roaring Twenties, when guests like F. Scott Fitzgerald stayed and played there. In World War II, The Don served as a military training facility. In 1974 it was reopened as a world-class resort. With less than 300 rooms, The Don will be dominated by the NRC Annual Conference, making this an intimate meeting of your peers. When you aren't in a meeting, The Don's recreational facilities are available to tempt you, as are several dining options. We expect NRC to overflow The Don. Therefore, arrangements have been made for excess reservations to be referred to The Tradewinds, another beach resort, several blocks north of the Don CeSar. The same

room rate will apply. If you feel strongly about being in the Don, you are urged to make your reservations early.

Hotel Reservations

If the hotel reservation form is no longer with this program, you may make reservations by calling 1(800)237-8987. In Florida, call (813)360-1881. Room rates are \$85.00 per night, single or double. A deposit equal to one night's rate is required. *Reservations must be made by October 29th.* After that date reservations will be accepted on a space available basis at rack rate.

Airline Discounts

The National Reading Conference has been given special discounts and waivers on many of the usual limitations on discount airline tickets. To learn more about fares at discounts of 35% to 50%, call Travel Technologies, at 1(800)524-4442. In Illinois, call collect (312)329-9393.

From the airport

The Don CeSar is about 25 miles from the Tampa International Airport and about 10 miles from the St. Petersburg/Clearwater Airport. Regular limo service is available from either airport, at reasonable prices.

Car Rentals

Because of the location, many registrants will wish to have a car at their disposal during the conference. AVIS offers NRC Conference registrants an attractive discount plan, with rates as low as \$22.95 per day or \$69.00 per week.

To reserve your car, simply call 1(800)331-1600, giving the agent NRC's special discount number: A/B791623. There is a two day minimum. The weekly rate includes unlimited mileage. The daily rate includes 100 free miles, plus \$.25 for each mile thereafter.

Refueling, sales tax and optional insurances are extra. These special conference rates are available for use one week before and after the Conference dates and include free drop-off privileges at any AVIS location in the state of Florida. Early reservations are suggested, to insure availability.

Weather & Clothes

Dress for the Conference is always informal, although some may wish to spruce- up a little for the awards dinner. The weather is likely to be warm (75 - 80 degrees F.) in the daytime, while evenings are usually cool enough for a sweater or jacket. The Don features a heated pool and whirlpool, as well as a beautiful beach, with many recreational opportunities.

Membership

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

Registration

Advanced registration, at reduced rates, is urged, both to save you money and help reduce the hassle when you arrive in St. Petersburg. 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. Door monitors will assure compliance.

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

You may use Visa or Mastercard to pay for membership dues or conference registration. Please fill-out that part of the form if you wish to pay in this manner.

First Timers & International Guests Reception

The First-Timers and International Guests Reception will be held Wednesday evening from 9:00 P.M. to Midnight, in conjunction with Vital Issues. This is a good place to meet new people. The reception is sponsored by the NRC Field Council, an organization of NRC leaders representing various states and provinces in North America.

Vital Issues

This is the place 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 Fourth Annual *Presidential Dinner*. This is an optional event and has been very popular at past conferences. Several awards will be presented. This year, two menu choices are offered. Be sure to check your choice of dinner selections on the registration form.

Explanation of Session Formats

Please note: Smoking is not allowed in any session.

Plenary Sessions provide a large forum for papers considered to be of special importance.

Symposia consist of a set of related research papers organized around a particular research topic or issue. The Chair introduces the topic and one or more discussants summarize and/or comment on the papers.

Paper Sessions consist of individually submitted research reports which have been grouped in order to allow a topic to be examined from several different perspectives.

Roundtable Paper Sessions allow maximum interaction with the presenter. Individual presentors are assigned numbered tables where interested persons may gather for discussion with the presenter.

Future NRC Conferences:

November 30 - December 3, 1988
Sheraton El Conquistador
Tucson, Arizona

November 29 - December 2, 1989
Hyatt Regency
Austin, Texas

Program Design

NRC would like to thank Dr. Thomas Duffy, James Palmer, and the Communications Design Center at Carnegie Mellon University for their major contribution to the new design and production of this computer-generated conference program.

Tuesday, December 1, 1987

Schedule

Tuesday, December 1, 1987

1:00 P.M. - 9:00 P.M.

1 Preconvention Institute

Alternative research perspectives on the construction of meaning

Chair: Judith L Green, Ohio State University

Multiple perspectives analysis: Directions and issues. Judith L Green, Ohio State University, and Catherine Emihovich, Florida State University

Sociolinguistic Perspective. Ginger Weade, University of Florida

Propositional analysis perspective. Judith O Harker, VA Hospital at Sepulveda

Episodic and story grammar analysis. Joanne M Golden, University of Delaware

Cohesion/Coherence analysis perspective. Christine C Pappas, University of Kentucky

1:00 P.M. - 6:00 P.M.

Board of Directors Meeting

Executive Board Room

5:00 - 10:00 P.M.

Registration

Lobby

9:00 P.M. - Midnight

Early Vital Issues

Presidential Suite

Wednesday, December 2, 1987

Wednesday, December 2, 1987

8:00 A.M. - 5:00 P.M.

Lobby

Registration

8:30 - 9:50 A.M.

Ballroom

2 ARF Co-sponsored Session

Reading the 1990's: The expanding role of big business

Chair: Martha D Collins, Louisiana State University

Forum Leader: Norman A Stahl, Georgia State University

Forum Discussants: Lance Gentile, University of North Carolina at Asheville, Kay Camperell, Utah State U, and Martha D Collins, Louisiana State University

8:30 - 9:50 A.M.

Del Prado

3 Paper Session

Comprehension processes

Chair: Harvey Nadler, New York University ✓

Process measures of reader/writers' discourse synthesis. James R King, Texas Woman's University, Nancy N Spivey, Barbara Citko and Vikki Stien, Carnegie Mellon University

Effects of think-aloud instruction on elementary students' ability to monitor their comprehension. James F Baumann and Nancy Seiffert-Kessell, Purdue University

Modeling text-presented "real-life" problems. Joanna Williams, Columbia University

Discussant: Frank Greene, McGill University ✓

8:30 - 9:50 A.M.

Buena Vista

4 Symposium

Interactive video: A new approach to teacher preparation in reading

Chair: Jane A Zaharias, Cleveland State University

Enhancing teacher preparation through direct, explicit instructional procedures. Jane A Zaharias, Cleveland State University

Interactive videodisc: Instructional design of a teacher preparation program. Janet W Azbell, Cleveland State University

Discussant: Peter B Mosenthal, Syracuse University ✓

Wednesday, December 2, 1987

8:30 - 9:50 A.M.

South Terrace

5 Symposium

Empowering student and teacher problem - solving in reading and writing: A university - school collaboration

Chair: Robert J Tierney, Ohio State University

An overview. Robert J Tierney, Ohio State University

The evolution of the Columbus reading-writing initiative. Abigail Thistlewaite, Columbus City Schools

Empowering students' meaning making and the effects of the reading-writing model. Dean Fowls, Columbus City Schools

Teacher as decision maker: The power of the reading - writing model. Sharon Dorsey, Columbus City Schools

Student as decision maker: The power of the reading - writing model. Gary Burris, Columbus City Schools

Discussant: Judith L Green, Ohio State University

8:30 - 9:50 A.M.

North Terrace

6 Paper Session

Emergent literacy

Chair: ~~Janice Stewart~~, Rutgers University

Leslie Morrow ✓

A case study of play, humor, and freedom of choice in the pursuit of literateness in a first grade classroom. Paula B Weiss and Peter Johnston, SUNY at Albany

The development of early literacy in Chinese-speaking children. Marilyn Mei-Ying Chi, Idaho State University

Straying calves and electric fences: Case studies of two preschoolers' evolving literacy. Wayne Gregory Serebrin and William P Bintz, Indiana University

8:30 - 9:05 A.M.

Granada

7 Roundtable Paper Session

Chair: Richard Bloomer, University of Connecticut ✓

4 7.1 **Tests of basic subprocesses involved in adult reading.** Zoe L Hayes and T Gary Waller, University of Waterloo

3 7.2 **Text difficulty, student reading levels, and achievement of middle class grade students.** Kay L Lopate, Marguerite C Radencich and Elinore Schatz, Dade County Public Schools

Wednesday, December 2, 1987

7 no show

7.3 **Metalinguistic skills in children: What develops?** Clotilde Pontecorvo, Margherita Orsolini, Cristina Zucchermaglio and Franca Rossi, University of Rome

8 7.4 **A comparison of five tasks for examining and understanding the problem identification processes of reading diagnosticians.** Susan G Magliaro and John K Burton, Virginia Polytechnic Institute

sub 3 7.5 **Diversity within the reading research community.** Patrick Shannon, York University

9:15 - 9:50 A.M.

Granada

8 Roundtable Paper Session

Chair: Richard Bloomer, University of Connecticut

4 8.1 **An investigation of the inference and mapping components of the componential theory of analogical reasoning.** Catherine Sheard, School District #43 Coquitlam BC, and John E Readence, Louisiana State University

8 8.2 **Computer - mediated text and comprehension differences: The role of reading time, textual manipulations and reader preference.** David Reinking, University of Georgia

5 8.3 **Visual literacy's connection to literacy in the language arts.** Janice J Wilson, Texas A & M University

2 8.4 **Beyond teacher research: The teacher as theory builder.** John C Stansell and Leslie Ann Patterson, Sam Houston State University

4 8.5 **The use of the reciprocal teaching method with functionally illiterate adults.** Devron Gaber, Keewatin Community College, and Christine J Gordon, University of Calgary

8:30 - 9:50 A.M.

Seville

9 Paper Session

Readers and Response: A developmental perspective

Chair: Carolyn Colvin Murphy, San Diego State University

No

The language of response: Hispanic children's talk about books.

James V Hoffman, Nancy Roser and Cynthia Farest, University of Texas at Austin

Expanding student's comprehension of content texts through the use of literary selections. James Flood and Diane Lapp, San Diego State University

Examining classroom "talk": A measure of students' comprehension of literary texts. Carolyn Colvin Murphy, San Diego State University, and Roger H Bruning, University of Nebraska at Lincoln

Wednesday, December 2, 1987

Writing and response: Reader-response criticism in the high school.
Robert E Probst, Georgia State University

9:50 - 10:10 A.M.

adjacent to meeting rooms

Coffee Break

10:10 - 11:30 A.M.

Ballroom

10 Paper Session

Assessment: Reading comprehension

Chair: Edward Fry, Rutgers University ✓

DIOWAY
SHOW

Using rauding efficiency level to measure reading comprehension.
Ronald Carver, University of Missouri at Kansas City

Fit of the lexile theory to item difficulties on thirteen standardized
reading comprehension tests. A Jackson Stenner, Metametrics Inc

Initial exploratons in developing and evaluating a theoretically-based
silent reading comprehension testing technology. David Koppenhaver
and James Cunningham, University of North Carolina at Chapel Hill

Reading comprehension assessments: Can it be reconciled with
current reading theory? Sheila Valencia and P David Pearson, University
of Illinois at Champaign-Urbana

10:10 - 11:30 A.M.

Del Prado

11 NRC Annual Review of Research

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

Meta - Metacognition: Does metacognition immobilize or enable
proficient reading? Scott Paris, University of Michigan

10:10 - 11:30 A.M.

Buena Vista

12 Symposium

Developments in second language reading research

Chair: Elizabeth Bernhardt, Ohio State University

The development of orthographic awareness in learners of Chinese.
Michael E Everson, United States Air Force Academy

The metalinguistic awareness of co-referential ties by non-native
readers of English. Marjorie Demel, Denison University

The predictability of statement recall of non-native readers of French
by a hierarchical or causal cohesion model. James N Davis,
Pennsylvania State University

Discussant: S Jay Samuels, University of Minnesota

Wednesday, December 2, 1987

10:10 - 11:30 A.M.

South Terrace

13 Paper Session

Beginning reading

Chair: Patricia Edwards, Louisiana State University ✓

The language experience approach to beginning reading: A meta-analysis and research synthesis. Steven A Stahl, Western Illinois University

Early and non-early readers: A comparison of achievement, attitudes and reading habits seven years later. Aileen W Tobin, US Army Ordnance Center & School, and John J Pikulski, University of Delaware

deleg in final **A longitudinal study of emerging phonemic awareness and its relationship to reading achievement.** Hallie Kay Yopp, California State University at Fullerton

Discussant: Philip Gough, University of Texas at Austin *NOT COMING TIL THURS.*

10:10 - 11:30 A.M.

North Terrace

14 Paper Session

Beginning writing

Chair: Rita Brause, Fordham University *NO*

Children's perceptions of classroom writing. Sally Hudson, University of Northern Iowa

Coherence in third graders' written narratives. Joanne M Golden and Carol Vukelich, University of Delaware

A study of children who became good writers without systematic writing instruction. Becky Kemper, University of Kentucky

10:10 - 10:45 A.M.

Granada

15 Roundtable Paper Session

Chair: Meg Gallagher, Queens College, CUNY ✓

Moved 15.1 **Writing and thinking aloud: Preservice teachers' use of verbal reports to learn about the teaching of writing processes.** Peter Afflerbach, Emory University

15.2 **Computer guided reading practice with learning disabled children: Effects on decoding and comprehension skills.** Joseph K Torgeson, Jonathan J Greenstein and Kathryn A Jones, Florida State University

15.3 **Analysis of cue strategies in the oral reading errors of better and poorer readers.** Barbara M Fleisher, Beaver College

15.4 **How children's literacy behaviours shape the curriculum.** Janice B Turbill, University of Wollongong

Wednesday, December 2, 1987

10:55 - 11:30 A.M.

Granada

16 Roundtable Paper Session

Chair: Meg Gallagher, Queens College, CUNY

- 16.1 **Orthographic awareness of gifted spellers: Characteristics and practices.** Mary W Olson, University of South Florida at Tampa, and John W Logan, Community Consolidated School District 21
- 16.2 **The effectiveness of a program of computer assisted instruction in graphic organizer construction with fifth and sixth graders.** Edith Appell Stalon, Louisiana State University, and Donald J Richgels, Northern Illinois University
- 16.3 **Primerese miscues.** Herbert D Simons and Paul Ammon, University of California at Berkeley
- 16.4 **How young learners cope with process approaches to literacy learning.** Brian L Cambourne, University of Wollongong

10:10 - 11:30 A.M.

Seville

17 Symposium

Making a difference to reading and writing instruction: Inquiry into the nature of change and practice of inservice

Chair: Allan R Neilsen, Mount Saint Vincent University

What research says about teacher change: A framework for effective inservice in reading and writing instruction. Allan R Neilsen, Mount Saint Vincent University

The transactional nature of teacher change. Karen M Feathers, East Texas State University

Time: A critical element in teacher change. Jane H White, East Texas State University

Discussant: Marjorie Siegel, University of Utah

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

Luncheon Break

12:50 - 2:10 P.M.

Ballroom

18 Symposium

Literacy assessment: Does task format make a difference?

Chair: Rosemary Lonberger, SUNY at Geneseo

Informal and standardized measures as predictors of reading achievement among high risk and normal children. Rebecca P Harlin and Sally E Lipa, SUNY at Geneseo

Wednesday, December 2, 1987

Print awareness: An aspect of language development. Mary Huba and Susan S Robinson, Iowa State University

The procedure for the assessment of young readers (PAYR). Richard T Salzer, SUNY at Buffalo

Preschool children's storytelling ability in relation to age and literacy background. Jon Shapiro, University of British Columbia

Discussant: William R Powell, University of Florida

12:50 - 2:10 P.M.

Del Prado

19 Paper Session

Comprehension: Teacher factors

Chair: Ellen Block, Baruch College/CUNY ✓

A study of the relationship between influential teachers' prior knowledge and beliefs and teaching effectiveness in content areas. Robert B Ruddell, University of California at Berkeley

Extended wait-time and its effect on the listening comprehension of kindergarten students. Marilyn McKay, Pinellas County Schools

The effects of change in teacher behavior in mathematics on reading instruction. Terry L Wood, Erna Yackel and Paul Cobb, Purdue University

Teacher feedback and instruction during post-reading story discussions with intermediate grade students. Vienna K Moore, Oglethorpe University

12:50 - 3:40 P.M.

Buena Vista

20 Symposium

Computers in reading and writing research

Chair: David Reinking, University of Georgia

Comparing models of implementation for CAI in reading: Some findings from research. James E Schnitz, Wicat Systems Inc/University of Utah

Computers and reading in the United Kingdom and Europe: A review of research. Colin Harrison, University of Nottingham

Research on writing and computers. Lillian Bridwell-Bowles, University of Minnesota

Computer-based testing of component reading and language skills. Richard K Olson and Barbara W Wise, University of Colorado

Wednesday, December 2, 1987

Computer-based reading instruction with segmented orthographic and speech feedback. Barbara W Wise and Richard K Olson, University of Colorado

Three computer models: A comparison from artificial intelligence, linguistics, and reading comprehension. John F Vinsonhaler, Michigan State University, and Chris Wagner, Oakland University

Discussants: David Reinking, University of Georgia, and Michael L Kamil, University of Illinois at Chicago

12:50 - 3:40 P.M.

South Terrace

21 Symposium

Teacher expertise in reading instruction: What is it and how is it developed?

Chair: Mark Conley, Michigan State University

Teachers' instructional expertise and the role of situational knowledge. Laura R Roehler and Gerald G Duffy, Michigan State University

Teachers, instruction, instructional frameworks: Possible differences, possible changes, potential directions. Charles K Kinzer, Vanderbilt University

Reflecting on practice: Using multidimensional scaling to study relationships between the beliefs and practices of novice and experienced teachers of reading. James Martin-Rehrman and Donald J Leu, Syracuse University

A descriptive study of preservice teachers' evolving knowledge structures. Beth Ann Hermann, University of South Carolina

Planning of reading comprehension lessons in collaborative groups: A comparison of experienced and student teachers. Jerry Niles and Rosary Lalik, Virginia Polytechnic Institute

The role of staff development in the growth of expertise in content reading instruction. Mark Conley, Michigan State University

Discussant: James V Hoffman, University of Texas at Austin

12:50 - 2:10 P.M.

North Terrace

22 Symposium

Social context and the writing process

Chair: Karin L Dahl, University of Cincinnati

Developmental differences in the use of rhetorical strategies in a memo-writing role-play session. Richard W Beach and Chris R Anson, University of Minnesota

Wednesday, December 2, 1987

Peer consequences as social contexts for learning about revision.
Karin L Dahl, University of Cincinnati

The effects of social interaction on variously skilled fourth graders' written pieces. Alexa Lindquist-Sandmann, University of Cincinnati

Discussant: Louise W Phelps, Syracuse University

12:50 - 1:25 P.M.

23 Roundtable Paper Session

Granada

Chair: Ruth S Meyers, Bank Street College of Education

NO

Cathy Collins

- 23.1 **Reading for test-taking: A teacher-researcher looks at college students' beliefs and assumptions.** William P Bintz, Indiana University
- 23.2 **Interaction among science concepts, text structure and reading difficulty.** Carol V Lloyd and Judy N Mitchell, University of Arizona
- 23.3 **Teaching writers to anticipate the reader's needs.** Karen A Schriver, Carnegie Mellon University
- 23.4 **An analysis of ten and twelve year old learning disabled and normal achievers' vocabulary knowledge: Motorized birds and round pokey things.** Deborah C Simmons, Purdue University, and Edward J Kameenui, United States Department of Education

1:35 - 2:10 P.M.

24 Roundtable Paper Session

Granada

Chair: Ruth S Meyers, Bank Street College of Education

- 24.1 **Strategies and test-taking: A description of the strategies utilized by college students in taking a standardized test.** Roger C Farr, Robert Pritchard and Brian Stanley Smitten, Indiana University
- 24.2 **Expository text structure use: Instructional effects.** Christine J Gordon, University of Calgary
- 24.3 **Ask the author: Writers who imply, readers who infer.** JoBeth Allen, University of Georgia
- 24.4 **How teachers teach vocabulary.** Mary C Shake, University of Kentucky, Richard L Allington, Rob Gaskins and Mary Beth Marr, SUNY at Albany

2:20 - 3:40 P.M.

25 NCRE Co-sponsored Session

Ballroom

Chair: Angela M Jaggar, New York University

Assessment from an ethnographic perspective: Theory, research, and practice. Denny Taylor, Columbia University

Wednesday, December 2, 1987

2:20 - 3:40 P.M.

Del Prado

26 Paper Session

Story comprehension instruction

Chair: Barbara M Taylor, University of Minnesota NO

Enhancing children's understanding of story structure through previewing. Susan B Neuman, University of Lowell, and Denise Burden, University of Massachusetts

Macrostructure processing: How story grammar instruction affects comprehension. Douglas K Hartman, University of Illinois at Champaign-Urbana

Instruction of semantic structures and textual surface patterns as an aid to comprehension of legends in grade 6. Raymond R Ares and Regine Pierre, Université Laval

The effects of instruction clarifying story characters' internal states on primary students' story comprehension. David Dunning, University of Illinois at Champaign-Urbana

2:20 - 3:40 P.M.

North Terrace

27 Symposium

Training college students to use study strategies and tactics: Research to broaden the instructional perspective

Chair: Norman A Stahl, Georgia State University

The effects of training college students to annotate and underline text. Sherrie L Nist, University of Georgia

Using Vee diagrams to understand the structure of knowledge. Marino C Alvarez, Tennessee State University

PORPE: A comprehensive study strategy system using student writing as a means for learning content area concepts. Michele L Simpson, University of Georgia, Christopher Hayes, The University of Georgia, and Brenda D Smith, Georgia State University

A systematic approach to training and evaluating notetaking skills with college students. Norman A Stahl, Georgia State University, James R King, Texas Woman's University, Bonnie Higginson, Murray State University, and William Henk, Pennsylvania State University - Harrisburg

Discussant: Belita Gordon, Georgia State University

Wednesday, December 2, 1987

2:20 - 2:55 P.M.

Granada

28 Roundtable Paper Session

Chair: Alan Farstrup, International Reading Association ✓

- 28.1 **Carl: A case study of executive control in a gifted adolescent reader.** Elizabeth E Sparks, University of Calgary
- 28.2 **Spelling strategies of first graders.** Ellen McIntyre, University of Cincinnati
- 28.3 **Issues in content area reading: Examples from history texts.** Isabel L Beck, Margaret G McKeown and Erika W Gromoll, University of Pittsburgh
- 28.4 **Diverse responses to literature: Issues teachers face concerning reader response theory.** Sharon Kane and Claudia Ann Gentile, Syracuse University

3:05 - 3:40 P.M.

Granada

29 Roundtable Paper Session

Chair: Alan Farstrup, International Reading Association

- 29.1 **The effect of genre, task, and reading ability on college freshmen's conceptions of the main idea.** Mary F Graham, University of North Carolina at Chapel Hill
- 29.2 **Writing, reading, and rereading or Oh, I get it! It's just a different way to spell it!** Carol Vukelich and Nancy Edwards, University of Delaware
- 29.3 **From preservice to inservice: A naturalistic inquiry of beginning teachers' practices in content reading.** Dr Barbara Guzzetti, California State University
- 29.4 **Poetry instruction in basal readers.** Marguerite C Radencich and Louisa R Farley, Dade County Public Schools

2:20 - 3:40 P.M.

Seville

30 Symposium

Transactions: An update and a new perspective

Chair: Lee Ann Barton, Texas A & M University

Transactionality: Critical issues, critical questions. Robert Carey, Rhode Island College

Transactional theory: Not static, but dynamic. Sharon Lee, University of South Dakota

Transactional research: Not a methodology, but a stance. Leslie Ann Patterson, Sam Houston State University

Discussant: Robert Carey, Rhode Island College

Thursday, December 3, 1987

- 31** **3:50 - 5:10 P.M.** **Ballroom**
First Plenary Session
Introduction of Speaker: James V Hoffman, University of Texas at Austin
Tomorrow's readers today: Becoming a profession of collaborative learners.
Jerome C Harste, Indiana University
- 6:00 - 7:00 P.M.** **Ballroom**
Field Council Meeting
- 9:00 P.M. - Midnight** **Lobby Bar/Veranda**
Reception for Newcomers and International Guests-Vital Issues
-

Thursday, December 3, 1987

- 8:00 A.M. - 5:00 P.M.** **Lobby**
Registration
- 32** **8:30 - 9:50 A.M.** **Ballroom**
Second Plenary Session
Introduction of Speaker: Jerome C Harste, Indiana University
How ethnographers of communication study writing in school.
Susan Florio-Ruane, Michigan State University
- 9:50 - 10:10 A.M.** **adjacent to meeting rooms**
Coffee Break
- 33** **10:10 - 11:30 A.M.** **Ballroom**
Symposium
Strategic Instructional Issues in remedial reading
Chair: Richard L Allington, SUNY at Albany
- The national whole day study of Chapter I.** Richard L Allington and Helen C Stuetzel, SUNY at Albany
- The six school district case studies.** Kathleen Broikou, Nora Boxer, Rob Gaskins and Helen C Stuetzel, SUNY at Albany
- Influences on the design of school programs for at-risk learners.** Anne McGill-Franzen and Richard L Allington, SUNY at Albany
- Discussant: Mary C Shake, University of Kentucky

Thursday, December 3, 1987

- 10:10 - 11:30 A.M.** **Del Prado**
- 34 Paper Session**
- Comprehension: Prior knowledge**
Chair: Ann J Pace, University of Missouri at Kansas City ✓
- When prior knowledge is wrong: Reading and learning from science text.** Janice A Dole and Edward L Smith, Michigan State University
- Prediction and prior knowledge: The effects upon reading comprehension in the elementary classroom.** Kathy S Neal, Clemson University
- The interaction of content and structure variables in prose processing.** Cathy Wilson Roller, University of Iowa
- Predicting readers' comprehension difficulties: How topic knowledge gets in the way.** John R Hayes, Carnegie Mellon University
- 10:10 - 11:30 A.M.** **Buena Vista**
- 35 Symposium**
- Literacy in America at the end of the twentieth century**
Chair/Discussant: Richard L Venezky, University of Delaware
- The nature and extent of literacy problems among America's young adults.** Irwin S Kirsch, Educational Testing Service
- Literacy and American democracy.** Carl F Kaestle, University of Wisconsin at Madison
- Literacy and the reading curriculum.** Richard L Venezky, University of Delaware
- 10:10 - 11:30 A.M.** **South Terrace**
- 36 Symposium**
- The development of preschoolers' and kindergartners' attention to print in storybook illustrations and functional literacy materials**
Chair: David B Yaden, University of Houston - University Park
- Preschoolers' spontaneous questions during storybook reading as an indication of emerging print awareness.** David B Yaden, University of Houston - University Park
- The influence of print-salient illustrations in children's picture books upon the emergence of written language awareness.** Laura Smolkin, University of Houston - University Park

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Kindergartners' attention to graphic detail in functional print: Is it related to letter knowledge or inventive spelling ability? Lea McGee, Sue N Hernandez and Nancy Williams, Louisiana State University, and Donald J Richgels, Northern Illinois University

Discussant: Rose-Marie Weber, SUNY at Albany

10:10 - 11:30 A.M.

North Terrace

37 Symposium

Academic learning in high school subjects

Chair: Judith A Langer, SUNY at Albany

The nature of academic discourse in three subject areas. Judith A Langer, SUNY at Albany

Teachers' conceptions of effective argument in three subject areas. Arthur Applebee, SUNY at Albany

10:10 - 10:45 A.M.

Granada

38 Roundtable Paper Session

Chair: Jane Davidson, Northern Illinois University ✓

38.1 **Structure and strategies in reading to write: Social and cognitive aspects of literacy.** Cheryl Geisler, Rensselaer Polytechnic Institute

38.2 **Elementary school teachers' and principals' reactions to the Mozart vs. Hawkins County basal reader decision.** Jill D Wright, University of Kentucky at Knoxville, and Dixie Lee Spiegel, University of North Carolina at Chapel Hill

38.3 **A critical review of retelling procedures in research on children's cognitive processing of written texts.** Joanne M Golden, University of Delaware, and Christine C Pappas, University of Kentucky

38.4 **The effect of implicit and explicit print concept instruction on kindergartners' print concepts, readiness, and reading ability.** D Ray Reutzel and Linda Oda, Brigham Young University

38.5 **The relationship between preservice teachers' use of responsive elaboration during reading instruction and their emerging conceptions of reading instruction.** Janet Johnson, Michigan State University

10:55 - 11:30 A.M.

Granada

39 Roundtable Paper Session

Chair: Jane Davidson, Northern Illinois University

39.1 **The cognitive strategies used to make meaning in reading and writing.** Sarah Martin, Eastern Michigan University

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- 39.2 **Can teachers judge the quality of basal reader lessons?** Peter Dewitz and Judythe Patberg, The University of Toledo, and Lois Burke, University of Toledo
- 39.3 **Reviews of reading research: State of the art.** Evelyn F Searls and Donald Neville, University of South Florida
- 39.4 **First graders' perceptions of reading and writing.** Alice Boljonis, SUNYCO at Oswego, and Kathleen Hinchman, Oswego County BOCES
- 39.5 **Making sense of school: An ecological study of reading task definitions.** Susan B Murphy, Virginia Polytechnic Institute

11:30 - 12:50 P.M.

Luncheon Break

12:50 - 2:10 P.M.

Ballroom

40 Paper Session

Reading disability

Chair: Bruce Gutknecht, University of North Florida

NO

From novice to mature reader: The oral reading errors of disabled and normal readers, grades 2, 5, and 8. Arlene Adams, Bethany College

The efficacy of using metacognitive strategies with poor or disabled readers: A review of the research. Karen Ortego LaCroix, East Baton Rouge Parish School, and Martha D Collins, Louisiana State University

Literacy, technology and the multiply disabled: An ethnography of classroom interaction. Dennis G Mike, Cerebral Palsy Center for the Disabled, Albany, NY

A collaborative study of the reading and writing strategies used by students classified as learning disabled and mildly mentally retarded. Patricia Tefft Cousins, Indiana University

12:50 - 2:10 P.M.

Del Prado

41 Symposium

Causal connections and their role in text comprehension

Chair/Discussant: S Jay Samuels, University of Minnesota

A causal network model for the representation of narrative discourse. Tom Trabasso, University of Chicago

A model of causal reasoning: Implications for education. Charles Randall Fletcher, University of Minnesota

Effects of causal structure on comprehension of narratives. Paul van den Broek, University of Kentucky

Thursday, December 3, 1987

42 **12:50 - 2:10 P.M.** **Buena Vista**
Symposium

The aesthetic, didactic and entertainment functions of children's literature

Chair: Violet J Harris, University of Illinois at Champaign-Urbana

Creating an American hero: Biographies of Abraham Lincoln. Carolyn J Miller, University of Illinois at Champaign-Urbana

Values from literature as reflected in children's writing. Kathryn Meyer Reimer, University of Illinois at Champaign-Urbana

To make a poet black and bid him to sing: Black children's literature prior to 1950. Violet J Harris, University of Illinois at Champaign-Urbana

Discussant: Edythe Young, University of Illinois at Champaign-Urbana

43 **12:50 - 2:10 P.M.** **South Terrace**
Paper Session

Using children's literature

Chair: Andrew Manning, Mount Saint Vincent University **NO**

Use of literature in elementary reading instruction: A descriptive study. Sean A Walmsley and Trudy Walp, SUNY at Albany

A case study of kindergarten teachers in the process of planning and implementing a developmental kindergarten. Beverly Bruneau, Virginia Polytechnic Institute

Teachers' read-aloud practices. Connie Bridge, University of Kentucky

The development and implementation of effective literature sharing strategies in kindergarten and first grade classrooms. Cynthia Farest, Nancy Roser and James V Hoffman, University of Texas at Austin

44 **12:50 - 2:10 P.M.** **North Terrace**
Symposium

Teachers as learners

Chair: Victor Rentel, The Ohio State University

Teachers learning through teaching and peer interaction. Diane E DeFord, The Ohio State University

The role of language in teacher learning: Talking while observing. Gay Su Pinnell and Victor Rentel, The Ohio State University

The role of the teacher leading to accelerated progress in reading. Carol Lyons, The Ohio State University

Discussant: M Trika Smith-Burke, New York University

Thursday, December 3, 1987

12:50 - 1:25 P.M.

Granada

45 Roundtable Paper Session

Chair: Gary Schumacher, Ohio University ✓

- 45.1 **Comprehension instruction and teacher training.** James Mosenthal, Michigan State University, Robert Schwartz, Oakland University, and Douglas MacIssac, Michigan State University
- 45.2 **The resolution of anaphoric references by early readers.** Regina Pierre and Stella Noreau, Université Laval
- 45.3 **An exploratory study of inferential poetry comprehension: The effects of context on second language learners' inferences.** John G Barnitz and Richard Speaker, University of New Orleans
- 45.4 **Reading instruction and transfer: The role of subject matter knowledge.** Thomas M Duffy, Carnegie Mellon University
- 45.5 **Sources of variance influencing the reading strategies and comprehension in adults differing in reading capabilities.** William Rupley, Texas A & M University, and Bonnie O Longion, North Harris County College

1:35 - 2:10 P.M.

Granada

46 Roundtable Paper Session

Chair: Gary Schumacher, Ohio University

- 46.1 **Teacher questioning and feedback practices in reading group discussions: A twenty-year retrospective.** J F O'Flahavan, Cheryl Black, Douglas K Hartman and P David Pearson, University of Illinois at Champaign-Urbana
- 46.2 **Children's knowledge of cohesive harmony in expository text.** Beverly E Cox, Purdue University, and Margaret B Tinzmann, Aquinas College
- 46.3 **Ways of meaning: Exploring cultural differences in students' written compositions.** Rebecca G Eller, University of Kentucky
- 46.4 **Three methods of assessing prior knowledge: A validation study.** Sheila Valencia, Anne C Stallman and Michelle Commeyras, University of Illinois at Champaign-Urbana, and Eunice A Greer, Illinois State Board of Education
- 46.5 **Responses of employers to dialect spelling.** June D Knafle, University of Illinois at Chicago, Mary Ann Geissal, Northeastern Illinois University, and Susanna W Pflaum, Queens College

Thursday, December 3, 1987

- 2:20 - 3:40 P.M.** **Ballroom**
- 47 Symposium**
- Multicultural perspectives on reading tests**
Chair/Discussant: Clifford Hill, Columbia University
- Japanese views of reading tests.** John Ingulsrud, Columbia University
- Reading comprehension as seen by northern Nigerian students.** Kate Parry, City University of New York
- Designing new reading tests: A communicative approach.** Kate Allen, University of Zimbabwe
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- 2:20 - 3:40 P.M.** **Del Prado**
- 48 Paper Session**
- Comprehension strategies**
Chair: Charles Peters, Oakland Schools NO
- The use of prediction by junior high remedial readers in individualized and small group settings.** Christy L Foley, Westminster College
- Differential effects of the use of two structural organizers on the analysis of narrative retelling protocols.** Joann Sweetland and Victoria J Risko, Vanderbilt University
- The effect of student-generated analogies on reading comprehension.** Gail Silkebakken, East Central University
-
- 2:20 - 3:40 P.M.** **Buena Vista**
- 49 Paper Session**
- Comprehension instruction: Text factors**
Chair: Judith Greenwald, New Jersey State Department of Education ✓
- A comparison of the mapping techniques and self-selected study strategies for social studies achievement.** Francesina R Jackson, University of North Carolina at Chapel Hill
- Investigating the comprehension of social studies texts by fifth grade students with variation in the presence or absence of graphic organizers and explicitness or implicitness of instruction.** Cynthia C Griffin and Linda DuncanMalone, Purdue University, and Edward J Kameenui, United States Department of Education
- Effects of instruction and text availability on summarization.** Martha H Head, Southeastern Louisiana University, John E Readence and Ray R Buss, Louisiana State University
- Discussant: James Flood, San Diego State University NO

Thursday, December 3, 1987

South Terrace

50 2:20 - 3:40 P.M.
Symposium

Collaborative research: New potentials for knowing

Chair: Jerome C Harste, Indiana University

Collaborative research in cultural context: Asymmetrical research relationships and their effects on the study of literacy of disenfranchised people. Perry Gilmore, University of Alaska at Fairbanks

Collaborative research: Creating a community of learners. Kathleen G Short, Goshen College

Collaborative research: Building shared meanings about learning and curriculum. Deborah Wells Rowe, Vanderbilt University

Discussant: David Smith, University of Alaska at Fairbanks

North Terrace

51 2:20 - 5:10 P.M.
Symposium

Emergent literacy: Research in development and instruction

Chair: Elizabeth Sulzby, University of Michigan

Emergent writing and rereading: Transitional developmental patterns. George Kamberelis, University of Michigan

The relation between surface manifestations and the child's underlying conceptualization of writing. June E Barnhart, Northern Illinois University

Differences in emergent storybook reading: The role of the oral monologue. Elizabeth Sulzby, University of Michigan, and Martha Vazquez, The University of Michigan

Kindergarten teachers' storybook reading styles. William H Teale, Miriam Martinez and Wanda Glass, University of Texas at San Antonio

The culture of the kindergarten: Implications for literacy development. Joyce A Hieshima, Northwestern University

Instructional implications of emergent literacy research. Elizabeth Sulzby, University of Michigan

Discussant: Elfrieda H Hiebert, University of Colorado at Boulder

Granada

52 2:20 - 2:55 P.M.
Roundtable Paper Session

Chair: Mary Anne Doyle, University of Connecticut ✓

52.1 Individual differences in second language reading. Keiko Koda, Ohio University

Thursday, December 3, 1987

- 52.2 **Text explicitness in comprehension and retention.** Mariam Jean Dreher, University of Maryland at College Park, and Harry Singer, University of California
- 52.3 **Comparison of whole language and code-based instruction with hispanic and low-income first and second grade children.** Debbie Powell, Richard Needham and Kathryn Cochran, University of Northern Colorado
- 52.4 **Teachers' and students' perceptions of change resulting from the introduction of new instructional strategies in the classroom.** Karen A Pinter, Northern Illinois University
- 52.5 **The effects of training students to construct, implement, and evaluate a plan of study.** Sherrie L Nist and Michele L Simpson, University of Georgia

3:05 - 3:40 P.M.

Granada

53 Roundtable Paper Session

Chair: Mary Anne Doyle, University of Connecticut

- 53.1 **Effects of short term memory and different word order in English and Chinese on the reading comprehension of second language learners.** Jiang Weiping and James T Fleming, SUNY at Albany
- 53.2 **The nature of student-generated post-reading questions.** Mary C Shake and Lynne Ann Smith, University of Kentucky
- 53.3 **The effects of a whole language program on the literacy development of at-risk children.** Carole F Stice, Tennessee State University, and Nancy P Bertrand, Middle Tennessee State University
- 53.4 **How explicitness and type of reading problem affect teachers' instructional decisions.** John L Shefelbine and Gerry Shiel, University of Texas at Austin
- 53.5 **Annotating narrative text.** Cynthia R Hynd and Michele L Simpson, University of Georgia

3:50 - 5:10 P.M.

Ballroom

54 Paper Session

Adult literacy

Chair: Deborah Ragin, Literacy Assistance Center

NO

Defining the psychological constructs of adult literacy-competence. Peter B Mosenthal, Syracuse University, and Irwin S Kirsch, Educational Testing Service

Do low literate adults link pronouns and their referents? Thomas M Duffy, Carnegie Mellon University, and Barbara A Hutson, Virginia Polytechnic Institute

Adult literacy instruction: characteristics of literacy programs. Vivian L Gadsden, The University of Michigan

Thursday, December 3, 1987

- 55** **3:50 - 5:10 P.M.** **Del Prado**
Symposium
Interpersonal interactions in texts: Metadiscourse and reading/writing processes
Chair: Avon Crismore, Indiana University-Purdue University at Fort Wayne
- Metadiscourse, individual differences and learning.** Avon Crismore, Indiana University-Purdue University at Fort Wayne
- Toward an understanding of metadiscourse in scientific reading and writing.** Rodney Farnsworth, Indiana University-Purdue University at Fort Wayne
- Effects of directed instruction in metadiscourse upon student comprehension and affective responses to reading and writing.** Cathy Collins, Texas Christian University
- Discussant: Irene Athey, Rutgers University
- 56** **3:50 - 5:10 P.M.** **South Terrace**
Symposium
Partners in literacy learning
Chair: C Stephen White, University of Georgia
- Peer teaching during writing time in kindergarten.** Emily Carr and JoBeth Allen, University of Georgia
- Dialogue journals between student teachers and elementary students.** Timothy V Rasinski, University of Georgia
- The influence of topic knowledge and familiarity with the writing process on teachers' responses to students' writing.** Linda-Jo DeGroff, University of Georgia
- Discussant: Donald J Leu, Syracuse University
- 57** **3:50 - 5:10 P.M.** **Buena Vista**
Paper Session
Writing: Word processing
Chair: Judith M Newman, Mount Saint Vincent University ✓
- The role of reading in writing: How reading problems affect computer writers.** Christina Haas, Carnegie Mellon University
- Using word processing technology to facilitate interactive reading and writing.** Margaret A Moore, Clemson University

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A comparison of writing instruction using word processing, word processing with voice synthesis, and no-word processing in first and second grade. Ruth J Kurth, North Texas State University

3:50 - 4:25 P.M.

Granada

58 Roundtable Paper Session

Chair: Leo J Campbell, Coopers & Lybrand ✓

- 58.1 **Uses of literacy and children's reading achievement.** Timothy Shanahan, University of Illinois at Chicago
- 58.2 **Implementing cognitive strategy instruction: Impact on elementary students' composition and comprehension of expository text.** Helene M Anthony and Stephanie L Gregg, Michigan State University
- 58.3 **Imagery and emotional response in reading: On-line measures and retrospective reports.** Ernest T Goetz, Mark Sadoski, Michael L Stowe and Thomas G Fetsco, Texas A & M University
- 58.4 **Early ethnic readers.** Violet J Harris, University of Illinois at Champaign-Urbana

4:35 - 5:10 P.M.

Granada

59 Roundtable Paper Session

Chair: Leo J Campbell, Coopers & Lybrand

- 59.1 **An examination of statewide reading assessment tasks.** Peter Afflerbach, Emory University
- 59.2 **Implementing cognitive strategy instruction: Impact on students' self-perceived competence and metacognitive knowledge about writing.** Dannelle D Stevens and Kathleen L Fear, Michigan State University
- 59.3 **An investigation of sixth graders' use of mnemonic imagery in recalling content material.** Nancy Williams and Bonnie C Konopak, Louisiana State University
- 59.4 **A research-based and literature analysis of sex differences in reading in the elementary school: A new look at a perennial concern.** Betty J Yarborough and Roger A Johnson, Old Dominion University

5:00 - 6:00 P.M.

Ballroom

NRC's Annual Business Meeting

**Following the Business Meeting
Program Committee Meeting**

Ballroom

**9:00 P.M. - Midnight
Vital Issues**

Lobby Bar/Veranda

Friday, December 4, 1987

Friday, December 4, 1987

8:00 A.M. - 5:00 P.M.

Lobby

Registration

8:30 - 9:50 A.M.

Ballroom

60 The Orton Dyslexia Society Co-sponsored Session

Dyslexia: Historical and research perspectives

Chair: Marcia K Henry, San Jose State University

Medicine men and miracle workers. Sylvia O Richardson, University of South Florida

Research in dyslexia: Implications for education. Marcia K Henry, San Jose State University

8:30 - 9:50 A.M.

Del Prado

61 Symposium

Making sense of prior knowledge research: Using on-line techniques to study misconception data

Chair: Marjorie Y Lipson, University of Vermont

When text fails to meet reader expectations.... Nancy Marshall, Florida International University

Overcoming misconceptions in science: An on-line study of prior knowledge activation. Donna E Alvermann and Cynthia R Hynd, University of Georgia

Overcoming misconceptions in science: A replication study at the fifth grade level. Katherine Maria, College of New Rochelle

Examining students' underlining of text: An on-line look at confidence ratings. Bonnie S Smith, Bluffton College

Discussant: Avon Crismore, Indiana University-Purdue University at Fort Wayne

8:30 - 9:50 A.M.

Buena Vista

62 NRC Special Session

Document design: Creating usable manuals and forms

Chair: Thomas M Duffy, Carnegie Mellon University

NO

The role of graphics in training documents: Towards an explanatory theory of how they communicate. William Winn, University of Washington ✓

Jim Palmer

No smoking in any session

Kevin Knabe

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Writing for people who are "reading-to-do". Janice Redish, American Institute for Research ✓

Document testing procedures: The continuum from text to reader-focused methods. Karen A Schriver, Carnegie Mellon University ✓

Discussants: Bruce Britton, ✓ University of Georgia, and Thomas Duffy, Carnegie Mellon University

8:30 - 9:50 A.M.

South Terrace

63 Symposium

The effects of teachers' instructional responsiveness during literacy instruction

Chair: Laura R Roehler, Michigan State University

Characteristics of responsive elaboration which promote the mental processing associated with reading strategy use. Gerald G Duffy and Laura Roehler, Michigan State University

Discourse for learning about comprehending text. Annemarie S Palincsar, Michigan State University

Discourse for learning about writing strategies. Carol Sue Englert, Taffy E Raphael and Linda M Anderson, Michigan State University

Discussant: Judith L Green, Ohio State University

8:30 - 9:50 A.M.

North Terrace

64 Paper Session

Early literacy instruction

Chair: Deborah Wells Rowe, Vanderbilt University ✓

Promoting voluntary reading: The impact of a summer program in inner-city day care centers. Lesley M Morrow, Rutgers University

Effects of two types of instruction on prereaders' story comprehension. Joanne L Ratliff, University of Central Florida, and Ray R Buss, Louisiana State University

The effects of media presentation of literature on the oral/written elaboration and comprehension of stories by kindergarten children. Janice J Wilson, Texas A & M University

8:30 - 9:05 A.M.

Granada

65 Roundtable Paper Session

Chair: Lynda R Markham, Alma College *NO*

65.1 The hidden costs of seatwork. Richard L Allington, Kathleen Broikou and Nora Boxer, SUNY at Albany

Friday, December 4, 1987

- 65.2 **A critical analysis of end-of-level basal tests.** Karen K Wixson, University of Michigan, and Peter N Winograd, University of Kentucky
- 65.3 **An investigation of writing activities in adult basic literacy settings.** Gary M Padak and Nancy D Padak, Kent State University
- 65.4 **Transfer effects of training in graphic organizers and summarizing on below average readers' comprehension and recall of the compare/contrast test structure.** Renee Weisberg, Beaver College, and Dr Ernest Balajthy, SUNY at Geneseo

9:15 - 9:50 A.M.

Granada

66 Roundtable Paper Session

Chair: Lynda R Markham, Alma College

- 66.1 **Basal worksheet directions: An evaluation of their structural and procedural complexity.** Samuel D Miller, University of North Carolina at Greensboro, and Jann Starr, Ann Arbor Public Schools
- 66.2 **Reading assessment in basal reading series and standardized tests.** Mary Foertsch and P David Pearson, University of Illinois at Champaign-Urbana
- 66.3 **Development and validation of an experimental comprehension components battery.** William C Tirre and Linda R Elliott, Air Force Human Resources Lab
- 66.4 **Visual aids in textbooks: A potential source of difficulty or support.** Jane A Zaharias, Cleveland State University

9:50 - 10:10 A.M.

adjacent to meeting rooms

Coffee Break

10:10 - 11:30 A.M.

Ballroom

67 Third Plenary Session

Introduction of Speaker: M Trika Smith-Burke, New York University

Storytelling, reading, and the micropolitics of literacy.
Ron Scollon, Director, The Symposium, Haines, Alaska

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

Luncheon Break

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

Nominations Committee Meeting

Friday, December 4, 1987

- 12:50 - 2:10 P.M.** **Ballroom**
- 68 NRC Special Session**
- Issues in evaluation of literacy education: Evaluation and a "whole-language" approach to literacy education in the Antipodes**
- Chair: Lenore L Ringler, New York University ✓
- Responsive evaluation - what is it and why use it?** Janice B Turbill and Brian L Cambourne, University of Wollongong
- Evaluation procedures for whole language classrooms (workshop/discussion).** Janice B Turbill and Brian L Cambourne, University of Wollongong
-
- 12:50 - 2:10 P.M.** **Del Prado**
- 69 Paper Session**
- Vocabulary: Knowledge and use**
- Chair: Patricia Cunningham, Wake Forest University NO
- Morphological relatedness and the frequency effect.** William E Nagy, Marlene Schommer, Judy A Scott, Anne C Stallman and Richard C Anderson, University of Illinois at Champaign-Urbana
- Word schemas: What do people know about words they don't know?** William E Nagy, Judy A Scott, Marlene Schommer and Richard C Anderson, University of Illinois at Champaign-Urbana
- Children's word structure knowledge: Implications for assessment and instruction.** Marcia K Henry, San Jose State University
- Vocabulary control in basal reading materials.** Anne C Stallman, Michelle Commeyras, Douglas K Hartman, Robert Jiminez, Bonnie Mae Kerr and Kathryn Meyer Reimer, University of Illinois at Champaign-Urbana
-
- 12:50 - 2:10 P.M.** **Buena Vista**
- 70 Symposium**
- Facilitative contexts for literacy instruction**
- Chair: Charles K Kinzer, Vanderbilt University NO
- The classroom as a community of authors: The role of social context in literacy learning.** Deborah Wells Rowe, Vanderbilt University
- Macrocontexts to enhance reading instruction: Testing a computer-controlled videodisc approach.** Charles K Kinzer, Vanderbilt University

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Video contexts to enhance pre-reading skills. Richard T Johnson,
Vanderbilt University

Discussant: Donald J Leu, Syracuse University

12:50 - 2:10 P.M.

South Terrace

71 Paper Session

Teacher decision making

Chair: Allan R Neilsen, Mount Saint Vincent University

Factors influencing the use of literacy research by the classroom teacher: a research review, new directions. Robert B Ruddell,
University of California at Berkeley

Teacher decision making in reading programs where basal readers are used. J David Cooper, Ball State University

Effect of a decision-making model on preservice teacher's reading knowledge and perception of reading materials. Judy Wedman and Richard D Robinson, University of Missouri at Columbia

Preservice teachers' instructional decisions in directed reading lessons. Gerry Shiel, University of Texas at Austin

12:50 - 2:10 P.M.

North Terrace

72 NRC/IRA Co-sponsored Session

Creating a school-wide literacy environment

Chair: Robert Calfee, Stanford University

The cooperating school -- Implications for literacy. Robert Slavin, The John Hopkins University

Pulling back the pullouts -- school literacy for all students. Rita Bean, University of Pittsburgh

The literate administrator -- Instructional leadership and the inquiring school. Jean Funderburg, Stanford University

12:50 - 1:25 P.M.

Granada

73 Roundtable Paper Session

Chair: Eileen Mortensen, National College of Education ✓

73.1 **Things "metalinguistic": An update.** David B Yaden, University of Houston - University Park

73.2 **The development of the young child's word concept in spoken and written language.** Beth R Spencer, Emory University

Friday, December 4, 1987

- 73.3 **Syllabication revisited: Variables affecting fourth graders' ability to identify polysyllabic words.** John L Shetelbine, University of Texas at Austin
- 73.4 **Indirect instruction in main idea comprehension: A whole language approach to reading comprehension.** Richard McCallum, University of California at Berkeley, and Lee Gunderson, University of British Columbia

1:35 - 2:10 P.M.

Granada

74 Roundtable Paper Session

Chair: Eileen Mortensen, National College of Education

- 74.1 **Metalinguistic Awareness, phonemic awareness and phonological processing: A critical review.** Lois G Dreyer, Columbia University
- 74.2 **Children's oral language: The link to literacy.** Karen F Thomas and John P Helfeldt, West Virginia University
- 74.3 **Spelling ability and reading fluency: How are they related for third and fifth graders?** Jerome B Zutell, Ohio State University, and Timothy V Rasinski, University of Georgia
- 74.4 **Teaching main idea comprehension to beginning readers.** D Ray Reutzel and Paul M Hollingsworth, Brigham Young University

2:20 - 5:10 P.M.

Ballroom

75 Symposium

Tests that inform vs. tests that label - A case for direct vs. indirect assessment

Chair/Discussant: Edmond H Henderson, University of Virginia

Tests that inform vs. tests that label - A case for direct vs. indirect assessment. William R Weber, University of Virginia

A case for the relationship between invented spelling and word recognition. Thomas J Gill, University of Virginia

Spelling error analysis in normal populations. Marcia Invernizzi, University of Virginia

Spelling error analysis in learning disabled population. Mary Jo Worthy, University of Virginia

School-wide assessments: An administrative perspective. Charlene Gill, University of Virginia

2:20 - 3:40 P.M.

Del Prado

76 NRC Legislative and Policy Session

What role does research play in policy? - Panel Discussion

Chair: Peter N Winograd, University of Kentucky

Panelists:

Roger Farr, Indiana University *DO*

[Richard Long, Washington Representative, International Reading Association

*** Marian R Binkley, Office of Educational Research & Improvement,
US Department of Education

2:20 - 3:40 P.M.

Buena Vista

77 Paper Session

Computer assisted instruction

Chair: Ronald Leslie, New York University *DO*

Principles for designing individualized CAT-CAI reading programs.
Kevin S Arno and Peter B Mosenthal, Syracuse University

An investigation of learner-control variables in vocabulary learning using traditional instruction and two forms of computer-based instruction. Dr Ernest Balajthy, SUNY at Geneseo

The effectiveness of interactive computer assisted modeling in teaching study strategies and concept mapping of college textbook material. Larry J Mikulecky, Indiana University

Tracking inspection and extraction during textbook chapter processing via computer. Mariam Jean Dreher and John T Guthrie, University of Maryland at College Park

2:20 - 3:40 P.M.

South Terrace

78 Symposium

Direct instruction as the impermissible aberration: The St. Petersburg Debate four years later

Chair/Discussant: Edward J Kameenui, United States Department of Education

Can we directly instruct students to be independent in reading?
Patrick Shannon, York University

Direct instruction in literacy: What, why, how, where, when, and how much? James F Baumann, Purdue University

Direct instruction and the great twitch: Why DI or di is not the issue.
Edward J Kameenui, United States Department of Education

Friday, December 4, 1987

2:20 - 3:40 P.M.

North Terrace

79 Paper Session

Writing

Chair: Martha Haggard, Sonoma State University

NO

Applying life to literature: Readers' use of autobiographical experience, attitudes, and knowledge to interpret literary texts. Richard W Beach, University of Minnesota

Individual differences in composing: Consequences for learning through writing. Ann M Penrose, North Carolina State University

The effects of audience-specific and topic-specific prewriting questions on twelfth-graders' persuasive letters. Wayne H Slater, University of Maryland at College Park

Learning by composing, self-questioning, and structured responding to texts. David A Hayes and Cindy Gillespie, University of Georgia

2:20 - 2:55 P.M.

Granada

80 Roundtable Paper Session

Chair: Karen M Feathers, East Texas State University ✓

80.1 **The relationship between anxiety and cognitive capacity in beginning readers.** Mary Alice Barksdale, Virginia Polytechnic Institute

80.2 **Does reading texts cued for phrase boundaries affect readers' comprehension and fluency on conventional texts?** Timothy V Rasinski, Donna L Mealey and Cynthia R Hynd, University of Georgia

80.3 **Changing preservice teachers' attitudes about content reading instruction: Attacking the resiliency of the secondary curriculum.** David G O'Brien, Purdue University

80.4 **Reading and writing: Profiles of selected fifth grade children.** Sheila Ryan

3:05 - 3:40 P.M.

Granada

81 Roundtable Paper Session

Chair: Karen M Feathers, East Texas State University

81.1 **An analysis of historical studies of literacy standards in American elementary education.** Karen S Hanus, David W Moore and Ned Ratekin, University of Northern Iowa

81.2 **Facilitation of student comprehension in the classroom.** Gary L Long and Larry K Quinsland, National Technical Institute for the Deaf

81.3 **The effects of teacher education on teacher attitude and behavior related to reading comprehension instruction.** Judith Irwin, University of Connecticut

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- 81.4 **The effects of free and cued recall upon the reading comprehension of fifth-grade students.** Susan D King, Joan Thompson and Linda B Gambrell, University of Maryland at College Park

3:50 - 5:10 P.M.

Del Prado

82 Symposium

Teaching reading comprehension, summarizing and writing in content area

Chair: Peter Dewitz, The University of Toledo

Teaching comprehension as a student directed process. Peter Dewitz, The University of Toledo, and Eileen M Carr, Eastern Michigan University

Teaching comprehension as a teacher directed process. Donna Ogle and Joyce Jennings, National College of Education

Teacher as researcher: The use and interpretation of instructional strategies. Cindy Morningstar, Plymouth-Canton Schools, and Elise McKvoy, Nelson School, Niles, Illinois

Discussant: Judythe Patberg, The University of Toledo

3:50 - 5:10 P.M.

Buena Vista

83 Paper Session

Text factors, comprehension & learning

Chair: Thomas Estes, University of Virginia

100

Acquiring concepts from biology text: A study of independent generation of procedural knowledge versus the use of text-based procedural knowledge. Thomas Bean and Denise Searles, California State University at Fullerton, Harry Singer, University of California at Riverside, Stan Cowen, Grove City High School

Effects of inconsiderate text on secondary students' vocabulary learning. Bonnie C Konopak, Louisiana State University

Excellence or malpractice: The effects of headlines on readers' recall and biases. Ann Hill Duin, University of Minnesota, Duane H Roen, University of Arizona, and Michael F Graves, University of Minnesota

Measuring comprehensibility with cohesion analysis. William H Smith, Piedmont College, and May J Smith, North Hall High School

3:50 - 5:10 P.M.

South Terrace

84 Symposium

Perspectives on content area reading and learning

Chair/Discussant: Virginia R Koehler, University of Arizona

Historical perspectives. Ann Batchelder, University of Arizona

Friday, December 4, 1987

Reader/text perspectives. Judy N Mitchell, University of Arizona, and Pi Irwin, Tucson Unified School District

Teaching perspectives. Deborah L Tidwell, University of Arizona

Interactional perspectives. Jill L Keller, University of Arizona

3:50 - 5:10 P.M.

North Terrace

85 Symposium

Enhancing comprehension through oral negotiation of text meaning

Chair: Lesley M Morrow, Rutgers University

Young children's responses to one-to-one story readings in school settings. Lesley M Morrow, Rutgers University

Retelling and the comprehension and recall of text information. Linda B Gambrell and Patricia S Koskinen, University of Maryland, and Barbara A Kapinus, Maryland State Department of Education

Mediating students' comprehension of stories through the strategic use of negotiation of structural organizers. Victoria J Risko, Vanderbilt University

Discussant: James V Hoffman, University of Texas at Austin

3:50 - 4:25 P.M.

Granada

86 Roundtable Paper Session

Chair: Wendy Kasten, University of South Florida at Sarasota NO

86.1 Elementary students' use of expository text structures in report writing.

Gail E Tompkins, University of Oklahoma, Patricia L Smith, University of Texas at Austin, and Mary Hitchcock, Southeastern Oklahoma State University

86.2 Writing about reading in non-traditional ways. Sandra Mano, University of California at Los Angeles, and Alice Roy, California State University

86.3 The effect of modeling with enlarged texts during storytime activities. Martha Combs, Oklahoma State University

86.4 Reading is believing: Moroccan children's beliefs about reading and effects on their reading disabilities in 1st, 3rd and fifth grades. Daniel A Wagner, Jennifer E Spratt, and Iddo Gal, University of Pennsylvania, and Scott Paris, University of Michigan

Friday, December 4, 1987

4:35 - 5:10 P.M.

Granada

87 Roundtable Paper Session

Chair: Wendy Kasten, University of South Florida at Saratoga

- 87.1 **Can students be taught to transfer knowledge of text structure in order to accomplish study reading and essay writing tasks in three subject areas?**
Mark W Aulls, McGill University
- 87.2 **The communicative effect of dialogue journals between student teachers and cooperating teachers.** Christi S Easterday, Ohio University, and Alfred Ciani, University of Cincinnati
- 87.3 **The relationship of preschoolers' story knowledge and home literacy events.**
Joanne L Ratliff, University of Central Florida, and Ray R Buss, Louisiana State University
- 87.4 **Qualitative differences among ESL students' dictations, independent writing, retelling, and reading.** Victor Froese, University of British Columbia

5:00 - 6:00 P.M.

North Terrace

Policy and Legislative Affairs Committee Meeting

7:30 - 9:30 P.M.

Grand Ballroom

Presidential Dinner & Annual Awards Presentation

Oscar S Causey Award - Albert J Kingston Award - NRC Citation of Merit

Presentors: NRC Awards Committee
Philip Gough, 1986 Oscar S Causey Recipient
Irene Athey, 1986 Albert J Kingston Award Recipient
M Trika Smith-Burke, 1986-87 NRC President-Elect

NRC Student Research Award

Presenter: Peter Johnston

Student Research Award Committee:

Peter Johnston, SUNY at Albany, Chair
Peter Afflerbach, Emory University
R Scott Baldwin, University of Miami
Hilda Borko, University of Maryland
Jerome Niles, Virginia Polytechnic Institute
John E Readence, Louisiana State University
Deborah Wells Rowe, Vanderbilt University
Marjorie Siegel, University of Rochester
William Teale, University of Texas - San Antonio
Robert J Tierney, Ohio State University

9:30 - Midnight

Lobby Bar/Veranda

Vital Issues

Saturday, December 5, 1987

Saturday, December 5, 1987

8:00 - 12:00 A.M.

Lobby

Registration

8:30 - 9:50 A.M.

Ballroom

88 NRC/CRA Co-sponsored Session

Effective communication of reading theory and research: Classroom applications

Chair: Lois A Bader, Michigan State University

Panel: Janet Dynak, Michigan State University
Lonnie McIntyre, Michigan State University
James E Walker, Texas Woman's University
Katherine D Wiesendanger, Alfred University
Lois A Bader, Michigan State University

8:30 - 9:50 A.M.

Del Prado

89 Symposium

Experimental Investigations of prediction in small-group reading lessons

Chair: Richard C Anderson, University of Illinois at Champaign-Urbana

Prediction versus word-level questions. Richard C Anderson and Jana Mason, University of Illinois at Champaign-Urbana, and Larry Shirey, Santa Clara County Office of Education

Prediction versus review questions. Linda G Fielding, SUNY at Albany

Prediction questions and the modeling of group dynamics. Ian Wilkinson and Richard C Anderson, University of Illinois at Champaign-Urbana, and Paul T Wilson, Western Michigan University

Discussant: Elfrieda H Hiebert, University of Colorado at Boulder

8:30 - 9:50 A.M.

Buena Vista

90 Paper Session

Assessment

Chair: Linda Hansche, Georgia State University **IND**

Reading achievement and retelling: Two separate constructs? Susan B Neuman and Elaine Holden, University of Lowell

The informal reading inventory: A critical review of the research. Robert P O'Reilly and Ruth Caswell, Texas Woman's University

Saturday, December 5, 1987

A computer-assisted assessment of reading comprehension with Hispanic fourth grade pupils. Norma Guerra and Doug Palmer, Texas A & M University

An information-processing approach to assessing domain-specific and strategic knowledge on vocabulary and analogy tests. Patricia A Alexander, Jonna M Kulikowich, Victor Willson and Ernest T Goetz, Texas A & M University

8:30 - 9:50 A.M.

South Terrace

91 Symposium

Collaborative research methodologies: Using alternative models to explore interactive literacy contexts

Chair: Donna Ogle, National College of Education

Developing interactional competence: Interactive writing in an eighth grade classroom. Linda K Crafton, Northeastern Illinois University, and Carol Porter, Carl Sandberg Junior High

Supporting learning through interaction: Collaborative groups in two eighth grade classrooms. Evelyn Hanssen, Indiana University, and Carol Porter, Carl Sandberg Junior High

Teachers supporting teachers: Professional development through collaboration. David A Heine, Indiana University, and Eric Stone, Spencer Elementary School

Discussant: M Trika Smith-Burke, New York University

8:30 - 9:50 A.M.

North Terrace

92 Paper Session

Metacognitive strategies

Chair: R Scott Baldwin, University of Miami **NO**

Instructional applications of a verbal report methodology: The effects of thinking aloud on comprehension ability. Marjorie Y Lipson, University of Vermont, Mary Bigler and Lizabeth Poth, and Beth Aslin Wickizer, Eastern Michigan University

Improving high school students' content area text comprehension: A comparison of metacognitive instructional techniques. June Zack and Gary N Osako, New York University, Elizabeth Getlik and Michael Petrella, Waldwick Public Schools

The effects of an elaborated directed reading activity on the metacomprehension skills of 3rd graders. Maribeth Schmitt, DePaul University

Discussant: Dixie Lapp, San Diego State University **NO**

Saturday, December 5, 1987

8:30 - 9:50 A.M.

Granada

93 Paper Session

Early writing

Chair: Karri Williams, University of Central Florida ✓

Young children's reflections on the function of the spacing convention in prewritten and self-generated texts. Beth R Spencer, Emory University

Children's concepts of writing functions: A comparison of second and fourth graders. Evelyn B Freeman, The Ohio State University at Newark, and Tobie R Sanders, Capitol University

Effects of peer conferencing on first graders' revision in writing. Jill Fitzgerald, University of North Carolina at Chapel Hill, Carol Stamm, Durham County Schools, and Barbara Wasik, University of North Carolina at Chapel Hill

9:50 - 10:10 A.M.

adjacent to meeting rooms

Coffee Break

10:10 - 11:30 A.M.

Ballroom

94 Paper Session

Reading: Affective variables

Chair: Alinda Drury, National Technical Institute for the Deaf

The effect of reading recovery on achievement motivation. Sheila G Cohen, Sam Houston State University, David W Cohen, Eastern Kentucky University, Gloria McDonnell, Fairfax County Public Schools, and Bess E Osburn, Sam Houston State University

Developmental trends in self-efficacy and outcome expectancy for reading and writing: A regression and causal modeling approach. Roger H Bruning and Duane F Shell, University of Nebraska at Lincoln, and Carolyn Colvin Murphy, San Diego State University

Motivations and reactions to story events: knowledge and structure for story writing and comprehension. Donna W Emery, California State University, and Carol Mihalevich, University of Missouri at Kansas City

Discussant: Diane Schallert, University of Texas at Austin

10:10 - 11:30 A.M.

Del Prado

95 NRC Special Session

Reading Instruction: Teachers under siege

Moderator: Gay Su Pinnell, The Ohio State University

Saturday, December 5, 1987

Organizers: Judith M Newman, Mount Saint Vincent University, and Cynthia Wallat, Florida State University

In this session the moderator will use a case simulation to focus a panel discussion on teacher accountability and the relationship between curriculum and students' learning.

10:10 - 11:30 A.M.

Buena Vista

96 Symposium

Capable readers and basal reading programs: Issues in placement and essential vs. non-essential skill development

Chair: Martha Combs, Oklahoma State University

Providing for capable readers: Beyond the basal manual.
Diane Allen and Rebecca Swearingen, Oklahoma State University

Essential and non-essential word identification skills of capable readers in two basal reading management systems. Jimmie Russell, Oklahoma Baptist University

Essential and non-essential comprehension skills of capable readers in two basal reader management systems. Martha Combs, Maureen Siera, Dorothy Douglas and Kwee Eng Lim, Oklahoma State University

Discussant: Sharon Arthur Moore, University of Northern Iowa

10:10 - 11:30 A.M.

South Terrace

97 Symposium

Creating literate environments: Teachers as participants, researchers, evaluators and learners

Chair/Discussant: Jerome C Harste, Indiana University

Writing evaluation: A transactive process. Heidi Mills, University of South Carolina

Demonstration: A strategy essential to creating literate environments. Jean Anne Clyde, University of Louisville

The child as curricular informant. Laura Westberg, Indiana University

10:10 - 11:30 A.M.

North Terrace

98 Symposium

Knowledge transformations in reading-to-write tasks: Research from the center for the study of writing

Chair: John R Hayes, Carnegie Mellon University

The role of expertise in discourse synthesis. John Ackerman, Carnegie Mellon University

Saturday, December 5, 1987

Elaboration and task representation: How prior knowledge affects the construction of meaning. Victoria Stein, Carnegie Mellon University

Learning through composing: The acquisition and transformation of knowledge. Nancy N Spivey and Stuart Greene, Carnegie Mellon University

Discussant: William L Smith, University of Pittsburgh

10:10 - 11:30 A.M.

Granada

99 Paper Session

Early writing: Function and context

Chair: Marjorie Siegel, University of Utah

Rochester U. ✓

Language socialization and the development of literacy. L Rene Galindo, Tucson Unified School District

The conventions of text format and the purposes of written language: Case study of a preschool writer. R Kay Moss, Southeastern Louisiana University

Discovering the symbolic potential of language: Learning about the registers of written story. Christine C Pappas, University of Kentucky

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

Luncheon Break

12:50 - 2:10 P.M.

Ballroom

100 NRC's Living Footnotes Series

Organizers: Hilda Borko, Linda B Gambrell and John T Guthrie, University of Maryland at College Park

Progress report: Teachers' research-based instruction of reading comprehension. Patricia L Anders and Virginia R Koehler, University of Arizona

out **Writing and literature.** Arthur Applebee, SUNY at Albany

Questions and content area textbooks. Bonnie B Armbruster and Tom Anderson, University of Illinois at Champaign-Urbana

Social studies texts: If you don't already know it, how much can you learn? Isabel L Beck, University of Pittsburgh

out **How to improve reading comprehension and how to measure it.** Ronald P Carver, University of Missouri at Kansas City

Effective instruction through teacher metacognitive control. Gerald G Duffy and Laura R Roehler, Michigan State University

Saturday, December 5, 1987

Research in schools: Basal readers, school textbooks, and teachers. James Flood, San Diego State University No

Teacher researcher collaboration. Susan Florio-Ruane, Michigan State University ✓

Emergent literacy: Research directions for the 1990's. Elfrieda H Hiebert, University of Colorado at Boulder ✓

Creating environments for learning to teach reading: Reflections from practice and research. Jerry Niles, Virginia Polytechnic Institute ✓

Print, palaver, and politics: You know what to do -- now how do you get it to happen? Ron Scollon, Director, The Symposium, Haines, Alaska ✓

Research on reading and learning from text in classroom situations. Harry Singer, University of California, Thomas Bean, California State University at Fullerton, and Mariam J Dreher, University of Maryland at College Park ✓

Ways of knowing. Robert J Tierney, Ohio State University

Finding main ideas, problems and themes in text. Joanna Williams, Columbia University No

Heuristics for effective teaching. Anthony Manzo, University of Missouri at Kansas City No

Is there anything we know for sure? Richard Allington, SUNY at Albany ✓

Del Prado

Videotapes as field experience simulations. Hilda Borko and John T Guthrie, University of Maryland at College Park

Buena Vista

Content reading research: Where are we and where are we going? Mark Conley, Michigan State University, and Mark Condon, University of Louisville

2:20 - 3:40 P.M.

101 Point - Counterpoint

Ballroom

Organizer: Taffy E Raphael, Michigan State University

Facilitating learning through direct instruction and mediated instruction: A difference in kind, degree, or perception?

Chair: Diane L Schallert, University of Texas at Austin

Saturday, December 5, 1987

Discussants: Annemarie S Palincsar, Michigan State University, and Russell M Gerston, University of Oregon

Del Prado

Where's the will in the skill?: Motivational factors and reading

Chair: Evelyn R Oka, Michigan State University *NO*

Discussants: Mary M Rohrkemper, Bryn Mawr College, and Michael Pressley, University of London at Ontario *NO*

Buena Vista

Statewide assessment of reading: What are the issues?

Chair: Karen K Wixson, University of Michigan

Discussants: Archie LaPointe, NAEP at Educational Testing Service, and Roger C Farr, Indiana University

South Terrace

The Tennessee and Alabama decisions: Implications for educators, researcher and publishers

Chair: Diana C Pullin, Boston College

Discussants: John Ridley, Houghton-Mifflin, and Peter N Winograd, University of Kentucky

North Terrace

The role of processing abilities and strategy deployment in understanding and addressing learning disabilities

Chair: Irene Gaskins, Benchmark School

Discussants: Joseph K Torgeson, Florida State University, and Sylvia O Richardson, University of South Florida

Granada

Defining adult literacy: Cognitive, linguistic, and cultural perspectives

✓ Chair: Daniel A Wagner, University of Pennsylvania

Discussants: James Paul Gee, Boston University, and Thomas Sticht, Applied Behavioral & Cognitive Sciences

9:00 P.M. - Midnight
Vital Issues

Presidential Suite

Sunday, December 6, 1987

8:00 A.M. - 12:00 P.M.
NRC Board of Directors Meeting

Executive Board Room

Directory of Participants

Session Number

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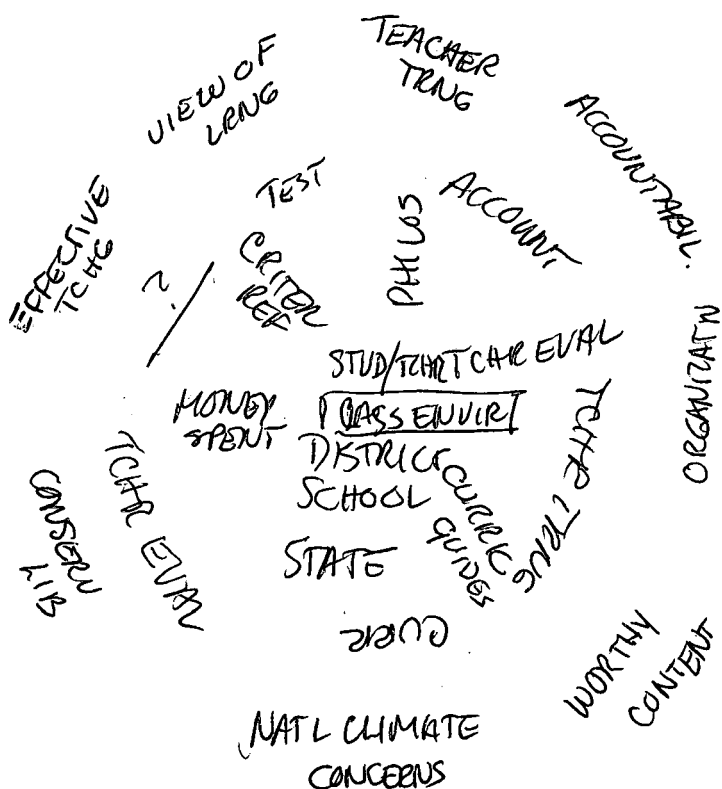
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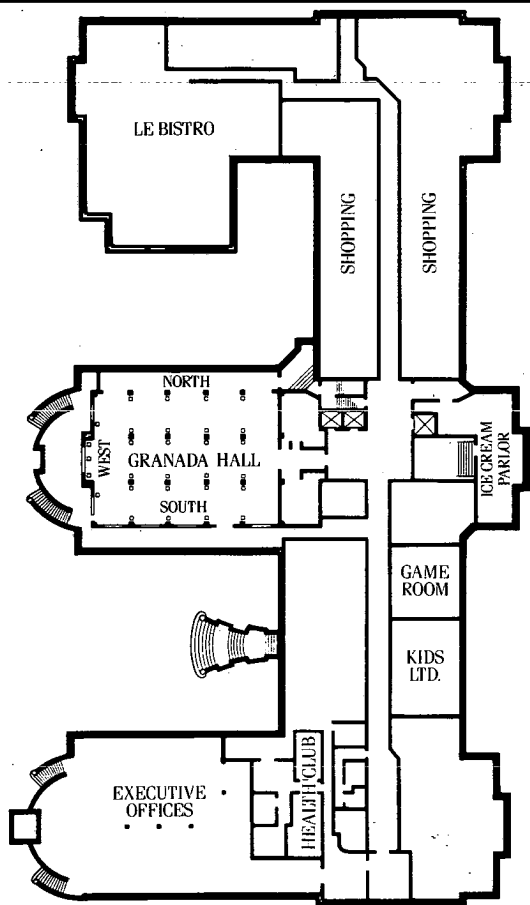
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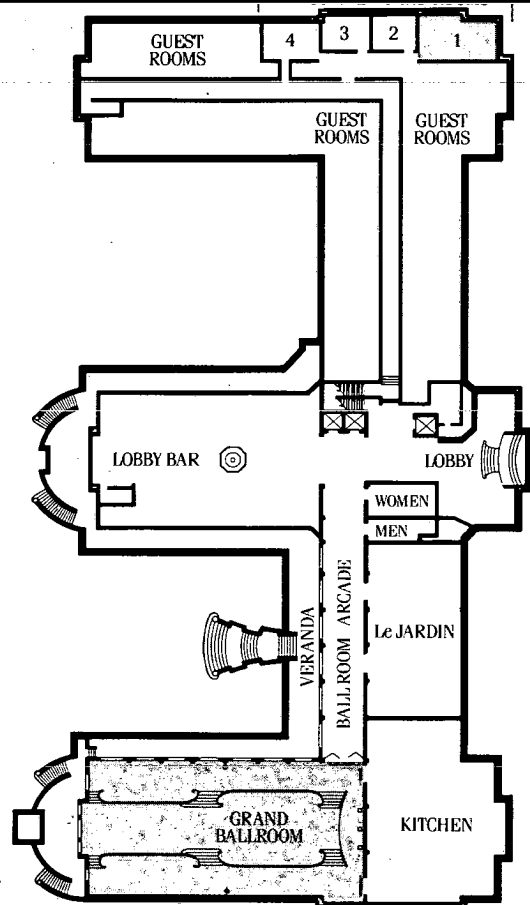
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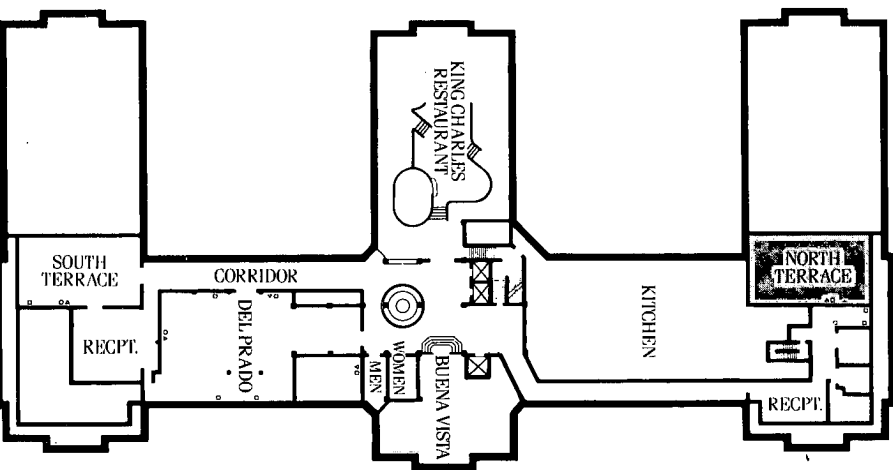




Ground Floor



First Floor



Fifth Floor

DISCIPLINE
CONTROL

LOCAL TEACHER EVAL

STATE " EVAL

SCHOOL/DISTRICT

NO TALK EXCEPT IN CLASS

LINES

NO HANDS ON WALLS

CLASS RULES

~~CLASS RULES~~ LINES

NO NOTES

UN

LINES

CR

~~CR~~ NOISE

~~CR~~ NO LINES

SUPPORT OF TEACHER NOT APP

NO PEER SUP

PRIN NOT SUP ACTIV DISCOUR

NO PEER SUP

PRIN SUP - ENCOURAGE CHES

PEER SUP

PRIN SUP

NO PEER

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