

# PROGRAM

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38TH ANNUAL MEETING

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## NATIONAL READING CONFERENCE

NOVEMBER 29 - DECEMBER 3, 1988



SHERATON TUCSON  
EL CONQUISTADOR  
TUCSON, ARIZONA

## 1988 Program Committee

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Gerald G. Duffy, Assistant Chair

PETER AFFLERBACH  
PATRICIA ALEXANDER  
RICHARD ALLINGTON  
MARINO ALVEREZ  
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DONNA OGLE  
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PATRICK SHANNON  
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WAYNE SLATER  
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NANCY SPIVEY  
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SHEILA VALENCIA  
LINDA VAVRUS  
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ROSE MARIE WEBER  
RENEE WEISBERG  
JANE WHITE  
PAUL WILSON  
PETER WINOGRAD  
KAREN WIXSON  
DAVID YADEN  
JEROME ZUTELL

## 1988 Local Arrangements Committee:

Patricia L. Anders, Chair  
Pi Irwin  
Carol Lloyd  
Lynne Miller  
Judy N. Mitchell

## 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. During the first plenary session in conjunction with the presidential address on Wednesday, NRC confers the Oscar S. Causey Award for Distinguished Research, the Student Outstanding Research Award, and the Albert J. Kingston Award for outstanding service to NRC.

In addition to sponsoring 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.

## About Tucson

Tucson is 2,410 feet above sea level. Sixty miles north of Mexico, Tucson is the county seat of Pima County - one of Arizona's four original counties.

The lifestyle is free and easy here, and so is the dress. Casual clothing is acceptable most everywhere.

Tucson enjoys more sunshine than any other city in the United States. Winter temperatures (October through March) average highs of 63.3 degrees and lows of 37.6 degrees.

## About the Hotel

The Sheraton Tucson El Conquistador Golf & Tennis Resort. Make yourself at home in the spirit of Southwestern hospitality. Every guest room offers extraordinary comfort, excellent service and luxurious Southwestern decor with courtyard pool, desert or mountain views. Each room has a private patio or balcony.

The property has 27 holes of golf, 16 lighted tennis courts, racquetball or volleyball courts, a full athletic club, complete sauna, jacuzzi and masseur.

The El Conquistador has several outstanding restaurants: The Last Territory, White Dove, Sundance Cafe, Victoria's and the Lobby Lounge.

Special features of the hotel include:

### Fitness Center

1 day pass	\$12.50 per day per guest
3 day pass	\$18.00 per day per guest
4 day pass	\$20.00 per day per guest
5 day pass	\$25.00 per day per guest

### Recreation Facilities

Golf	\$36.00 + tax 9 holes include golf cart \$52.50 + tax 18 holes include golf cart
Tennis	\$10.70 + tax per court per hour
Racquetball	\$ 8.56 + tax per court per hour
Horseback Riding	\$12.00 one hour \$20.00 two hours
Volleyball	free (\$25 per hour for an instructor)

(Prices quoted may change prior to our arrival. Please call the hotel to verify any increases).

No smoking in any session:

## **Hotel Reservations**

Please use the hotel form in this book, or call the hotel directly at 1-800-325-3535. In Tucson, call 1-602-742-7000. Room rates are \$85 per night, single or double, Junior or Casita Suite \$115 plus 6% Arizona sales tax. Additional person in room \$15. Reservations must be made by October 29th. After that date reservations will be accepted on a space available basis

## **Airline Discounts**

Travel Technology Group Ltd., Chicago, will assist conferees in obtaining substantial discounts on airfares. In Illinois and Canada call collect 312-329-9393. All other states call 1-800-524-4442, 8:30 a.m. to 5:30 p.m. Central Time, Monday through Friday. Call early, and be sure to identify yourself as a National Reading Conference attendee.

It is beneficial to make airline reservations with Travel Technology because we have negotiated with several airlines for discounted rates that are not available through other travel agents. All major credit cards only.

## **From the Airport**

If you are driving from the airport, proceed on Tucson Blvd to where it intersects with Valencia, turn left to I-19 and take I-19 to I-10. Take I-10 down to Ina Road. Take Ina to Oracle Road. Turn left on Oracle Road, go to the third stoplight. Hotel is on your right.

Arizona limo service called Stagecoach picks up from the airport every hour. The charge is \$14.25 for one way.

## **Car Rentals**

Reservations may be made with Alamo Rent-A-Car 24 hours per day by calling Alamo at 1-800-732-3232. To receive the special rates callers must request the group I.D. number 36733 and rate code 02.

## **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 to help reduce the hassle when you arrive in Tucson. 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 payments 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.

## **Vital Issues**

This is the place to initiate and/or follow up discussions with people who presented earlier in the day. The day's presentors will be in attendance, and you can informally discuss, clarify and explore issues stimulated by the sessions. The dress is casual and a cash bar is available.

9:00 - Midnight

## **Explanation of Session Formats**

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 29 - December 2, 1989  
Hyatt Regency  
Austin, Texas

1990 - Florida

1991 - California

*Tuesday, November 29, 1988*

## **PRECONFERENCE INSTITUTE**

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The Division of Language, Reading, and Culture (LRC) in cooperation with the College of Education at the University of Arizona is organizing a one day preconference Institute to be convened Tuesday, November 29th, the day prior to the opening of the National Reading Conference in Tucson. We invite you to join us for a day of presentation and discussion that samples the exciting literacy-related work being done at Arizona.

The Preconference will be held at the Sheraton El Conquistador, the conference site. We will appreciate your preregistering for two reasons, (1) we would like to know how many to plan for and (2) we would appreciate your registration fee to help defray expenses. You may preregister for the preconference on the NRC registration form.

The conference program is a combination of presentations and conversations with researchers from Arizona's College of Education. Three literacy related research projects and current research related to miscue analysis are presented simultaneously, followed by conversation sessions with leading scholars regarding their current thinking.

Finally, there will be a reception for preconference participants and early arrivals to the NRC conference in the Presidential Suite Tuesday evening. The reception will be sponsored by the University of Arizona College of Education and hosted by the University of Arizona Graduate Student Society.

### **PROGRAM**

8:30 A.M. - 9:00 P.M.

Introductions

Manzanita

Judy Nichols Mitchell, Coordinator of the Division of Language, Reading, and Culture

9:00 - 11:00 A.M.

Focus on LRC research

1. ITP: The Interactive Teaching Project.

(A three year interdisciplinary project investigating how handicapped readers read content area text. Instructional conditions, materials, and methodology have been manipulated and an instructional model has resulted.)

Candace Bos and Patricia Anders

2. The Community Literacy Project.

(A cross-discipline ethnographic effort between LRC and Anthropology to introduce innovations into the teaching of literacy to limited English proficient students by facilitating close collaboration between researchers and practitioners, community members and educators, and students and teachers.)

Louis Moll

3. RIS: A Study of Teachers' Reading Comprehension Instruction

(A collaborative project between reading and teacher education to explore the relationships between teachers' beliefs and their practices. Includes an innovative staff development project and in-depth case studies of teachers and schools.)

Virginia Richardson and Patricia Anders

*Tuesday, November 29, 1988*

4. Miscue Analysis: The Path Between Research and Theory.

(An up-date on Goodman's model and its relationship to research and practice)

Kenneth Goodman

11:00A.M.-12:00P.M. Conversations with . . . .

Walter Doyle: Curriculum Enactment

Kathy Carter: Use of Cases in Teacher Education

Gabriel Solomon: Computer Mediated Instruction

Yetta Goodman: Miscue Analysis: Bridging Inquiry and Practice

12:00-1:30 P.M. Lunch and A Brief Message from Gary Fenstermacher, Dean of the College of Education

1:30-3:30 P.M. Focus on LRC Research

1. ITP: The Interactive Teaching Project.  
Candace Bos and Patricia Anders

2. The Community Literacy Project.  
Louis Moll

3. RIS: A Study of Teachers' Reading Comprehension Instruction.  
Virginia Richardson and Patricia Anders

4. Focus on Miscue Research  
Yvonne Freeman, Chair: Overview

Yetta Goodman: Miscue Analysis for Reflective Teaching.

Ann Marek: Retrospective Miscue Analysis: Revaluing Readers.

David Freeman: Text Cohesion: Pronouns in Basal Readers.

Sharon Murphy: Casual Modeling and Miscue Analysis.

3:45-4:45 P.M. Conversations with . . . .

Ken Goodman and Brian Cambourne (tentative):  
Respondent to "Focus on Miscue" and an Update on "Getting to Goodman"

Paul Heckman: Restructuring Schools for At-Risk Students

Candace Bos, James Chalfant and Carol V. Lloyd:  
Task Demands for Mainstreamed Students

Stanley Pogrow: A Thinking Skills Approach to Developing Reading Skills in At-Risk Students

5:00-8:00 P.M. Registration Lobby

8:00-midnight Welcome Reception in Presidential Suite

Sponsored by the University of Arizona Graduate Students. This Reception is for all conference attendees whether you were registered in the preconference or not.

Wednesday, November 30, 1988

8:30 - 9:50 A.M.

*Pusch Ridge*

**1 Symposium**

**When Children Write Fiction: Issues & Research**

Chair: Donald Graves, University of New Hampshire

**A Longitudinal View of How Children Develop Characters in Fiction.**  
Donald Graves, University of New Hampshire

**A Case Study of the Process of Children's Development of Character in Fiction.**  
Margaret Murray, University of New Hampshire

**Children's Use of Life Themes as They Relate to the Development of Character in Fiction.**  
Jane Hansen, University of New Hampshire

8:30 - 9:50 A.M.

*Oracle Ridge*

**2 Symposium**

**Learning from Expository Text: A Synthesis of Research on Teaching Text Structure and Suggestions for New Directions**

Chair: Renee Weisberg, Beaver College

**Issues in Transferability in Teaching Students to Recognize Specific Text Structures.**  
Renee Weisberg, Beaver College, and Ernest Balajthy, SUNY at Geneseo

**Assessment and Instruction for Reading Comprehension of Expository Text.**  
Lea McGee, Louisiana State University, and Donald Richgels, Northern Illinois University

**Teaching Expository Text Structure: A Practitioner's View.**  
Richard Santeusano, Danvers Public Schools

**Teaching Text Patterns: Issues, Problems, Prospects.**  
Rosalind Horowitz, University of Texas - San Antonio

Discussant:

Robert Tierney, Ohio State University

8:30 - 9:50 A.M.

*Joshua Tree/Manzanita*

**3 Paper Session**

**Preservice Teacher Education**

Chair: Peter Dewitz, University of Toledo

**The Influence of Student Teaching on Student Teachers' Language Arts Philosophy and Practices.**  
Sandra Wilde, University of Nevada-Reno, and Maria Yon, University of North Carolina - Charlotte

**Preservice Teachers' Application of a Model for Planning Directed Reading Lessons.**  
Gerry Shiel, University of Northern Colorado

**The Relationship Between Undergraduate Preparation and Teaching: Case Study of a Third-Year Teacher.**  
Maria Yon, University of North Carolina - Charlotte, and Mary Barksdale, Virginia Tech



Wednesday, November 30, 1988

8:30 - 9:50 A.M.

Juniper/Catclaw/Agave

**4 Paper Session**

**Home Factors and Achievement**

Chair: Barbara Taylor, University of Minnesota

**Factors Associated with the Long-Term Achievement of Early Readers.**

John Pikulski, University of Delaware, and Aileen Webb Tobin, U.S. Army Ordnance Center and School

**The Effect of Mobility on the Reading Achievement of Grade-Six Students.**

Roger Johnson, Old Dominion University, and Arnold Lindblad, Chesapeake Public Schools

**The Influence of Home Literacy Events on Prereaders' Story Knowledge.**

Joanne Ratliff, University of Central Florida, Ray Buss, University of Northern Iowa, and Karen LaCroix, East Baton Rouge Public Schools

8:30 - 9:50 A.M.

Seminar

**5 Paper Session**

**Spelling and Reading**

Chair: Allan Nielsen, St. Vincent University

**Twins Reared Apart: Genetic and Cognitive Factors in Spelling.**

Thomas Bouchard, Nancy Segal, and Jay Samuels, University of Minnesota

**Beginning Spelling: Its Movement Through Stages and Its Relationship To Reading.**

Ruth McArthur, University of Houston

**Reading and Spelling Connections for Third Grade Students.**

Jerome Zutell, Ohio State University

8:30 - 9:05 A.M.

Turquoise

**6 Round Tables**

Chair: Linda Hansche, Georgia State Univ.

**6.1 Reading and Studying in College: A Follow-Up.**

Vincent Orlando and David Caverly, Metropolitan State College, Rona Flippo, Fitchburg State College, and Jo-Ann Mullen, University of Northern Colorado

**6.2 How Figurative Language Communicates "Inexpressible" Meaning.**

Sarah Webb, University of Texas at Austin

**6.3 The Development and Validation of a Model for Text Coherency.**

Marian McKenna, University of Colorado at Boulder

**6.4 Peeling Away Onion Layers: Multiple Analyses of Descriptive Data.**

Karen Feathers, East Texas State University

**6.5 The Qualitative Reading Inventory: Issues in the Development of a Reading Diagnostic Test.**

Lauren Leslie, Marquette University, and JoAnne Caldwell, Cardinal Stritch College

Wednesday, November 30, 1988

9:15 - 9:50 A.M.

Turquoise

**7 Round Tables**

Chair: Miriam Martinez, University of Texas at San Antonio

- 7.1 **Spatial Aids and Comprehension: The Effects of Ability, Preference and Instruction.**  
Phillip Moore and Jill Scevak, University of Newcastle
- 7.2 **Incidental Learning of Word Meanings from Context: Effects of Task and Prior Knowledge.**  
Steven Stahl, Western Illinois University
- 7.3 **The Nature of Expertise in News Writing.**  
Gary Schumacher, Jane Gradwohl, Mary Brezin and Donald Lambert, Ohio University, Byron Scott, University of Missouri
- 7.4 **Kaleidoscopic Images: Shifting Designs of Descriptive Research.**  
Jane White, East Texas State University
- 7.5 **Beyond Vinsonhaler: Problem Identification Skills and Strategies of Expert Diagnosticians.**  
Susan Magliaro, Virginia Tech

9:50 - 10:10 A.M.

**Coffee Break**

**Adjacent to Meeting Rooms**

10:10 - 11:30 A.M.

Pusch Ridge

**8 Symposium**

**Reading in the Writing Process**

Chair: Christina Haas, Carnegie Mellon University

**How Writers Locate and Evaluate Informational Sources: Content-Driven and Issue-Driven Approaches.**  
Jennie Nelson, California State University

**Reading, Writing, and the Transformation of Ideas.**  
Cheryl Geisler, Rensselaer Polytechnic Institute

**Effects of Writing and Studying on Elaboration during Reading.**  
Ann Penrose, North Carolina State University

**A Sense of One's Own Text: Problems Writers Encounter in Building Text Representations.**  
Christina Haas, Carnegie Mellon University

Discussant:

Gary Schumacher, Ohio University

10:10 - 11:30 A.M.

Oracle Ridge

**9 Paper Session**

**Text Factors in Beginning Reading**

Chair: Rosalind Horowitz, University of Texas - San Antonio

**Characteristics of Texts that Support Beginning Readers.**  
Barbara Peterson, Ohio State University

*Wednesday, November 30, 1988*

**Using Phrase-Cued Texts to Facilitate Reading Performance: A Review.**  
Timothy Rasinski, University of Georgia

**Prediction Instruction in Basal Readers.**  
Peter Afflerbach and Brian Walker, Emory University

10:10 - 11:30 A.M.

*Joshua Tree/Manzanita*

**10 Paper Session**

**Studies of Classroom Practice**

Chair: Cathy Collins, Texas Christian University

**Teachers' Use of Social Studies Text.**  
Carol Wiechmann and Judith Winn, Michigan State University

**Engagement Strategies Employed by Intermediate Level Teachers in Assigning and Supervising Students' Independent Reading Tasks.**  
William Rupley and Victor Willson, Texas A&M University

**The Relative Merits of Characteristics of Teacher Verbal Modeling in Influencing Comprehension and Comprehension Monitoring of Eighth Grade Readers.**  
Jeanne Ehlinger, Indiana University

10:10 - 11:30 A.M.

*Juniper/Catclaw/Agave*

**11 Symposium**

**Emerging Views of Reading: Beyond Schema Theory**

Chair: Robert Tierney, Ohio State University

**Overview.**  
Robert Carey, Rhode Island College

**Reading as Inquiry.**  
Marjorie Siegel, University of Rochester

**Beyond Schema Theory: Developing Flexible Background Knowledge for Independent Reading Comprehension In the Content Areas.**  
Rand Spiro, Jihn-Chang Jehng, Aydin Durgunoglu, William McGinley, and Michael Jacobson, University of Illinois-Champaign, and Paul Feltovich, University of Southern Illinois Medical School

**The Engagement Factor: Understanding Readers' & Writers' Negotiations Across Multiple Dimensions of Experiences with Text.**  
Robert Tierney and Patricia Edmiston, Ohio State University

10:10 - 11:30 A.M.

*Seminar*

**12 Paper Session**

**Phonological Processing**

Chair: Paul Wilson, Western Michigan University

**The Relationship of Certain Aspects of Phonemic Memory to Phonological Decoding in Reading.**  
Lois Dreyer, Columbia University

**Development of First Graders' Word Processing Skills.**  
Barbara Foorman and Dov Liberman, University of Houston

**Naming Speed and Phonological Awareness: Separable Roles in Reading Disability.**  
Patricia Bowers, University of Waterloo

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*10:10 - 10:45 A.M.*

*Turquoise*

**13 Round Tables**

Chair: Lenore Ringler, New York University

- 13.1 **Effects of Textual and Contextual Importance Assignment by College Students in Science Study.**  
Linda Johnson, University of Iowa
- 13.2 **Judgments on Accuracy and Prior Knowledge Requirements of Science Analogies.**  
Ronald Leslie and June Zack, New York University, Elizabeth Getlik and Michael Petrella, Waldwick High School
- 13.3 **Politics, Policy and Reading Research.**  
Patrick Shannon, University of Minnesota/Duluth
- 13.4 **Analyses and Comparisons of Cohesive Features in Rewritten and Original Classic Texts: Limitations for Use with Deaf Students.**  
Tane Akamatsu, Michigan State University
- 13.5 **Using Students' Perceptions to Diagnose Their Reading Strategies.**  
Samuel Miller, University of North Carolina at Greensboro, and Nina Yochum, University of Michigan at Flint

*10:55 - 11:30 A.M.*

*Turquoise*

**14 Round Tables**

Chair: Donna Emery, California State University-Northridge

- 14.1 **The Effects of Reciprocal Teaching of Self-Regulation of Reading Comprehension in a Postsecondary Technical School Program.**  
R. Timothy Rush and James Milburn, University of Wyoming
- 14.2 **Defining is an Unnatural Act: Definitions Composed by Fourth Graders and their Teachers.**  
Camille Blachowicz and Peter Fisher, National College of Education
- 14.3 **The Translation of Reading Comprehension Research into Teacher Practice Literature.**  
Carol Lloyd, Ann Batchelder, Deborah Tidwell, and Elizabeth Morgan, University of Arizona, Lois Coleman, Nebraska Wesleyan University
- 14.4 **Concepts About Reading From a Developmental Perspective.**  
Diane Stupay, Harvard University, and Catharine Knight, Cleveland State University
- 14.5 **Affective Components of Comprehension.**  
Robert Gaskins, SUNY-Albany

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

**Luncheon Break**

*12:50 - 2:10 P.M.*

*Pusch Ridge*

**15 Symposium**

**Ways in Which Low-SES Children Make Sense of Instruction in Reading and Writing in the Early Grades**

Chair: Victoria Purcell-Gates, University of Cincinnati

**Knowledges About Written Language Help by Low-SES Children Entering Kindergarten.**  
Victoria Purcell-Gates and Susan Michel Law, University of Cincinnati

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**The Construction of Knowledges About Written Language by Low-SES Children.**

Karin Dahl, University of Cincinnati

**The Construction of Written Language Knowledges in Out-of-School Settings by Urban Kindergarteners:**

Ellen McIntyre, University of Cincinnati

Discussant:

Karin Dahl, University of Cincinnati

*12:50 - 2:10 P.M.*

*Oracle Ridge*

## **16 Symposium**

**Factors Affecting Secondary School Success: Teachers and Texts**

Chair: Bess Hinson, Orange County Florida Public Schools

**Preservice Teachers, Secondary Classroom Teachers and Teacher Educators: A Model Which Promotes Effective Instruction and Learning.**

Diane Lapp and James Flood, San Diego State University, Doris Alvarez, Hoover High School

**Potential Accessibility of Concepts in Vocational Texts.**

Patricia Anders and David Scanlon, University of Arizona

Discussants:

Joy Monahan, Orange County Florida Public Schools, and Donna Alvermann, University of Georgia

*12:50 - 2:10 P.M.*

*Joshua Tree/Manzanita*

## **17 Paper Session**

**Instructional Effects**

Chair: Diane Schallert, University of Texas

**Teacher Effects on Student Beliefs About Control of the Writing Process.**

Kathleen Fear, Michigan State University

**Summarization Instruction and Text Availability: Effects on Quality of Science Text Summarization.**

Martha Head, Southeastern Louisiana University, Leslie Arceneaux and John Readence, Louisiana State University

**The Effects of Cognitive Strategy Instruction on Elementary Students' Reading Outcomes.**

Stephanie Knight, University of Houston - Clear Lake

*12:50 - 2:10 P.M.*

*Juniper/Catclaw/Agave*

## **18 Symposium**

**The Social Context of Reading Revisited**

Chair: Judith Green, Ohio State University

**Reading as Rational Action: Literacy and Functioning in Daily Life.**

James Heap, Ontario Institute for Studies in Education

**Connections Between Language and Learning In the Classroom: Problems and Directions.**

Theresa Rogers, Ohio State University

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**Particularity, Culture, History and Language: Some Issues In the Social Context of Reading.**  
David Bloome, University of Massachusetts

Discussant:

Judith Green, Ohio State University

*12:50 - 2:10 P.M.*

*Seminar*

## **19 Symposium**

**A Structural Approach to Decoding and Spelling Curriculum and Instruction: A Design for Transfer**

Chair: Robert Calfee, Stanford University

**Structural and Historical Foundations for the English Spelling-Sound System.**  
Robert Calfee, Stanford University

**Understanding Spanish Orthography: Teaching for Transfer.**  
Robin Avelar-LaSalle, Stanford University

**Effects of Metalevel Instruction on Learning Disabled Children's Decoding and Spelling.**  
Marcia Henry, San Jose State University

Discussant:

Richard Venezky, University of Delaware

*12:50 - 1:25 P.M.*

*Turquoise*

## **20 Round Tables**

Chair: Irene Gaskins, Benchmark School

**20.1 Specifying the Prior Knowledge-Advance Organizer Interaction in Young Children's Comprehension.**  
Michael Townsend, University of Auckland

**20.2 On Planning and Writing Plans - or What's in a Name?**  
Sandra Stotsky, Harvard Graduate School of Education

**20.3 Deduction in the Theory and Teaching of Reading.**  
Grover Mathewson, Florida International University

**20.4 A Longitudinal Assessment of Preschool Literacy Concepts and Their Relationship to School-Age Reading Achievement.**  
Mary Huba, Iowa State University

*1:35 - 2:10 P.M.*

*Turquoise*

## **21 Round Tables**

Chair: Lawrence Friedman, North Central Regional Educational Laboratory

**21.1 Teachers' Implementations of Research-Based Reading Comprehension Practices.**  
Carol Lloyd, Deborah Tidwell, Judy Mitchell and Margaret Gallego, University of Arizona

**21.2 Relationships Between Imagery, Affect, and Structural Salience in Journalistic Text.**  
Mark Sadoski and Zeba Quast, Texas A & M University

**21.3 The Effectiveness of Using Interactive Computer Programs to Model Textbook Reading Strategies for University and Community College Psychology and Biology Students.**  
Larry Mikulecky and Susan McIntyre-Adams, Indiana University

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21.4 **A Longitudinal Study of Children's Evolving Knowledge of the Characteristics of Word.**  
Beth Spencer, Emory University

21.5 **Text Meets Text - Reading Meets Writing**  
Trevor Cairney, Riverina-Murray Institute of Higher Education

2:20 - 3:40 P.M.

*Pusch Ridge*

## 22 Symposium

**Reading-to-Write and the Development of Strategic Knowledge**

Chair: John Ackerman, Carnegie Mellon University

**The Undercover Work of Task Representation in Reading-to-Write.**

Linda Flower, Carnegie Mellon University

**Differences in the Use of Prior Knowledge in Two Reading-to-Write Tasks.**

Victoria Stein, Carnegie Mellon University

**Strategic Knowledge and Persuasive Discourse: The Effects of Prompts Upon Representational Processes.**

Wayne Peck, Carnegie Mellon University

**Disciplinary Knowledge and Reading-to-Write.**

John Ackerman, Carnegie Mellon University

2:20 - 3:40 P.M.

*Oracle Ridge*

## 23 Paper Session

**Content Area Text and Instruction**

Chair: Connie Bridge, University of Kentucky

**The Effect of a Direct Instruction Text Structure Procedure on the Comprehension, Recall, and Metacognitive Knowledge of Low Ability Junior High School Students.**

Nancy Beck and Sherrie Shugarman, University of Dayton

**Effects of Mnemonic Imagery Training on Fourth Graders' Recall of Content Material.**

Bonnie Konopak and Nancy Williams, Louisiana State University

**Teaching Vocabulary, Reading Comprehension and Summarizing in the Content Area.**

Eileen Carr and Helen Hunt, University of Toledo, and Mary Bigler, Eastern Michigan University

2:20 - 3:40 P.M.

*Joshua Tree/Manzanita*

## 24 Paper Session

**Preservice Teachers' Development of Professional Knowledge**

Chair: Patricia Alexander, Texas A & M University

**The Sense Preservice Teachers Make of Their Language Arts/Reading Methods Classes and Field Placement Experience.**

Jamie Myers, Wayne Serebrin, Caroline Beverstock, Brian Smitten and Pat Bowman, Indiana University

**Knowledge Shifts in Preservice Teachers Engaged in Self-sponsored Learning Activities.**

Robert Tierney and J. Michael Gee, Ohio State University

**The Evolution of Preservice Teachers' Knowledge Structures.**

Beth Herrmann, University of South Carolina

*No smoking in any session*

Wednesday, November 30, 1988

2:20 - 3:40 P.M.

*Juniper/Catclaw/Agave*

**25 Paper Session**

**Emergent Literacy**

Chair: John Pikulski, University of Delaware

**The Relationship Between Early Patterns of Literacy Behavior in Kindergartners and Later School Achievement.**  
June Barnhart, Northern Illinois University

**Preschoolers' Use of Metacognitive Strategies in Self-Selected Literacy Events.**  
Deborah Rowe, Vanderbilt University

**Emerging Ability to Think Critically: One Preschooler's Experiences with Interactive Storybook Reading.**  
Sue Hernandez, Louisiana State University

2:20 - 3:40 P.M.

*Seminar*

**26 Symposium**

**Orthographic Awareness Reflected in Metalinguistic Observation, Levels of Response to Literature and Writing Fluency, Divergent Research Trends Within One Classroom**

Chair: Donald Bear, University of Nevada-Reno

**Words About Words: Metalanguage in Informal and Formal Instructional Contexts.**  
Shane Templeton, University of Nevada-Reno

**Young Children's Written Response to Text.**  
Diane Barone, University of Nevada-Reno

**Writing and Reading Fluency, and Orthographic Awareness.**  
Donald Bear, University of Nevada-Reno

Discussant:

Margaret McIntosh, University of Nevada-Reno

2:20 - 2:55 P.M.

*Turquoise*

**27 Round Tables**

Chair: David Yaden, University of Houston

**27.1 The Relationship of Vocabulary Knowledge and Topic Familiarity to Reading Comprehension.**  
John Naillis, University of Cincinnati

**27.2 Evaluating the Use of Verbal Reports in Reading Research.**  
Linda Phillips and Stephen Norris, Memorial University of Newfoundland

**27.3 Children's Specification of Context Within Story Organization.**  
Beverly Cox, Purdue University, and Margaret Tinzmann, Aquinas College

**27.4 Transitional Knowledge in Emergent Literacy: Multiple Case Studies.**  
George Kamberelis, University of Michigan



Wednesday, November 30, 1988

3:05 - 3:40 P.M.

Turquoise

**28 Round Tables**

Chair: Maribeth Cassidy-Schmitt, University of Northern Iowa

- 28.1 **Instructional Questions Which Promote Students' Story Comprehension: A Description of Questions That Work.**  
David Dunning, University of Delaware
- 28.2 **The Influence of Computer Assisted Language Experience Stories on First Graders' Emergent Reading and Writing Behaviors.**  
Mary Heller, Kansas State University
- 28.3 **Sex and Ethnic Group Differences in Comprehension of High and Low Interest Reading Material in New Zealand Children.**  
Michael Townsend, University of Auckland, and Jane Townsend, Auckland Education Board
- 28.4 **Exploring the Ontogenesis of the Registers of Written Language: Young Children Tackling the "Book Language" of Information Books.**  
Christine Pappas, University of Kentucky

3:50 - 5:10 P.M.

Turquoise

**29 First Plenary Session**

Chair: James Hoffman, University of Texas - Austin

Annual Awards Presentations

Oscar S. Causey Award  
presented by Richard Anderson, University of Illinois at Champaign-Urbana

Albert J. Kingston Award  
presented by Anthony Manzo, University of Missouri at Kansas City

Student Research Award  
presented by William Teale, University of Texas at San Antonio

Presidential Address  
Introduction of Speaker  
Gerald Duffy, Michigan State University

Political and Economic Dimensions of Literacy: Challenges for the 1990's.  
M.Trika Smith-Burke, New York University

9:00 - Midnight

**30 Vital Issues**

Pima Sabino

Informally meet with the day's presentors and continue discussions initiated in sessions.

Thursday, December 1, 1988

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

**Registration**

**Lobby**

8:30 - 9:50 A.M.

Pusch Ridge

**31 Symposium**

**Validating the Tried, But Not Necessarily the True, in Comprehension Instruction**

Chair: Peter Dewitz, University of Toledo

**Vocabulary Instruction, Comparing the Effects of Semantic Mapping and Extensive Practice.**  
Dorothy Roy-Figy and Martha Czecholinski, Toledo Public Schools

**Does Training in Predictions Improve the Comprehension of Good and Poor Readers.**  
Kristine Edler, Toledo Public Schools, and Peter Dewitz, University of Toledo

**The Effects of the Junior Great Books Program on Inferential Comprehension.**  
Ann Heini, University of Toledo

**Measuring Children's Procedural Knowledge of Comprehension.**  
Eileen Carr, University of Toledo

Discussant:

Judythe Patberg, University of Toledo

8:30 - 9:50 A.M.

Oracle Ridge

**32 Symposium**

**Towards an Instructional Model: Interactive Practices, Teachers, and Elementary-Level Bilingual Learning Disabled Students**

Chair: Luis Moll, University of Arizona

**A Comparison of Vocabulary Instructional Practices on Bilingual Learning Disabled Students' Reading Comprehension.**  
Candace Bos, Adela Allen and David Scanlon, University of Arizona

**Adaptation of Theoretically Linked Practices by the Teachers Who Use Them.**  
Patricia Anders and Margaret Gallego, University of Arizona

**The Use of Two Languages as a Resource for Mediating Comprehension.**  
Grace Duran and Elba Reyes, University of Arizona

Discussant:

Barbara Flores, California State University - San Bernardino

8:30 - 9:50 A.M.

Joshua Tree/Manzanita

**33 Symposium**

**Promoting Literate Behavior in Discussions: Three Initiatives, Three Grade Levels**

Chair: Robert Tierney, Ohio State University

**A Synthesis of Theories of Discussion.**  
John O'Flahavan, University of Illinois, Center for the Study of Reading, Evelyn Hanssen, Indiana University, and Steven Athanases, Stanford University

*Thursday, December 1, 1988*

**Conversational Group Discussions: A Study of Second Graders Leading Their Own Discussions.**  
John O'Flahavan, University of Illinois, Center for Study of Reading

**Literature Circles: Contexts for the Development of Literate Behavior.**  
Evelyn Hanssen, Indiana University

**Recitation and Discussion in High School Talk About Literature.**  
Steven Athanases, Stanford University

*8:30 - 9:50 A.M.*

*Juniper/Catclaw/Agave*

## **34 Symposium**

**Learning to Read: Implications From Longitudinal Studies of At Risk Children**

Chair: Gay Su Pinnell, Ohio State University

**A Longitudinal Study of At Risk Children.**  
Gay Su Pinnell, Ohio State University

**A Critical Analysis of Comprehending Within the Teaching Setting of Reading Recovery Lessons.**  
Billie Askew, Richardson Independent School District

**A Comparison of Miscue Behavior on Texts Read Above 90% and Below 90% with Level of Classroom Basal Reader Placement in Second and Third Grade Students Served in Reading Recovery as First Graders.**  
Diane DeFord, Ohio State University

**Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is A Child's Learning Disability Environmentally Produced?**  
Carol Lyons, Ohio State University

Discussant:

Jerome Harste, Indiana University

*8:30 - 9:50 A.M.*

*Seminar*

## **35 Symposium**

Chair: Barbara Kapinus, Maryland State Department of Education

**What's Happening in the States? A Report on Current Literacy Issues and Programs.**  
M.Trika Smith-Burke, New York University

Panel:

Francie Alexander, California State Department of Education, Jane Algozine, New York State Department of Education, Lois Easton, Arizona State Dept of Education, and Judy Gilbert, Colorado State Dept of Education

*8:30 - 9:05 A.M.*

*Turquoise*

## **36 Round Tables**

Chair: Thomas Bean, California State University-Fullerton

**36.1 The Comprehension Strategies of Competent College Readers.**  
Ellen Block, Baruch College/CUNY

**36.2 Revisions as Artifacts of Beliefs About Writing.**  
David Huestis, Halifax County-Bedford School District, and Allan Neilsen, Mount Saint Vincent University

*Thursday, December 1, 1988*

- 36.3 **Variables Associated with Second-Grade Students' Ability to Identify Polysyllabic Words.**  
John Shefelbine and Luci Lipscomb, University of Texas, and Alison Hern, Round Rock Independent School District
- 36.4 **The Relationship of Headings, Questions, and Prior Knowledge to Multiple-choice Test Performance.**  
Stephen Wilhite, Widener University
- 36.5 **Using Computer-Assisted Instruction (CAI) and Telecommunications to Enhance Collaborative Writing Skills.**  
Ann Duin, University of Minnesota

*9:15 - 9:50 A.M.*

*Turquoise*

**37 Round Tables**

Chair: Sharon O'Neal, Texas Education Agency

- 37.1 **Preservice Teachers' Resistance to Content Reading Instruction: A Qualitative Construction of Why Every Teacher Is NOT a Teacher of Reading.**  
David O'Brien and Roger Stewart, Purdue University
- 37.2 **Effects of a Writing Strategy on Sixth Graders' Content Learning.**  
Bonnie Konopak, Louisiana State University, Michael Martin and Sarah Martin, Eastern Michigan University
- 37.3 **A Chronometric Analysis of Cognitive Processes in Text Search.**  
Mariam Dreher and John Guthrie, University of Maryland
- 37.4 **The Nature and Influence of Text Corpora and Teacher Factors on Student Learning in Social Studies Units.**  
Mark Aulls, McGill University
- 37.5 **The Influence of Print Size, Vocabulary Difficulty, and Interest on the Reading Self-Efficacy Judgments of High Achieving and Low Achieving High School Readers.**  
Charlene Liesveld, University of Nebraska - Lincoln

*9:50 - 10:10 A.M.*

**Coffee Break**

**Adjacent to Meeting Rooms**

*10:10 - 11:30 A.M.*

*Turquoise*

**38 Second Plenary Session**

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

**Designing Invitations to Thinking: Some Initial Thoughts.**  
John Bransford, Vanderbilt University

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

**Luncheon Break**

*12:50 - 2:10 P.M.*

*Pusch Ridge*

**39 Symposium**

**Instruction in Analogy, Analogy in Instruction**

Chair: David Hayes, University of Georgia

*Thursday, December 1, 1988*

**Text-Based Analogies and Reader Concept Learning in High School Biology.**  
Thomas Bean, California State University-Fullerton

**The Relationship Between Vocabulary Knowledge and Young Children's Analogy Performance.**  
Stephen White, University of Georgia

**Training in Analogical Reasoning: What is the Effect on Text Comprehension?**  
Patricia Alexander, Texas A & M University

Discussant:  
David Hayes, University of Georgia

*12:50 - 2:10 P.M.*

*Oracle Ridge*

#### **40 Symposium**

**Developments in Second Language Reading Research**

Chair: Elizabeth Bernhardt, Ohio State University

**Second Language Reading of German, Chinese, and Japanese: A Meta-Analysis of Three Eye Tracking Studies.**  
Michael Everson, U.S. Air Force Academy, and Fumiko Harada, Ohio State University

**Awareness of Text Structure: The Question of Transfer from L1 to L2.**  
Sally Hague, University of Georgia

**The Casual Network Model and Second Language Reading.**  
James Davis, Penn State University

Discussant:  
S.Jay Samuels, University of Minnesota

*12:50 - 2:10 P.M.*

*Joshua Tree/Manzanita*

#### **41 Symposium**

**Toward an Understanding of Strategic Literacy Learning: A Collaborative Research Study in a Transition First Grade Classroom**

Chair: Diane Stephens, University of Illinois, Center for the Study of Reading

**Looking at Literacy from a Semiotic Perspective.**  
Heidi Mills, University of South Carolina

**Examining Socio-psychological Learning Strategies Across Sign Systems.**  
David Whittin, University of South Carolina

**Exploring the Role of Reflection in Literacy Learning.**  
Timothy O'Keefe, R. Earl Davis Elementary School

Discussant:  
Diane Stephens, University of Illinois, Center for the Study of Reading

*12:50 - 2:10 P.M.*

*Juniper/Catclaw/Agave*

#### **42 Symposium**

**A Classification Scheme for Categorizing Children's Questions During Storybook Reading: Theoretical Development, Empirical Refinement and Applied Uses**

Chair: David Yaden, Jr., University of Houston

*Thursday, December 1, 1988*

**A Classifying Scheme for Categorizing the Types of Questions That Children ask During Storybook Read-Alouds: Theoretical and Empirical Proofs.**

David Yaden, Jr., University of Houston

**An Experimental Investigation of the Effect of Print-Salient Aspects of Picture Storybooks and Rereadings Upon Preschoolers' Questions During Home Read-Alouds:**

Alice Conlon and Laura Smolkin, University of Houston

**Using Children's Questions as a Model for Training Lower Socio-Economic Status Parents:**

Jean Mosley, Louisiana State University

Discussant:

Susan Neuman, University of Lowell

*12:50 - 2:10 P.M.*

*Seminar*

**43 Paper Session**

**Remedial and Compensatory Education**

Chair: Peter Afflerbach, Emory University

**Effects of Setting on Instructional Practices, Student Activities, and Congruence in a Remedial Reading Program.**

Rita Bean and R.Tony Eichelberger, University of Pittsburgh

**Guided Instruction in Trade Books to Increase the Reading Achievement of Primary Reading - Disabled Children.**

Margaret Richek, Northeastern Illinois University, and Becky McTague, Harvey Public Schools

**The Social Construction of Learning Problems: Language Use in a Special Education Resource Room.**

Patricia Cousin, California State University - San Bernardino

*12:50 - 1:25 P.M.*

*Turquoise*

**44 Round Tables**

Chair: Lois Dreyer, Columbia University

**44.1 Computer-Assisted vs Traditional Tutoring in a University Reading Clinic.**

V. Elaine Yates, University of Houston

**44.2 Sex-Specific Discourse Features as Factors Influencing Teacher's Evaluations of Students' Writing.**

Duane Roen, University of Arizona

**44.3 The Effects of Computer-mediated Text on the Comprehension and Vocabulary Learning of Intermediate-grade Readers.**

David Reinking, University of Georgia, and Sharon Rickman, Readington School District

**44.4 Reading to Learn in a Fourth Grade Class: How Teachers are Taught and How They Teach.**

Nancy Williams, Louisiana State University

**44.5 Students as Literary Critics.**

Theresa Rogers, Ohio State University

*1:35 - 2:10 P.M.*

*Turquoise*

**45 Round Tables**

Chair: Joanne Ratliff, University of Central Florida

**45.1 Are Above Average College Students Strategic Readers and/or Can They Be Taught To Be? A Case Study.**

Maribeth Schmitt, DePauw University

*Thursday, December 1, 1988*

- 45.2 **A Profile Approach to Defining College Juniors' Writing Competencies.**  
Claudia Gentile, Syracuse University
- 45.3 **Effect of Integrated Reading-Writing Approaches that Include and Exclude Computer Technology upon Disadvantaged High School Students' Reading and Writing Abilities.**  
Cathy Collins and Charles Latham, Texas Christian University
- 45.4 **The Match Between Kindergarten Reading Materials and the Emergent Literacy Construct.**  
Jackie Papierz and Elfrieda Hiebert, University of Colorado-Boulder
- 45.5 **Social + Academics Does Not Equal Reading.**  
Jamie Myers, Bruce Robbins, Brian Smitten, and William Bintz, Indiana University

*2:20 - 3:40 P.M.*

*Pusch Ridge*

## **46 Symposium**

### **Learning From Prose: Research Using On-Line Measures of Cognitive Strategies**

Chair: Ralph Reynolds, University of Utah

#### **Measurement and Analysis of On-Line Indices of Cognitive Strategies.**

Woodrow Trathen and Ralph Reynolds, University of Utah and Richard Lapan, University of Delaware

#### **Using Verbal Reports to Identify Strategies in Learning.**

Suzanne Wade, Woodrow Trathen and Greg Schraw, University of Utah

#### **The Emergence of the Selective Attention Strategy: A Study With Sixth Graders.**

Myrtie Sawyer, Ralph Reynolds and Charlene Shepard, University of Utah

#### **Selective Attention in Tenth Grade Readers: Some Theoretical and Methodological Issues.**

Charlene Shepard and Ralph Reynolds, University of Utah

Discussant:

Ernest Goetz, Texas A & M University

*2:20 - 3:40 P.M.*

*Oracle Ridge*

## **47 Symposium**

### **A Critical Reading of Cultural Literacy: The Premises & Promises of Hirsch's Project**

Chair: John Willinsky, University of Calgary

#### **Hirsch's Concepts of Cognition, Culture and Communication.**

Roy Graham, University of Calgary

#### **Testing Cultural Literacy with a Database.**

John Willinsky, University of Calgary

#### **Literacy and the State: Hirsch, Rosenblatt, Giroux.**

Helen Harper, Ontario Institute for Studies in Education

Discussant:

Carl Braun, University of Calgary

Thursday, December 1, 1988

2:20 - 3:40 P.M.

Joshua Tree/Manzanita

## 48 Symposium

### Social Contexts That Support Literacy Learning: Implications for Teacher Education

Chair: Yetta Goodman, University of Arizona

#### Creating Classroom Contexts for Authoring.

Kathy Short, Goshen College

#### Interactive Demonstrations as Contexts for Literacy Learning.

Deborah Rowe, Vanderbilt University

#### Learning Potentials of Classroom Contexts that Highlight Interaction.

Evelyn Hanssen, Indiana University

Discussant:

Yetta Goodman, University of Arizona

2:20 - 3:40 P.M.

Juniper/Catclaw/Agave

## 49 Symposium

### The Role of Oral Language in the Comprehension of Text

Chair: Linda Gambrell, University of Maryland

#### The Effect of Small Group Story Reading on Children's Questions, Comments, and Story Comprehension.

Lesley Morrow, Rutgers University

#### The Nature and Quality of Classroom Dialogue in Literature Response Groups.

Dorothy Strickland, Columbia University

#### The Effects of Repeated Reading and Retelling Upon Young Children's Reading Comprehension and Language Proficiency.

Patricia Koskinen and Linda Gambrell, University of Maryland, and Barbara Kapinus, Maryland State Department of Education

Discussant:

Donna Alvermann, University of Georgia

2:20 - 3:40 P.M.

Turquoise

## 50 Symposium

### Language Based Literacy Programs for Young Children "At Risk"

Chair: Sheila Cohen, SUNY-Cortland

#### Self Perceptions of "At Risk" and Average Students.

Sheila Cohen, SUNY-Cortland, Gloria McDonnell, Fairfax County Public Schools, and E.Bess Osburn, Sam Houston State University

#### "At Risk" Students in a Whole Language Classroom: A Naturalistic Inquiry.

Barbara Tyler, Texas A & M University

#### How Do "At Risk" Low SES Children from Whole Language Classrooms Fare on First Grade Competency Tests?

Gloria Kutach, Conroe ISD, and Sheila Cohen, SUNY-Cortland

Discussant:

John Stansell, Texas A&M University



Thursday, December 1, 1988

2:20 - 2:55 P.M.

Turquoise

## 51 Round Tables

Chair: Martha Haggard, Sonoma State University

- 51.1 **When Writers Meet Readers: Cognitive Processes in Revising after Feedback.**  
Barbara Sitko, Carnegie Mellon University
- 51.2 **Skilled vs. Unskilled Readers: When Do They Use Context in Word Recognition?**  
Lauren Leslie and Jan Bady, Marquette University
- 51.3 **Theoretical Design Principles of an Adult Literacy CAT/CAI System.**  
Peter Mosenthal, Syracuse University, and Irwin Kirsch, Educational Testing Service
- 51.4 **Placing Students in Instructional Reading Groups: A Comparative Investigation of Five Assessment Techniques.**  
Janet Blaha, Michael French and J. Steve Oliver, Kansas State University
- 51.5 **Is This A Story? Preschool Children's Responses to Written Vignettes.**  
Donna Barnes, University of San Diego

3:05 - 3:40 P.M.

Turquoise

## 52 Round Tables

Chair: Patrick Shannon, University of Minnesota/Duluth

- 52.1 **Writing as a Process Toward Learning: A Case Study at a University.**  
Adrienne Charvoz, University of Utah
- 52.2 **A Nine-year Interdisciplinary Study of a Large Cohort of Dyslexic Children.**  
Bjorn Karlsen, Sonoma State University, and Hans-Jorgen Gjessing, University of Bergen Norway
- 52.3 **Computer Simulation of Deaf Children's Understanding of Written Language.**  
David Wohlhart, Landesinstitut für Gehörlosen Bildung
- 52.4 **Reading and Writing Growth: Using Portfolios in Assessment.**  
Mark Carter and Robert Tierney, Ohio State University
- 52.5 **The Effects of Storyreading Procedures Collaboratively Designed by Teachers and Researcher on Kindergartners' Literacy Learning.**  
Carol Peterman, Portland State University

3:50 - 5:10 P.M.

Pusch Ridge

## 53 Symposium

**Observational Studies of Reading Comprehension Instruction**

Chair: Vienna Moore, Oglethorpe University

**Comprehension Instruction: What Research Suggests is Effective and What Observational Studies Reveal.**  
Robert Schreiner, University of Minnesota

**Comprehension Instruction of Award Winning Teachers, Masters Degree Teachers, and Non-Masters Degree Teachers.**  
David Wendler, Dr Martin Luther College

**Spontaneous Comprehension Instruction During Post-Reading Story Discussions with Intermediate Grade Students.**  
Vienna Moore, Oglethorpe University

Discussant:

S. Jay Samuels, University of Minnesota

*Thursday, December 1, 1988*

*3:50 - 5:10 P.M.*

*Oracle Ridge*

**54 Symposium**

**Parent Support for Literacy Learning: A Focus on Lower-SES Families**

Chair: Patricia Edwards, Louisiana State University

**Interactions in Parent-Child Environmental Print Reading Events.**

Lea McGee, Patricia Edwards and Nancy Weems, Louisiana State University

**The Effect of Two Training Procedures on Bookreading Interactions of Lower-SES Headstart Mothers and Children.**

Patricia Edwards, Louisiana State University, and Carolyn Panofsky, University of New Mexico

**Lower-SES Mothers' Learning of Bookreading Strategies.**

Patricia Edwards, Ellen Jampole, and Nancy Weems, Louisiana State University

Discussant:

Dorothy Strickland, Columbia University

*3:50 - 5:10 P.M.*

*Joshua Tree/Manzanita*

**55 Paper Session**

**Whole Language Classroom Interactions**

Chair: Thomas Duffy, Carnegie Mellon University

**Negotiated Learning: Social and Academic Development in a Whole-Language Classroom.**

Sherry Vaughan, Washington State University

**"Book Buddies": A Look at Dialogue Journals in a First Grade Classroom.**

William Bintz, Indiana University, and Jill Dillard, Summit Elementary School Systems

**The Effect of a Literacy-Based Classroom on Low Achievers.**

Joan Bock, University of Cincinnati

*3:50 - 5:10 P.M.*

*Juniper/Catclaw/Agave*

**56 Symposium**

**Capturing, Describing and Changing Teacher Discussion During Content Area Reading Lessons**

Chair: Mark Conley, Michigan State University

**A System for Analyzing Videotaped Classroom Discussion of Content Area Reading Assignments.**

Donna Alvermann, University of Georgia

**A Comparison of the Quantity and Quality of Discussion During Interactive and Directive Instructional Practices.**

Margaret Gallego and Patricia Anders, University of Arizona

**Fostering Change in Discussion Practices During Content Reading Lessons.**

Mark Conley, Michigan State University

Discussant:

Judith Green, Ohio State University

Thursday, December 1, 1988

3:50 - 5:30 P.M.

Seminar

## 57 Symposium

**When Prior Knowledge Doesn't Facilitate Text Comprehension: An Examination of Some of the Issues**

Chair: Nancy Marshall, Florida International University

**Expanding our Understanding of Prior Knowledge.**  
Nancy Marshall, Florida International University

**"Intuitive" Conceptions and Misconceptions in Science: Specific Cases of Intractable Prior Knowledge.**  
Ann Pace, University of Missouri-Kansas City, and Patricia Lucido, Northwest Missouri State University

**Plato, Aristotle, and Descartes on Knowledge – Prior and Otherwise.**  
Lawrence Friedman, North Central Regional Educational Laboratory

**Differing Socio-Cultural Perspectives and Text Confusions.**  
Rosalind Horowitz, University of Texas - San Antonio

**Prior Knowledge and Reading Disability.**  
Marjorie Lipson, University of Vermont

Discussant:

Cathy Roller, University of Iowa

3:50 - 4:25 P.M.

Turquoise

## 58 Round Tables

Chair: Sally Lipa, SUNY-Geneseo

58.1 **Reading and Responding: Effects of a Prompted Approach to Literature.**  
Nancy Farnan, San Diego State University

58.2 **Multimedia and Multi-Layers in Multiple Texts.**  
Rene Galindo, Robert Tierney, Sharon Williams, Laurie Stowell and JoEllen Harris, Ohio State University

58.3 **The Impact of an Early Intervention Program on Parent - Teacher Communication Patterns.**  
Kathleen Holland, University of Massachusetts

58.4 **The Oral Language Link to Literacy: The Kindergarten Years.**  
Karen Thomas and Steven Rinehart, West Virginia University

4:35 - 5:10 P.M.

Turquoise

## 59 Round Tables

Chair: Rebecca Harlin, SUNY-Geneseo

59.1 **Cognitive Demands and Informational Sources of Teachers' Questions in Reading and Writing Instruction.**  
Sheida White, Kamehameha Schools, Honolulu, and Roland Tharp, University of Hawaii

59.2 **Spelling Avoidance: Where the Spelling Lists Go Wrong.**  
Caroline Beverstock and Bruce Robbins, Indiana University

*Thursday, December 1, 1988*

- 59.3 **"Pretend Literacy": Preschoolers' Conceptions of What It Means to be Literate.**  
Susan Neuman, University of Lowell, and Kathy Roskos, John Carroll University
- 59.4 **An Investigation of Experiences in the Home and Preschool Environment Related to Inventive Spelling.**  
Jeanne Burns, Stetson University, and Donald Richgels, Northern Illinois University
- 59.5 **Language Functions Used by Four-Year-Olds.**  
Donna Camp and Mary Aylor, East Central Oklahoma University

5:30 - 6:30 P.M.

### **Business Meeting**

**Turquoise Room**

The Annual Business Meeting, open to all NRC members, will be held on Thursday, 5:30 - 6:30 in the Turquoise Room. Issues central to the future of NRC will be discussed, and all members are urged to attend.

### **Thursday Vital Issues**

**Last Territory**

9:00 - Midnight

Today's Vital Issues will be held at the Last Territory, where you can combine dinner and dancing with discussions. The day's presentors will be in attendance, and you can informally clarify and explore issues stimulated by the sessions. Reservations are required if you decide to eat dinner at the Last Territory. Prices and information will be available in the conference registration area.

Friday, December 2, 1988

8:30 - 9:50 A.M.

*Pusch Ridge*

**60 Symposium**

**Prior Knowledge Research: Misconceptions and Multiple Measures**

Chair: Avon Crismore, Purdue University of Fort Wayne

**Correcting Misconceptions: Helping Fifth Graders Learn with Science Text.**  
Katherine Maria, College of New Rochelle

**Overcoming Problems with Incorrect Prior Knowledge: An Instructional Study.**  
Nancy Marshall, Florida International University

**Study Strategies for Correcting Misconceptions in Physics: An Intervention.**  
Donna Alvermann and Cynthia Hynd, University of Georgia

**Multiple Measures of Prior Knowledge: Comparative Predictive Validity.**  
Sheila Valencia, University of Washington, and Anne Stallman, University of Illinois, Center for the Study of Reading

Discussant:

Janice Dole, University of Utah

8:30 - 9:50 A.M.

*Oracle Ridge*

**61 Symposium**

**Literacy and the Linguistically/Culturally Different Learner**

Chair: Ileana Seda, California State University-Fresno

**English Language and Literacy Development of Young Linguistically Different Children.**  
Ileana Seda and Shareen Abramson, California State University-Fresno

**Universal and Culture-Specific Aspects of Hmong Folk Literature.**  
Timothy Morrison, California State University-Fresno

**A Cross-Cultural Study of the Effects of Cultural Schemata on Proficient Readers' Comprehension Monitoring Strategies and Their Comprehension of Culturally Familiar and Unfamiliar Passages.**  
Robert Pritchard, California State University-Fresno

Discussant:

Sandra LeSourd, California State University-Fresno

8:30 - 9:50 A.M.

*Joshua Tree/Manzanita*

**62 Symposium**

**A Strategy for the Assessment of Teachers of Elementary Literacy**

Chair: Karen Wixson, University of Michigan

**The Research Context for Developing Teacher Assessments.**  
Linda Vavrus and Robert Calfee, Stanford University

**Case Studies of Research in Progress.**  
Kenneth Wolf, Elaine Chin and Steven Athanases, Stanford University

Discussant:

Karen Wixson, University of Michigan

Friday, December 2, 1988

8:30 - 9:50 A.M.

*Juniper/Catclaw/Agave*

**63 Paper Session**

**Ethnographic Studies of Classrooms**

Chair: Rosemary Lonberger, SUNY-Buffalo

**What Is Being Taught? What Is Being Learned? An Ethnographic Study of Success with Intermediate Grade At-Risk Readers.**

Nancy Shanklin, University of Colorado at Denver

**The Construction of the Social Organization in One Secondary Content Classroom: An Ethnographic Study of a Biology Teacher and His Academic-Track Students.**

Deborah Dillon and David O'Brien, Purdue University, and Joseph Ruhl, Lafayette Jefferson High School

**"Struggling" in Groupwork: An Examination of Student/Text Exchanges and Negotiations in a Biology Classroom.**

David O'Brien and Deborah Dillon, Purdue University, and Joseph Ruhl, Lafayette Jefferson High School

8:30 - 9:50 A.M.

*Seminar*

**64 Paper Session**

**Adult Literacy**

Chair: Cathy Roller, University of Iowa

**Longitudinal Analysis of the New York City Adult Literacy Database.**

Deborah Ragin and Verna Haskins Denny, The Literacy Assistance Center, and Stanley Schneider, Metis Associates Inc

**Curriculum Based Measures: A Means of Assessing and Monitoring Reading and Writing Progress of Adult Basic Readers.**

Rita Bean and Suzanne Lane, University of Pittsburgh

**Adult Literacy: Issues in Learning and Instruction.**

Vivian Gadsden, University of Michigan

8:30 - 9:05 A.M.

*Turquoise*

**65 Round Tables**

Chair: Martha Combs, Oklahoma State University

**65.1 Factors that Relate to Topic Choice of First Grade Writers.**

Dorothy Douglas, Oklahoma State University

**65.2 Sixth Graders' Comprehension of Science Passages Containing Embedded Logical Argumentation.**

June Zack and Willavene Wolf, New York University

**65.3 Oral and Silent Reading Rates of Fourth Grade Students: Are All Good Readers Fast Readers?**

Diane Allen, University of Alabama in Huntsville

**65.4 A Literacy Education Model for Preservice Teachers: Translating Observation and Reflection Into Exemplary Practice.**

Evelyn Freeman, Ohio State University-Newark, Virginia Allen, Ohio State University-Marion, and Barbara Lehman, Ohio State University-Mansfield

Friday, December 2, 1988

9:15 - 9:50 A.M.

Turquoise

**66 Round Tables**

Chair: Patricia Edwards, Louisiana State University

- 66.1 **Development of Ownership of Revision in Writing - A Case Study of a First Grade Child.**  
Carol Stamm and Jill Fitzgerald, University of North Carolina at Chapel Hill
- 66.2 **What Does Maximum Oral Reading Rate Measure?**  
Ronald Carver, University of Missouri-Kansas City
- 66.3 **Main Idea Reading Skill Lessons.**  
Karen Wulff, David Moore and Sharon Moore, University of Northern Iowa
- 66.4 **Teachers' Models of Reading.**  
Mary Hamilton, University of Arizona
- 66.5 **Peer Conferencing: Its Effect and What Affects It.**  
Helene Anthony, Michigan State University
- 66.6 **The Texts and Textures of Literacy Learning in Whole Language vs. Traditional/Skills Classrooms.**  
Carole Stice, Tennessee State University, and Nancy Bertrand, Middle Tennessee State University

9:50 - 10:10 A.M.

**Coffee Break**

**Adjacent to Meeting Rooms**

10:10 - 11:30 A.M.

Turquoise

**67 Third Plenary Session**

Introduction of Speaker

James V. Hoffman, University of Texas at Austin

**Success for All: A Zero-Failure Approach to Beginning Reading.**

Robert Slavin, John Hopkins University

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

**Luncheon Break**

12:50 - 2:10 P.M.

Pusch Ridge

**68 Paper Session**

**Metacognitive Aspects of Comprehension**

Chair: Sandra Hollingsworth, University of California-Berkeley

**Metacognitive Awareness as a Key to Comprehension Improvement.**

Karen Samson, Chicago State University

**An Exploratory Study of Metacognitive Awareness in Response to Three Models of Reading Instruction.**

Michael Meloth, University of Colorado-Boulder

**Qualitative Analyses in Support of Quantitative Data: Portraits of Fourth-Grade Students Who Participated in a Metacomprehension Training Study.**

James Baumann, Leah Jones and Nancy Seifert-Kessell, Purdue University

*Friday, December 2, 1988*

*12:50 - 2:10 P.M.*

*Oracle Ridge*

**69 Paper Session**

**Issues in Assessment and Remediation**

Chair: Marjorie Lipson, University of Vermont

**Constructive Evaluation and the Improvement of Teaching and Learning.**  
Peter Johnston, SUNY-Albany

**Remedial Reading Instruction: An Analytic Review.**  
Richard Allington and Peter Johnston, SUNY-Albany

**New Directions in Reading Assessment.**  
Terry Salinger, National Assessment of Educational Progress

*12:50 - 2:10 P.M.*

*Joshua Tree/Manzanita*

**70 Symposium**

**Classroom Collaborations in Literacy Learning: Teachers Educators, Teachers and Students.**

Chair: Mark Condon, University of Louisville

**Classroom Collaborations in Literacy Learning: Initiating Collaboration**  
Mark Condon and Jean Anne Clyde, University of Louisville, Jesse Payne, Jefferson County Public Schools-Louisville

**Classroom Collaboration in Literacy Learning: The Processes of Collaboration**  
Jean Anne Clyde and Mark Condon, University of Louisville, Jesse Payne, Jefferson County Public Schools-Louisville

**Classroom Collaboration in Literacy Learning: Case Studies**  
Jesse Payne, Jefferson County Public Schools-Louisville, Jean Anne Clyde and Mark Condon, University of Louisville

*12:50 - 2:10 P.M.*

*Juniper/Catclaw/Agave*

**71 Paper Session**

**Academic Tasks and the Study of Reading Instruction**

Chair: Linda Fielding, SUNY-Albany

**Task Demands During Reading Instruction: Triangulating Teacher, Student and Observer Perspectives.**  
Candace Bos and Carol Lloyd, University of Arizona

**An Examination of Student Goals for Completion of Classroom Reading Tasks.**  
Susan Murphy, Virginia Tech

**Reducing Ambiguity: How Students and Teachers Make Sense of School.**  
Martha Haggard, Sonoma State University



Friday, December 2, 1988

12:50 - 2:10 P.M.

Seminar

## 72 Symposium

**Adult Learners' Perspectives on Literacy Learning**

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

**Adult Learners' Concepts of Literacy and Schooling.**

M.Trika Smith-Burke, New York University

**"Now You Gotta Start Learnin'": Adult Views of Literacy Learning.**

Dorothy Deegan, New York University

**Reading, Writing, and Religion: Ethnography in a Bible Study Group.**

J.Michael Parker, New York University

12:50 - 1:25 P.M.

Turquoise

## 73 Round Tables

Chair: Lea McGee, Louisiana State University

**73.1 Factors Influencing the Development of L2 Composition.**

Keiko Koda, Ohio University

**73.2 The Effects of Three Questioning Procedures on Seventh-Graders' Immediate and Delayed Recall of American History Text.**

Barbara Lyman, University of Delaware, and Martha Collins, Louisiana State University

**73.3 A Study of the Relationship Between Influential Teachers' Prior Knowledge, Teaching Effectiveness, and Development of Higher Order Thinking in Content Areas.**

Robert Ruddell, University of California-Berkeley

**73.4 Silent Reading: From Debate to Reformation.**

Ian Wilkinson, University of Illinois at Urbana-Champaign

**73.5 First Graders' Emergent Reading Behavior When Reading Self-selected Texts in School.**

Ellen McIntyre, University of Cincinnati

1:35 - 2:10 P.M.

Turquoise

## 74 Round Tables

Chair: Yolanda Padron, University of Houston - Clear Lake

**74.1 Reading and Writing Connections as Revealed in Synthesis Essays of ESL Students.**

Ruth Caswell and Kunyarut Getkham, Texas Woman's University

**74.2 The Effects of Using Literature in Conjunction With Social Studies Texts on the Learning of Fifth Grade Students.**

James Flood and Diane Lapp, San Diego State University, Sandra Vavul, Solana Beach School District

**74.3 School Level Influences on Adoption of Instructional Practices in Reading.**

Peggy Placier, University of Arizona

**74.4 Preservice Teachers' Conceptions of Time and Time Management and Its Impact Upon Content Area Reading Instruction: A Qualitative Study.**

Roger Stewart, Purdue University

**74.5 Kindergarten Peer Interactions: Sites for Redefining Purposes of Literacy Events.**

Becky Reimer, University of Utah

*No smoking in any session*

*Friday, December 2, 1988*

*2:20 - 3:40 P.M.*

*Pusch Ridge*

**75 Paper Session**

**Learning Word Meanings**

Chair: James Fleming, SUNY-Albany

**Effects and Procedures of Video Integration on Vocabulary Acquisition.**  
Jennifer Goodman, Charles Kinzer and Herbert Rieth, Vanderbilt University

**A Comparison of Three Instructional Strategies Designed to Enhance Incidental Vocabulary Learning.**  
Karen Kranzer and John Pikulski, University of Delaware

**Contextual Strategies for Learning Word Meanings: Middle Grade Students Look In, Look Out.**  
Rusty Weaver and Patricia Herman, Kamehameha Schools

*2:20 - 3:40 P.M.*

*Oracle Ridge*

**76 Paper Session**

**Specific Assessment Techniques**

Chair: Katherine Maria, College of New Rochelle

**Reflective Readers and Reflective Teachers: Using Think-Aloud Protocols to Study the Processes of Reading.**  
Peter Afflerbach, Emory University

**Measuring Children's Procedural Knowledge of Comprehension.**  
Peter Dewitz and Eileen Carr, University of Toledo

**Yes/No Method of Vocabulary Assessment: Is It Valid for Young and/or Poor Readers?**  
Thomas White, Kamehameha Schools, Wayne Slater, University of Maryland, and Michael Graves, University of Minnesota

*2:20 - 3:40 P.M.*

*Joshua Tree/Manzanita*

**77 Symposium**

**A Comparison of the Tasks, Attitudes Toward Literacy, and Literacy Accomplishments of Children in Whole Language and in Textbook-Based Classrooms**

Chair: Elfrieda Hiebert, University of Colorado-Boulder

**Examining Student Tasks in Whole Language and Textbook-Based Classrooms.**  
Charles Fisher and Elfrieda Hiebert, University of Colorado-Boulder, and Patricia Hagerty, School District #12 Adams County

**Examining Student Outcomes in Whole Language and Textbook-Based Classrooms.**  
Patricia Hagerty, School District #12 Adams County

**Students' Self-Selection Abilities and Amount of Reading in Whole Language and Textbook-Based Classrooms.**  
Kay Mervar, Boulder Valley School District, and Elfrieda Hiebert, University of Colorado-Boulder

Discussant:

Robert Calfee, Stanford University

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Friday, December 2, 1988

2:20 - 3:40 P.M.

Juniper/Catclaw/Agave

**78 Symposium**

**What Worked And Why: An Analysis of Two Research-Based Programs to Support Early Literacy**

Chair: Leslie Patterson, Sam Houston State University

**Four-Year-Olds' Response to a Print Rich Environment.**

Teresa Katt, Spring Branch Independent School District

**At-Risk First Graders' Responses to a Reading/Writing Workshop.**

Elaine Everett, Glen Loch Elementary School

**Exploring Theory-to-Practice-to-Theory Connections.**

Joan Prouty, E.Bess Osburn and Leslie Patterson, Sam Houston State University

2:20 - 3:40 P.M.

Seminar

**79 Paper Session**

**Content Area Reading in the High School**

Chair: Wayne Slater, University of Maryland

**Learning Concepts from Biology Text Through a Teacher Guided Discussion of Pictorial Analogies and an Analogical Study Guide.**

Thomas Bean and Denise Searles, California State University-Fullerton, Harry Singer, University of California-Riverside, and Stan Cowen, Garden Grove High School

**A Critical Review of Reading in Mathematics Instruction: The Need for a New Synthesis.**

Raffaella Borasi and Marjorie Siegel, University of Rochester

**The Use of Study Strategy Instruction with Secondary School Students: Is There a Research Base?**

Jeanne Swafford, University of Georgia

2:20 - 2:55 P.M.

Turquoise

**80 Round Tables**

Chair: David Moore, University of Northern Iowa

**80.1 The Connection Between Reading and Writing Instruction.**

Timothy Shanahan, University of Illinois at Chicago

**80.2 The Use of Linguistic Knowledge in Reading - The Case of Initial Capital Letters for Nouns in German.**

Hartmut Gunther, Max Planck Institut fur Psycholinguistik Nijmegen

**80.3 Considerate Text: Do We Practice What We Preach?**

R. Scott Baldwin and Jeanne Schumm, University of Miami, John Readence and John Konopak, Louisiana State University

**80.4 Expertise in the Teaching of Reading: Changes in a Novice's Thoughts and Actions.**

Kathryn Au, Kamehameha Schools

**80.5 A Description and Analysis of Teacher Activity in Whole Language and Traditional/Skills Classrooms.**

John Bertrand, Tennessee State University

Friday, December 2, 1988

3:05 - 3:40 P.M.

Turquoise

**81 Round Tables**

Chair: Kathy Short, Goshen College

- 81.1 **Self-Regulated Learning Strategies, Writing, and Academic Success.**  
Colleen Fairbanks, George Kamberelis and Zenon Kuzmyn, University of Michigan
- 81.2 **A Comparison of Teaching Strategy and Assessment Method in Four Basal Reading Management Systems.**  
Jimmie Russell, Oklahoma Baptist University, and Maureen Siera, Northeastern Oklahoma State University
- 81.3 **Critical Literacy for Teachers: A Test of Freire's Problem-Posing Dialogic Pedagogy.**  
Patrick Shannon, University of Minnesota/Duluth
- 81.4 **The Innovative-Decision Process: Diffusion and Change in a Literature Based Reading Program.**  
Olga Nelson, Kent State University
- 81.5 **Children's Understanding of Reading, Reading Materials, and Reading Instruction.**  
Trevor Cairney, Riverina-Murray Institute of Higher Education

3:50 - 5:10 P.M.

Turquoise

**82 Fourth Plenary Session**

NRC Annual Review of Research

Chair: Michael Kamil, University of Illinois - Chicago

**The Social Organization of Instruction.**  
Rebecca Barr, National College of Education

5:30 - 6:30 P.M.

Turquoise

**Harry Singer: A Memorium**

Chair: Trika Smith-Burke

9:00 - Midnight

Pima/Sabino

**Vital Issues**

*Saturday, December 3, 1988*

*8:30 - 9:05 A.M.*

*Pusch Ridge*

**83 Round Tables**

Chair: Diane Stephens, University of North Carolina at Wilmington

- 83.1 **Strategies for Summarizing Expository Prose.**  
Thomas Caron, University of Victoria
- 83.2 **Prior Knowledge and Learning from Science Text: An Instructional Study.**  
Janice Dole, University of Utah, and Edward Smith, Michigan State University
- 83.3 **Learning Through Reading and Writing: Student Choices in a Paideia Setting.**  
Karen Ford, Thomas More College
- 83.4 **Oral Reading Errors: Variations Produced Within the Instructional and Frustration Ranges.**  
Arlene Adams, Bethany College
- 83.5 **The Relation Between Text Type and Student Response.**  
Cynthia Hynd, University of Georgia, and Nancy Chase, Georgia State University

*9:15 - 9:50 A.M.*

*Pusch Ridge*

**84 Round Tables**

Chair: Rose-Marie Weber, SUNY-Albany

- 84.1 **The Effects of Text Difficulty and Error Type on Comprehension Monitoring Performance.**  
Susan Moskow, University of Kentucky
- 84.2 **The Use of a Composing Strategy to Teach Students to Learn from Text.**  
Alice Patterson and Victoria Risko, Vanderbilt University
- 84.3 **Analysis of Cue Strategies in the Oral Reading Errors of Disabled Readers.**  
Barbara Fleisher, Beaver College
- 84.4 **Testing the Validity of a Holistic Measure of Reading Fluency.**  
Jerome Zutell, Ohio State University, and Timothy Rasinski, University of Georgia
- 84.5 **Development of Declarative, Procedural, and Conditional Knowledge in Basal Reading Programs.**  
Martha Combs and Tim Campbell, Oklahoma State University
- 84.6 **Reading Skills and Reading Disabilities in First and Second Language.**  
Esther Geva and Linda Siegel, Ontario Institute for Studies in Education

*8:30 - 9:50 A.M.*

*Oracle Ridge*

**85 Symposium**

**Analyzing Retellings to Assess Comprehension**

Chair: Karen Feathers, East Texas State University

**Analyzing Retellings to Determine the Influence of Text Structure.**  
Virginia Reasor, Southwestern Oklahoma State University

**Analyzing Retellings to Determine the Influence of Context.**  
Darrell Beauchamp and Karen Feathers, East Texas State University

**Analyzing Retellings to Determine the Influence of Text Type.**  
Jane White, East Texas State University

*No smoking in any session*

*Saturday, December 3, 1988*

8:30 - 9:50 A.M.

*Joshua Tree/Manzanita*

**86 Symposium**

**Staff Development Through the Power of Technology**

Chair: Beau Jones, North Central Regional Educational Laboratory

**Video Teleconferencing: New Delivery Systems for Staff Development.**

Beau Jones, North Central Regional Educational Laboratory, and Donna Ogle, National College of Education

**Using Technology to Implement the "New" Definition of Reading in Wisconsin.**

Margaret Wilsman, Wisconsin Public Television, and Doris Cook, Wisconsin Department of Public Instruction

**Reading to Learn: Electronic Classrooms and Statewide Video Teleconferencing in Virginia.**

Tom Estes, University of Virginia, and Elizabeth Snell, Virginia Dept of Education

Discussant:

Eileen Carr, University of Toledo

8:30 - 9:50 A.M.

*Juniper/Catclaw/Agave*

**87 Symposium**

**The Literature Experience: Students, Classrooms, and the Nation**

Chair: Judith Langer, SUNY-Albany

**Student Knowledge About Literature.**

Judith Langer, SUNY-Albany

**Literature in the Secondary School.**

Arthur Applebee, SUNY-Albany

**Elementary School Antecedents of High School Literature Instruction.**

Sean Walmsley, SUNY-Albany

8:30 - 9:50 A.M.

*Seminar*

**88 Paper Session**

**Affect with Young Adults**

Chair: Jane White, East Texas State University

**Contributions of Literacy Activity and Achievement to Personal and Social Characteristics of Young Adults.**

John Guthrie, University of Maryland

**Effects of Cognitive Development Level on the Relationships Between Self Efficacy, Casual Attribution, and Outcome Expectancy and Performance in Reading and Writing.**

Christy Horn, Duane Shell and M. T. H. Benkofske, University of Nebraska-Lincoln

**Measuring the Affective and Learning Strategy Growth of At-Risk and Regularly Admitted College Freshmen Using the Learning and Study Strategies Inventory.**

Sherrie Nist and Donna Mealey, University of Georgia, and Michele Simpson, University of Arizona

9:50 - 10:10 A.M.

**Coffee Break**

**Adjacent to Meeting Rooms**



*Saturday, December 3, 1988*

*10:10 - 10:45 A.M.*

*Pusch Ridge*

**89 Round Tables**

Chair: Patty O'Brien, Central Connecticut State University

- 89.1 **Recall and Comprehension: The Interactive Relationship of Text and Reader.**  
Jeannie Steele, University of Northern Iowa
- 89.2 **Good and Poor Readers' Use of Graphic Aids Cued In Texts and in Adjunct Study Materials.**  
David Hayes and David Reinking, University of Georgia
- 89.3 **From Prior Experience to Prior Knowledge: Effects of Text and Reader-Based Manipulations.**  
Barbara Guzzetti and Charles Taylor, California State University
- 89.4 **The Role of Causal Relations in the Comprehension of Stories.**  
Cheryl Harper, University of Illinois, Urbana-Champaign
- 89.5 **An Analysis of Students' Incorrect Answers to Questions.**  
Mary Shake and Lynne Smith, University of Kentucky

*10:55 - 11:30 A.M.*

*Pusch Ridge*

**90 Round Tables**

Chair: Hersholt Waxman, University of Houston-Clear Lake

- 90.1 **Male and Female Students' Reported Use of Cognitive Reading Strategies.**  
Yolanda Padron, Stephanie Knight and Hersholt Waxman, University of Houston - Clear Lake
- 90.2 **The Effects of Drawing on Young Children's Written Discourse Structure.**  
Marilyn Mei-Ying Chi, Idaho State University
- 90.3 **Rhetorical Strategies in the Design of Instructional Text.**  
Thomas Duffy, Rebecca Burnett, Cynthia Cochran, Diane Haugen, Lorraine Higgins, Charles Hill, Margaret McCaffrey, Brad Mehlenbacher, Joseph Petraglia, Sarah Sloan, Suzanne Smith, Helen Schwartz and David Wallace, Carnegie Mellon University
- 90.4 **The Effect of Time Engaged in Silent Reading on Reading Achievement.**  
Barbara Taylor and Barbara Frye, University of Minnesota
- 90.5 **Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduate.**  
Timothy Farley and Larry Mikulecky, Indiana University

*10:10 - 11:30 A.M.*

*Oracle Ridge*

**91 Symposium**

**Reading Assessment: State of the Art or Artless State?**

Chair: Pamela Ross, San Diego State University

**Attitude of Teachers Towards Standardized Tests in Reading: Perceptions of the Tests' Impact on Curriculum.**  
Pamela Ross, San Diego State University

**Attitude of Administrators Towards Standardized Tests in Reading: Perceptions of the Tests' Impact on Curriculum and Teacher Evaluation.**  
Carolyn Colvin-Murphy, San Diego State University

*Saturday, December 3, 1988*

**Current Standardized Measures of Reading: A Theory of Reading or Atheoretical Reading Assessment?**  
Michelle Commeyras and Mary Roe, University of Illinois, Center for the Study of Reading

**What We Know of Assessment As It Influences Instruction.**  
P. David Pearson, University of Illinois at Champaign-Urbana

*10:10 - 11:30 A.M.*

*Joshua Tree/Manzanita*

**92 Symposium**

**How Teachers Think About Reading Instruction: Implications for Teaching, Decision Making, and Learning**

Chair: Mark Conley, Michigan State University

**Mental Models and Teachers Beliefs: Potential Relationships Between Reading Teachers' Theoretical Beliefs, Idealized Environments, and Classroom Decision-Making.**  
Charles Kinzer, Vanderbilt University

**Using an Academic Task Framework to Understand the Preparation of Pre-service Reading Teachers.**  
Rosarie Lalik and Jerome Niles, Virginia Tech

**Knowledge about Pedagogical Content: How Practicing Teachers Come to Understand Content Reading Instruction.**  
Mark Conley, Michigan State University

Discussant:

Donald Leu, Syracuse University

*10:10 - 11:30 A.M.*

*Juniper/Catclaw/Agave*

**93 Symposium**

**Writing and Learning in Discourse Communities: The Social Construction of Knowledge**

Chair: Robert Tierney, Ohio State University

**Examining Knowledge and Texts as Social Constructs.**  
Nancy Spivey, Carnegie Mellon University

**Learning the Ways of History.**  
Lorraine Higgins, Carnegie Mellon University

**Social Construction Theory: Issues and Assumptions.**  
Stuart Greene, Carnegie Mellon University

Discussant:

Stephen Kucer, University of Southern California

*Saturday, December 3, 1988*

10:10 - 11:30 A.M.

*Seminar*

**94 Symposium**

**The Effects of Implicit Versus Explicit Modeling on the Development of Vocabulary, Syntactic Complexity, Quality and Topics in Whole Language Classrooms**

Chair: Richard McCallum, University of California-Berkeley

**The Effects of Modeling on the Development of Vocabulary and Phonics Skills.**  
Lee Gunderson, University of British Columbia

**The Effects of Modeling on Quality of Writing and Development of Topic.**  
Jon Shapiro, University of British Columbia

**The Effects of Modeling on the Syntactic Development and Complexity of Students' Writing.**  
Victor Froese, University of British Columbia

Discussant:

Victor Rentel, Ohio State University

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

**Luncheon Break**

*Saturday, December 3, 1988*

12:50 - 2:00 P.M.

Pusch Ridge/Oracle Ridge

95

**NRC Special Session on:  
Research · Policy · Practice**

Sponsored by the Legislative and Policy Committee

Overview: Barbara Kapinus, Maryland State Department of Education  
Peter Winograd, University of Kentucky

Round Table #1 **Making Special Education Readers Remedial: The Regular Education Initiative**

Anne McGill-Franzen, SUNY at Albany

Richard Allington, SUNY at Albany

Round Table #2 **Teacher Preparation and Certification**

Alan Farstrup, International Reading Association

Linda G. Vavrus, Stanford University

Round Table #3 **State Assessment Issues**

Elaine Weber, State of Michigan Department of Education

John Guthrie, University of Maryland

Round Table #4 **Adult Literacies: Changing Policies, Redirected Resources**

Larry Mikulecky, Indiana University

John Garvey, Literacy Assistance Center

Round Table #5 **Dealing with Myths about Whole Language**

Judith Newman, Mount Saint Vincent University

Susan Church, Bedford District School Board

Round Table #6 **Roles of Professional Organizations in Policy Making**

Gwen O'Donnell, Michigan Reading Association

Nancy Seminoff, Winona State University

Round Table #7 **Policy and Issues Related to Thinking Skills**

Beau Fly Jones, North Central Regional Lab

Donna Alvermann, University of Georgia

Round Table #8 **Policy Response to Cultural Literacy**

Tom Estes, University of Virginia

Eunice Greer, Illinois State Board of Education

*Saturday, December 3, 1988*

2:10 - 3:30 P.M.

Pusch Ridge/Oracle Ridge

**96**

## **LITERACY RESEARCH: FEDERAL PRIORITIES**

An exploration of directions in funded research activity from the U.S. Department of Education. An overview presentation and panel discussions are featured. The panelists will present their current thinking based on their research, and discuss future research directions.

**Overview:** Eleanor Chiogioji, Office of Educational Research and Improvement, U.S. Department of Education

### **Panels**

#### **1. Learning to Read**

**Panelists:**

Charles K. Kinzer and Victoria J. Risko, Vanderbilt University, "Macrocontexts to Facilitate Learning."

Karen Dahl and Victoria Purcell-Gates, University of Cincinnati at Ohio, "An Investigation of The Ways Low SES Urban Learners Make Sense of Instruction in Reading and Writing in the Early Grades."

Jean Osborn, Center for the Study of Reading, University of Illinois, "Reading Research and Education."

#### **2. Teachers and Teaching Reading**

**Panelists:**

Rita Bean, University of Pittsburgh, "Critical Features of Remedial Reading Programs."

Lily Wong Fillmore, Guadalupe Valdez, Helen Gillotte, University of California at Berkeley, "Black, Hispanic, and Asian Children's Interpretations of Basal Texts."

James Mosenthal, National Center for Research on Teacher Education, Michigan State University, "Learning How to Teach Writing to Diverse Students."

#### **3. Staff Development**

**Panelists:**

Sandra Hollingsworth, University of California at Berkeley, "Learning to Teach Reading."

Virginia Richardson, University of Arizona, "Study of Teachers' Reading Comprehension Instruction."

#### **4. Writing and Literature**

**Panelists:**

Judith Langer and Arthur Applebee, SUNY-Albany, "The Center for the Learning and Teaching of Literature."

Patricia Cianciolo, Michigan State University, "The Elementary Subject Matter Center."

Sarah Warshauer Freedman, University of California at Berkeley, "The Center for the Study of Writing."

9:00 P.M. - Midnight

**Vital Issues**

**Presidential Suite**

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	<u>Session Number</u>
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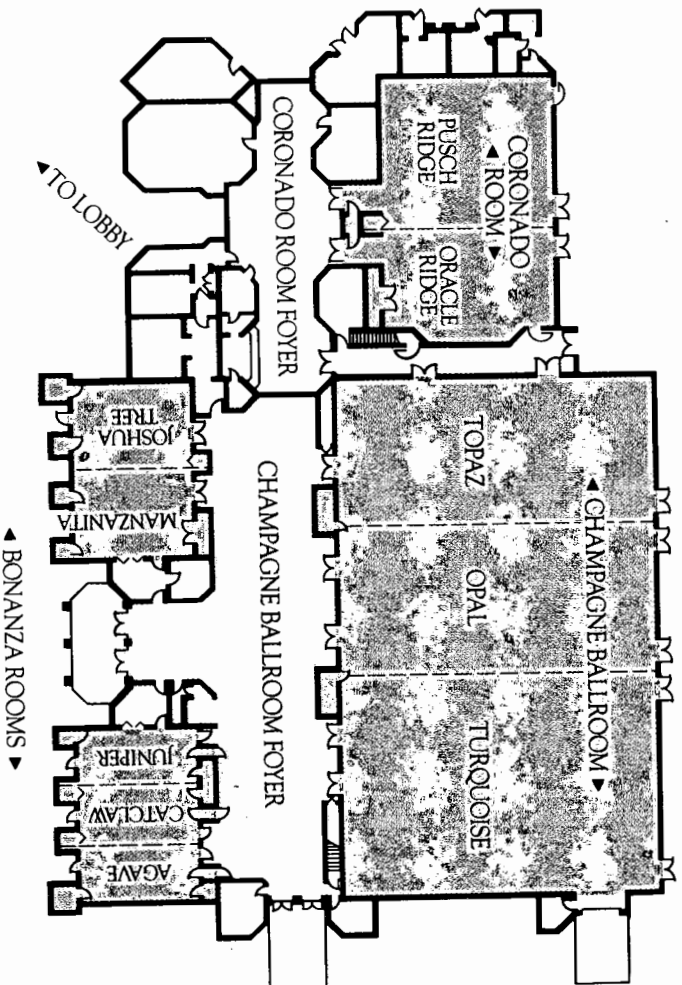


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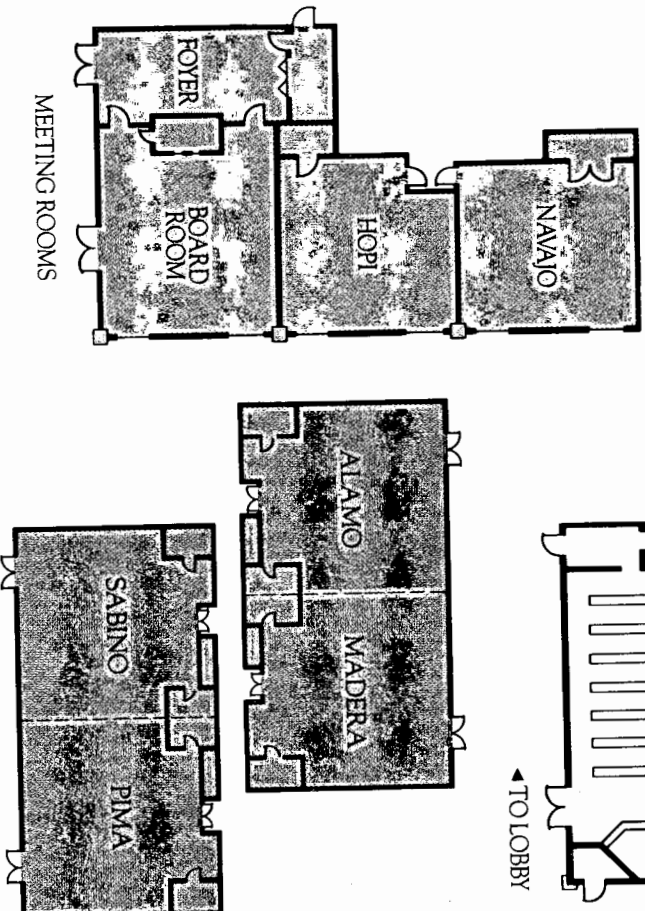
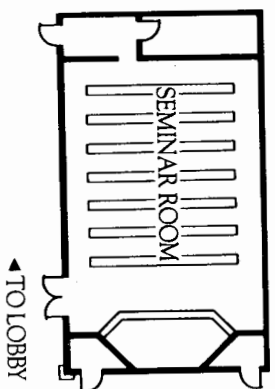
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**NRC Past Presidents**

Oscar Causey, 1952-59  
William Eller, 1960-61  
George Spache, 1962-64  
Albert Kingston, 1964-65  
Paul Berg, 1967-68  
Alton Raygor, 1969-70  
Wendell Weaver, 1971  
Earl Rankin, 1972-74  
Edward Fry, 1974-76  
Japp Tuinman, 1976-78  
Harry Singer, 1978-80  
Frank Greene, 1980-82  
Irene Athey, 1982-84  
Lenore L. Ringler, 1984-85  
P. David Pearson, 1985-86  
Jerome C. Harste 1986-87