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NATIONAL READING CONFERENCE

40th Annual Meeting

Program

November 27 - December 1, 1990

1990 Program Committee
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Paul Wilson
David Yaden
Elaine Yates-Hendrix
Nina Yochum
Jerome Zutell

**1990 Local
Arrangements
Committee**

Jeanne Shay Schumm, Chair
R. Scott Baldwin
Ann Carneal
Alexandra Leavell
Charles T. Mangrum
Nancy Marshall

Doral Ocean Beach Resort, Miami, Florida

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GENERAL INFORMATION

ABOUT NRC

The National Reading Conference is a professional organization composed of individuals who share an interest in research and dissemination of information on literacy. To implement this goal, NRC sponsors a conference each year during the first week in December. The present conference represents the 40th annual convention of the organization. The program consists of keynote addresses by distinguished speakers, symposia, paper sessions, research reviews of current trends and issues, and special pre-conference and post-conference sessions. 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 JRB 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, Suite 200, Chicago, IL 60611, (312) 329-2512.

ABOUT MIAMI

Greater Miami has emerged as one of the most exciting cities in the world. Conference participants have many choices, including the new Bayside Marketplace, the historic Vizcaya Estate, the famous Art Deco area, unique shopping and sporting events, and unusual attractions like the Everglades and Metro Zoo. Restaurant & cultural guide to Miami has been prepared for NRC participants and will be distributed at the conference.

ABOUT THE HOTEL

Doral Ocean Beach Resort is located on Miami Beach between the deep, blue waters of the Atlantic and the intercoastal waterway. In addition to many aquasport activities, there are surfside tennis courts, volleyball, basketball, a rooftop jogging track, and all the sun you could ever hope for on 300 feet of sandy, white beach. For further information about the hotel or Miami call (305)532-3600.

Information About the Conference

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 presenters are assigned numbered tables where interested persons may gather for discussion with the presenter.

Pre-Conference Seminars and Post-Conference Forums afford opportunities for members to explore specific topics and issues, three pre-conference seminars (Tuesday) and four post-conference forums (Saturday afternoon) are planned.

PROGRAM FEATURES

The NRC Conference Program includes several components designed to facilitate discussion on issues raised within the conference and which focus on the exchange of ideas between participants, with conference organizers, and with speakers and presenters. The following list defines each of these features.

Abstracts: The abstracts of all papers and symposia will be available for perusal in the Reading Room.

Birds of a Feather: Over lunch, and late afternoon on Thursday and Friday, two forms of "Birds of a Feather" offer opportunities to have more organized discussion. Particular themes and discussion facilitators are listed in the program to allow members to explore issues raised. Attendees are welcome to organize themselves into their own interest groups.

Breakfast and Lunch Buffets: To expedite breakfast and lunch for NRC members, breakfast and lunch cash buffets have been set up in the Grand Promenade Wednesday through Saturday.

Business Meeting: All members are encouraged to take an active role in NRC business, from making suggestions for future conferences, recommendations for NRC's stance on policy issues, to budgetary considerations. All conferees and NRC members are welcome to attend the business meeting.

Committee Meetings at the Conference: Committee Meetings are open to all members except when in executive session.

Committee	Chair	Day/Time	Room
Publications	Jerry Niles	Thur./7:00a.m.	Executive Conference Room
Ad Hoc Committee on Ethics	Rebecca Barr	Thur./1:00 to 2:30p.m.	Executive Conference Room
Ad Hoc Committee on Multicultural Issues	Margaret Gallego, Katherine Au	Thur./2:30 to 3:40p.m.	Executive Conference Room
Policy and Legislative	Barbara Kapinus	Thur./3:40 to 5:00p.m.	Executive Conference Room
Student Award	Larry Mikulecky, Jill Fitzgerald	Thur./7:00p.m.	Executive Conference Room
Field Council	Linda Gambrell	Fri./6:00 to 7:00p.m.	Mediterranean Center

Computer Searches: The University of Miami is providing to NRC convention attendees free computer searches of Journal of Reading Behavior and the NRC Yearbooks. This will be set up in the Reading Room.

Discussion Opportunities: To insure opportunities for discussion, session chairs have been directed to reserve 15 minutes at the end of each session for audience participation.

Evaluations: Your evaluation of the conference, features, and sessions will be greatly appreciated. Please use the evaluation form included in this program. Leave your comments at the registration desk or mail them to NRC headquarters.

Graduate Students: To introduce graduate students to the organization and afford them an opportunity to meet one another, a reception will be held Thursday evening in the Presidential Suite from 8:00 to 9:00 p.m.

Informal Gatherings: The Grand Promenade is available for informal gatherings of any type.

The Lighter Side of NRC: Join conference participants for coffee, desserts and drinks on Friday evening in the Starlight Room from 9:00 to midnight. There will be entertainment and a chance to relax, enjoy the NRC literacy community, and trade research "war stories" -- lost data, impossible studies, and presentation nightmares.

Newcomers to NRC and International Members: To welcome newcomers to the organization and international members, a reception will be held Wednesday evening in the Presidential Suite from 8:00 to 9:00 p.m.

Nomination Form: Nominations for officers or inquiries with regard to committee appointments or other kinds of involvement are welcome. When nominating an individual for the NRC Board or expressing an interest in committee membership, please use the form included in this program.

Post-Conference Reflections: To allow an opportunity to discuss the entire conference, a session devoted to post-conference reflections is planned late Saturday afternoon. Come with your concerns, burning issues, and other thoughts.

No Smoking In Any Session

Pre-Conference Seminars and Post-Conference Forums: To afford opportunities for members to explore specific topics and issues, three pre-conference seminars (Tuesday) and four post-conference forums (Saturday afternoon) are planned.

Presidential Awards Reception: To honor our current president and award winners, there will be a reception and cash bar immediately following the First Plenary Session on Wednesday afternoon.

Reading Room: To offer respite from the conference hustle and bustle, a reading room has been established with a library of recently published books dealing with literacy issues as well as abstracts from the conference.

Vital Issues: is the place to initiate and/or follow up discussions with people who presented earlier in the day. The day's presenters 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.

Tuesday -- 9:00 - midnight - Presidential Suite

Wednesday, Thursday, and Friday -- 9:00 - midnight - Starlight Roof

Saturday 9:00 - midnight - Presidential Suite

DIRECTIONS TO SESSION CHAIRS

Paper Sessions and Symposia

Serving as Chair for one of the sessions at the conference is an important responsibility. Please consider the following guidelines:

1. You should work out with the presenters in your session a system for monitoring time. You should reserve at least 15 minutes for questions and discussion at the end. Divide the rest of the time equally between the presenters. Print 5 minute, 1 minute and reminder cards. Use these to cue each presenter regarding time.
2. Start promptly. Announce that 15 minutes will be set aside at the end of the session for questions and discussion.
3. Introduce each of the presenters by name, affiliation, and paper title before each talk. Sometimes those presenting will ask to change the order of the papers. This is fine, but try to discourage changes as much as possible because many members move from one session to another to catch a paper they want to hear.
4. You are responsible for guiding the discussion at the end of the session. Recognize members of the audience and direct questions to presenters.

Round Tables

There is one chair for round table session double time slots. Please keep the following points in mind:

1. Insure that session number cards are displayed on the tables.
2. Start promptly.
3. The chair announces the names of the presenters for the first part of the session, the paper numbers, the titles and the assigned locations in the room.
4. The chair reminds the presenters when 5 minutes remain, one minute remains and when time is up.
5. Five minutes before the second round is to begin, the chair announces the names of the presenters for the second part of the session, the paper numbers, the titles and the assigned locations in the room. Announce that these sessions will begin in 5 minutes.
6. Insure that the new session card numbers are displayed at the tables.
7. When 5 minutes have elapsed, the chair briefly reviews the locations for the next round of papers.
8. Begin the second round promptly.
9. The chair reminds the presenters when 5 minutes remain, one minute remains and when time is up.
10. End on time so the next group can start.

No Smoking In Any Session

OTHER CONFERENCE INFORMATION

AIRLINE RESERVATIONS

Travel Technology Group, Ltd., Chicago, in conjunction with American Airlines, will assist conferees in obtaining substantial discounts on airfares. Just call 1-800-234-1446, 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 for discounted rates that are not available through other travel agents. All major credit cards only.

CAR RENTALS

Reservations may be made with Budget Rent-A-Car by calling their toll free number (1-800-GO-BRAC-1) or by using the Conference Registrants Card enclosed. In order to receive the listed special rates, please make sure you give your Special Account Number, OBA #19307, Rate Code: CVNI.

	<u>Daily</u>	<u>Weekly</u>
Economy Car	\$22	\$ 79
Compact	\$24	\$ 99
Intermediate	\$26	\$119
Full Size	\$28	\$139

FROM THE AIRPORT

Upon exiting airport, take Beaches 112 East. After paying toll (.25) on 112 East, get in far left lane and take Miami Beach exit which will put you onto the Julia Tuttle Causeway (195). Once you cross the causeway, it becomes 41st Street. Follow 41st Street to Alton Road (1 mile). Make a left onto Alton Road (you will see the Fontainebleau Hilton Wall Mural). The Doral Hotel will be on the right hand side, 5 blocks North of the Fontainebleau.

TRANSPORTATION FROM THE AIRPORT

Super Shuttle @ \$9/each way or taxi approximately \$20 one-way for 1 to 5 people to share.

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 for convenience when you arrive in Miami. 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.

CONFERENCE PROGRAM

You must bring your copy of the Conference Program with you to Miami, whether or not you have preregistered. This is the final version of the Conference Program. Replacement copies may be purchased at the Conference Registration desk for \$5.00 each.

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. You may use Visa, Mastercard or American Express to pay for membership dues and conference registration. Please fill out that portion of the form if you wish to pay in this manner.

FUTURE NRC CONFERENCES

December 3 - December 7, 1991
The Wyndham Hotel, Palm Springs, California

December 1 - December 5, 1992
Hyatt Regency on the Riverwalk at Paseo Del Alamo, San Antonio, Texas

Tuesday, November 27, 1990

7:30 A.M. - 6:00 P.M.

GRAND PROMENADE

Registration

8:00A.M. - 12:15P.M.

PRECONFERENCE SEMINAR #1

The Role of Young Children's Literacy Development

ORGANIZERS: Deborah Wells Rowe, Vanderbilt University, David B. Yaden, Jr., University of Houston

8:00 - 10:00

REGENCY

Session I: Theoretical Frameworks For Literacy Growth and Development

MAIN SPEAKERS:

A Socio-Semiotic Perspective

Jerome Harste, Indiana University

A Developmental, Componential Perspective

Philip Gough, University of Texas

An Ecological Perspective of Literacy Acquisition

Brian Cambourne, University of Wollongong

10:00 - 11:30

Session II: Theory-based Interpretations of Data in Six Literacy Environments

BREAKOUT GROUPS AND SESSION LEADERS:

Group 1 - Invented Spelling

MADRID

Linnea Ehri, University of California, Davis Darell Morris, Appalachian State University

Group 2 - Storybook Reenactment

CASTILLIAN

Christine C. Pappas, University of Illinois at Chicago, Victoria Purcell-Gates, University of Cincinnati

Group 3 - Environmental/Functional Print

MIRAMAR NORTH

Jon Shapiro, University of British Columbia, June Barnhart, Northern Illinois University

Group 4 - Writing

MIRAMAR SOUTH

Deborah Wells Rowe, Peabody College of Vanderbilt University, George Kamberelis, University of Michigan

Group 5 - Storybook Reading

MEDITERRANEAN EAST

Carolyn P. Panofsky, Rhode Island College, Laura A. Smolkin, University of Houston

Group 6 - Play

MEDITERRANEAN EAST

K. Roskos, John Carroll University, Jennifer R. Goodman, Vanderbilt University

11:30A.M. - 12:15P.M.

REGENCY

Session III: Panel and Open Discussion

MODERATORS: Deborah Wells Rowe, Peabody College of Vanderbilt University, David B. Yaden, Jr., University of Houston

11:30 - 11:50A.M.

Discussion of written questions submitted during first session by panel

11:50A.M. - 12:15P.M.

Open Discussion

Tuesday, November 27, 1990

8:30A.M. - 12:00P.M.

PRECONFERENCE SEMINAR #2

Preconvention Institute; Analyzing Text and Text-Related Recalls: Discussion and Practice of Six Techniques

ORGANIZER: Judy Nichols Mitchell, University of Arizona

INSTITUTE PERSONNEL: Judy Nichols Mitchell (Chair), University of Arizona, Karen Feathers, East Texas State University, David A. Hayes, University of Georgia, Pi A. Irwin, Tucson Unified School District, John Ponder, University of Georgia, Karri Williams, University of Central Florida

TEXT ANALYSIS TECHNIQUES TO BE PRESENTED:

Cohesion,
Frame Analysis,
Holistic Scoring,
Propositional Macrostructures,
Narrative Analysis,
Readers' Inquiry

8:30 - 8:45A.M.

MEDITERRANEAN CENTER

Overview of Morning Plans

8:45 - 9:30A.M.

MEDITERRANEAN CENTER & WEST

Session I

Participants attend one of four concurrently presented small group sessions in which an institute staff member presents a different text analysis method. Each session involves participants in discussion and application/practice of the text analysis technique presented.

9:30 - 10:15A.M.

MEDITERRANEAN CENTER & WEST

Session II

Four more text analysis techniques are presented, discussed, and practiced in small groups. Two techniques are new; two are repeated from Session I. Participants, choose one technique.

10:30 - 11:15A.M.

MEDITERRANEAN CENTER & WEST

Session III

Four more text analysis techniques are presented, discussed, and practiced in small groups. Two techniques are from Session I; two are from Session II. Participants choose one technique.

11:15A.M. - 12:00 NOON

MEDITERRANEAN CENTER

Wrap-Up

Compare, contrast the six text analysis techniques which were presented. Each participant will have been able to attend three such presentations on three different text analysis techniques. Each presenter will have presented his/her technique twice.

No Smoking in Any Session

Tuesday, November 27, 1990

1:00 - 5:00P.M.

PRECONFERENCE SEMINAR #3

The Logics of Inquiry: Social Perspectives

ORGANIZER: Judith Green, University of California at Santa Barbara

1:00 - 3:00P.M.

MEDITERRANEAN EAST

PRESENTATIONS:

Defining Reading as a Social Process: Distinguishing Among Perspectives
Judith Green, University of California at Santa Barbara

The Logic of Situated Inquiry: Constraints and Resources
James Heap, Ontario Institute for Studies in Education

Paradoxes and Post-Structuralists Paradigms: Studying Literacy in the Everyday World
David Bloome and Judith Solsken, University of Massachusetts at Amherst

Stories About Stories: Collaborative Interpretations of Narrative Texts
Perry Gilmore, University of Alaska at Fairbanks

3:00 - 4:15P.M.

BREAKOUT GROUPS:

(Miramar North, Miramar South, Castillian, Madrid, Mediterranean Center)

4:15 - 5:00P.M.

MEDITERRANEAN EAST

Discussion: Issues and Directions

1:30 - 3:30P.M.

EXECUTIVE CONFERENCE ROOM

Board Meeting

PRECONFERENCE EVENING SESSION

7:30P.M.

REGENCY

CHAIR: Judith Green, University of California at Santa Barbara

Inquiries Into Literacy: What Do We Know?
James Heap, Ontario Institute for Studies in Education

DISCUSSANT: Judith Solsken, University of Massachusetts at Amherst

9:00 - MIDNIGHT

PRESIDENTIAL SUITE

VITAL ISSUES

Wednesday, November 28, 1990

7:45 - 9:00 A.M.

GRAND PROMENADE

Breakfast(Cash Buffet)

7:00 A.M. - 5:00 P.M.

GRAND PROMENADE

Registration

9:00 A.M. - 6:00 P.M.

REGENCY CONFERENCE ROOM

The reading room will be open

8:30 - 9:50A.M.

REGENCY

1 PAPER SESSION

Beginning Reading Experiences

CHAIR: Eleanor Handerhan, Ohio State University

Long-Term Effects of Early Reading Experiences on the Literacy Skills of Children

Rita M. Bean, R. Tony Eichelberger, Horton C. Southworth, and Sandi Koebler, University of Pittsburgh

Low-Income Mothers Using Cooperative Small Groups: A Model For Training Other Low-Income Parents to Share Books With Their Young Children

Patricia A. Edwards and Margaret Anne Gallego, Michigan State University

The Effects of an Intergenerational Approach to Literacy on Adult Beginning Readers and Their Children

Jeanne R. Paratore, Boston University

8:30 - 9:50A.M.

MADRID

2 PAPER SESSION

Thinking and Learning With Text

CHAIR: Mark Sadoski, Texas A&M University

A Qualitative Analysis of Changes in Students' Thinking: Text Versus Demonstration

Jeanne Swafford, Texas Tech University

Text Structure as an Intervening Variable in the Relationship Between Prior Knowledge and Recall in History

Carolyn Klein and Mark Aulls, McGill University

The Use of Study Guides With and Without Analogies in Directing Learning from Texts

Monica Wyatt and David A. Hayes, University of Georgia

Wednesday, November 28, 1990

8:30 - 9:50A.M.

CASTILLIAN

3 SYMPOSIUM

Teachers' Perspectives of Reading and Writing Assessment and Evaluation

CHAIR: Marjorie A. Wuthrick, Kent State University

Assessment and Evaluation of Reading and Writing: From the College Classroom to the Elementary Classroom

Olga G. Nelson, Kent State University

Assessment and Evaluation of Reading and Writing in an Inner City Multicultural Elementary School

Brenda K. Church, Akron Public Schools

Assessment and Evaluation of Reading and Writing in First Grade Whole Language Classrooms

Elizabeth G. Pryor, Revere Local Schools

DISCUSSANT: Nancy D. Padak, Kent State University

8:30 - 9:50A.M.

MIRAMAR NORTH

4 PAPER SESSION

Teacher Reflection and Theory Building

CHAIR: Jon Shapiro, University of British Columbia

The Evolution of a Personal Theory of Teaching Reading During One Semester in a Teacher Preparation Program

Elizabeth Bondy and Steven C. Davis, University of Florida

The Schoolteacher's Portfolio: Practical Issues in Design, Implementation, and Evaluation

Kenneth P. Wolf, Stanford University

Classroom Reflection-in-Action

Mary F. Roe, Eastern Washington University, P. David Pearson, University of Illinois at Urbana - Champaign

8:30 - 9:50A.M.

MIRAMAR SOUTH

5 PAPER SESSION

Reader Response

CHAIR: Joyce E. Many, Texas A&M University

The Effects of Biblical Prior Knowledge and Verbal Ability on College Students' Ability to Interpret Short Stories

Linda F. Wendler, Northwestern College

Young Adolescents' Prior Life and Literary Experiences as Reflected in Individual and Group Responses to a Novel

Carole S. Rhodes, New York University

Responses of African-American and White Middle Grade Students to African-American Literature

Yahaya Bello and Carien Williams-Pluto, University of Illinois at Urbana - Champaign

Wednesday, November 28, 1990

8:30 - 9:50A.M.

MEDITERRANEAN CENTER

6 SYMPOSIUM

The Role of Social Interaction in Literacy Learning

CHAIR: Jennifer Goodman, George Peabody College of Vanderbilt University

Dramatic Play as a Socially Mediated Context for Literacy Development in Preschoolers

Jennifer Goodman, George Peabody College of Vanderbilt University

Drama in Chapter I Reading Classes: An Examination of Social Interactions in Literacy Learning

Margaret L. Smith, George Peabody College of Vanderbilt University and Metropolitan Nashville Schools

The Influence of Social Interaction on Fifth Grade Children's Reading Habits and Attitudes

Kim McLarty, George Peabody College of Vanderbilt University

DISCUSSANT: Kathy G. Short, University of Arizona

8:30 - 9:50A.M.

MEDITERRANEAN EAST

7 SYMPOSIUM

The Determination of Main Ideas by Students and Teachers

CHAIR: Mary F. Graham, Arlington Virginia Public Schools

The Effect of Specific Study Strategies on Main Idea Determination of Middle Grades Students

Francesina R. Jackson and Dixie Lee Spiegel, University of North Carolina at Chapel Hill, Mary F. Graham, Arlington Virginia Public Schools

Adult Readers' Identification of Main Ideas: Skill and Processes

Linda L. Johnson, University of Iowa

Teachers' Selection of Keyphrases in Instructional Texts

Bernadette van Hout-Wolters, University of Amsterdam

DISCUSSANT: Michael Pressley, University of Maryland

8:30 - 9:05A.M.

MEDITERRANEAN WEST

8 ROUND TABLE

CHAIR: John E. Bertrand, Tennessee State University

8.1 **Cultural Differences In Narratives: The Voices of Minority Children**

Jacqueline C. Comas, University of Florida, Jean Cunningham, Alachua County Schools, Rosalyn Burchel, Ministry of Education, Bermuda, Doris Hall, Ministry of Education, Nassau, Bahamas

8.2 **The Influence of Whole Language Staff Development on Teachers' Sense of Efficacy: An Exploratory Study**

K. Roskos, John Carroll University

8.3 **Variability in Approaches to Identifying Polysyllabic Words: A Descriptive Study of Sixth Graders with Highly, Moderately, and Poorly Developed Syllabification Strategies**

John Shefelbine, Teachers College Columbia University, Joanne Calhoun, University of Texas at Austin

8.4 **Literacy & Early Schooling: Recursive Questions of Child Development & Public Responsibility**

Anne M. McGill-Franzen, SUNY-Albany

8.5 **Effects of Interest and Prior Knowledge on the Accuracy and Quality of Predicted Questions of Developmental College Readers**

Jeanne Shay Schumm, Charles T. Mangrum II, Jane Gordon and Martha Doucette, University of Miami

8.6 **The Influence of Preservice Teachers' Cognitive Development on Their Modeling of Reading Processes**

Jeanne Ehlinger, Winona State University, Randolph J. Schenkat, Winona Public Schools

Wednesday, November 28, 1990

9:15 - 9:50A.M.

MEDITERRANEAN WEST

9 ROUND TABLE

CHAIR: John E. Bertrand, Tennessee State University

- 9.1 **Promoting Literacy and Cultural Awareness: A Multicultural Literature-Based Approach**
Margaret Anne Moore and Barbara J. Diamond, Eastern Michigan University
- 9.2 **The Nature of Literacy Instruction in Basal vs. Non-Basal Classrooms**
Mary C. Shake, University of Kentucky
- 9.3 **Determining Reading Rates that Correspond to Independent, Instructional, and Frustration Reading Levels for Third and Fifth-Grade Students**
Timothy V. Rasinski, Kent State University
- 9.4 **Early Intervention for At-Risk Beginning Readers: A Longitudinal Investigation**
Yvette T. Shapiro, Gulliver Academy
- 9.5 **The Effect of Organizers on Encoding and Retrieving Information From Content Area Texts**
Pamela J. Dunston, Victoria G. Ridgeway and Sherrie L. Nist, University of Georgia
- 9.6 **Factors Influencing Teaching Performance in Reading for Pre-Service**
Edith A. Slaton, Beatrice Baldwin, Jeanne M. Burns and Martha H. Head, Teachers Southeastern Louisiana University

9:50 - 10:10A.M.

Break

10:10 - 11:30A.M.

REGENCY

10 SYMPOSIUM

Cultural Aspects of Emergent Literacy in Urban Schools

CHAIR: Elizabeth Sulzby, The University of Michigan

Computers as Evolving Literacy Tools: A First-Year Report of Project CIEL
Elizabeth Sulzby, The University of Michigan

Literacy in Overage Classrooms: Some Effects of Developmental Kindergartens as Retention
Regena Fails and Elizabeth Sulzby, The University of Michigan

Intertextuality in the Stories of African-American Kindergarteners
George A. Kamberelis, The University of Michigan

DISCUSSANT: Annemarie Palincsar, The University of Michigan

10:10 - 11:30A.M.

MADRID

11 SYMPOSIUM

How Teachers Make Sense of "New" Ideas

CHAIR: P. David Pearson, University of Illinois at Urbana - Champaign

Literature-Based Classrooms: Three Perspectives
Kathryn Meyer Reimer, University of Illinois at Urbana - Champaign

Developing Phonemic Awareness: Knowledge and Practice in Holistic Instruction
Pamela J. T. Winsor, University of Illinois at Urbana - Champaign

Effects of Reading Recovery Training on Classroom Practice
Diane Stephens and Janet S. Gaffney, University of Illinois at Urbana - Champaign

DISCUSSANT: P. David Pearson, University of Illinois at Urbana - Champaign

Wednesday, November 28, 1990

10:10 - 11:30A.M.

CASTILLIAN

12 PAPER SESSION

Vocabulary Acquisition

CHAIR: Patti O'Brien, Central Connecticut State University

Vocabulary Acquisition in Context Reconsidered: The Effect of Word Type and Exposure Level on the Learning of Unknown Words
Pia M. Durkin, NYC Board of Education Comm Schl Dist 13

Making Definitions More Effective for Young Learners
Margaret G. McKeown, University of Pittsburgh

Learning Meaning Vocabulary Through Listening: A Sixth-Grade Instructional Study
Ann Richek, Northeastern Illinois University, Roberta J. Vandevier, Ogden Public School

10:10 - 11:30A.M.

MIRAMAR NORTH

13 PAPER SESSION

Comprehension, Interpretation, and Interaction

CHAIR: Donna J. Camp, University of Central Florida

2nd, 4th, and 6th Grade Teachers' and Students' Interpretive Practices in Traditional, Teacher-Led Discussions About Narrative Texts
John F. O'Flahavan and Sarah Nobis, University of Maryland

Classroom Interaction Patterns: Influences on Elementary Students' Reading Comprehension
Margaret Anne Gallego, Michigan State University, Patricia L. Anders, University of Arizona

Teaching Metacognitive Strategies to First Graders
LaVonne S. Lee, Park County School District #1, Charlotte W. Farr and R. Timothy Rush, University of Wyoming

10:10 - 11:30A.M.

MIRAMAR SOUTH

14 SYMPOSIUM

Literature Discussion Groups

CHAIR: Kathy E. Danielson, University of Nebraska at Omaha

Literature Discussion Groups: Students Ask the Questions
Kathy E. Danielson, University of Nebraska at Omaha

Influences of Teacher Responses
Sue Dauer, Western Oregon State College

College Students as Readers
Jan LaBonty, University of Southern Indiana

DISCUSSANT: Carolyn Colvin, San Diego State University

Wednesday, November 28, 1990

10:10 - 11:30A.M.

MEDITERRANEAN CENTER

15 SYMPOSIUM

Remedial as Other: Inside Learners' Critical Literacy

CHAIR: James R. King, University of South Florida

A Father Looks at Reading and Learning Disability
Jerry F. Phillips, Texas Woman's University

Critical Theory and Teaching Literacy
James R. King, University of South Florida

A Recipe for Reclaiming Ownership: The Oral History Narratives
Jerry F. Phillips, Texas Woman's University

The Other Literacy Club: Insider Views of a Remedial Reading Clinic
James R. King, University of South Florida

DISCUSSANT: David G. O'Brien, Purdue University

10:10 - 11:30A.M.

MEDITERRANEAN EAST

16 SYMPOSIUM

Language Instruction That Develops Critical Reasoning

CHAIR: Cathy D. Collins, Texas Christian University

Language Instruction As An Act of Problem-Solving
Cathy D. Collins, Texas Christian University

Language Instruction As An Act of Envisionment Building
Judith A. Langer, SUNY at Albany

Teacher Training Methods to Build Problem-Situated Language Classes
Beau F. Jones, North Central Regional Educational Laboratory

DISCUSSANT: Donna S. Ogle, National - Louis University

10:10 - 10:45A.M.

MEDITERRANEAN WEST

17 ROUND TABLE

CHAIR: Eileen Carr, The University of Toledo

- 17.1 **School/Community Partnerships: An Essential Element in Literacy Development**
John E. Bertrand, Tennessee State University
- 17.2 **Tutor-Student Interactions in an Inmate Literacy Program**
Donna L. Mealey, Deidra Frazier and Mary A. Duchain, Louisiana State University
- 17.3 **Reflective Teaching as Authentic Inquiry**
Allan R. Neilsen, Mount Saint Vincent University
- 17.4 **Evaluative Feedback Across Contexts in an Adult ESL Reading/ Writing Classroom**
Margaret Mulhern, University of Illinois at Chicago
- 17.5 **Differences Between High and Low Producers of Writing Within a Process Writing Approach**
Margaret G. Milem, Child Development Center, U.S. Army
- 17.6 **Learning: Making Connections Across Sign Systems**
Kathy G. Short, University of Arizona

Wednesday, November 28, 1990

10:55 - 11:30A.M.

MEDITERRANEAN WEST

18 ROUND TABLE

CHAIR: Eileen Carr, The University of Toledo

- 18.1 **What Kindergarteners and First Graders Write in Their Letters to Friends**
Liliana B. Zecker, University of Michigan
- 18.2 **Fourth Graders' Utilization of Mnemonics: Good and Poor Readers' Metacognitive Processes During Study**
Nancy L. Williams, University of North Carolina at Charlotte
- 18.3 **Reflecting on Your Reflections: Teaching as Inquiry**
Joan A. Pallante, Holy Family College
- 18.4 **The Effects of Self-Questioning on Second-Language Reading**
Linda Bistodeau, Pennsylvania State University
- 18.5 **The Effect of Reading Newspapers on Students' Attitudes, Writing Ability, and Reading Comprehension**
Lenore H. Ringler and Carole S. Rhodes, New York University
- 18.6 **Urban Second Grade Students' Reading Attitudes, Perceptions, and Achievement**
Elizabeth G. Sturtevant, Wayne M. Linek, Timothy V. Rasinski and Nancy D. Padak, Kent State University

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

GRAND PROMENADE

Lunch

(Cash Buffet)

12:00 P.M.

GRAND PROMENADE

BIRDS OF A FEATHER

Attendees may organize their own discussion groups
A cash buffet will be available

12:50 - 2:10P.M.

REGENCY

19 SYMPOSIUM

Changes in Teachers and Changes in Ourselves

CHAIR: Mark W. Conley, Michigan State University

Improving Literacy Education With a Two-Way Mirror: Teacher Educator as Researcher
Sandra Hollingsworth, University of California at Berkeley

Thriving and Growing With Change
Laura Roehler, Michigan State University, Florence Lamberts, Spartan Village Elementary School

Collaboration Between Teachers and Researchers: Exploring Reading/Writing Connections in a Middle School English Curriculum
Mark W. Conley and Linda Patriarca, Michigan State University, Pam Nagy and Patty Wagner, Holmes Middle School

DISCUSSANT: Margaret Anne Gallego, Michigan State University

Wednesday, November 28, 1990

12:50 - 2:10P.M.

MADRID

20 SYMPOSIUM

Ways of Learning from Inner-City Children in Whole Language Classrooms

CHAIR: Karin L. Dahl, University of Cincinnati

Talking with the Students We Worry About: Lessons From Interviewing Children

JoBeth Allen, University of Georgia, Barbara Michalove, Fowler Drive Elementary School

Observing the Whole Language Kindergartener: Learning About Reading Alone and Together

Penny A. Freppon, Thomas More College

Observing the Whole Language Kindergartener: Patterns of Learning in Literacy Routines

Karin L. Dahl, University of Cincinnati

DISCUSSANT: To Be Announced

12:50 - 2:10P.M.

CASTILLIAN

21 SYMPOSIUM

Text Adaptation Revisited: Investigations of Texts and Readers' Responses

CHAIR: Karri Williams, University of Central Florida

Adaptation as a Phenomenon in Reading Textbooks

Karri Williams, University of Central Florida

Event and Character in an Original and Adapted Text

Joanne M. Golden, University of Delaware

Comparing Original and Adapted Texts: Examining a Consensus of Reader Retellings

Judy Nichols Mitchell, University of Arizona

Reader Response to Text Change

John M. Bradley, University of Arizona

12:50 - 2:10P.M.

MIRAMAR NORTH

22 SYMPOSIUM

2001: Every Reading Teacher a Second Language Reading Teacher

CHAIR: Michael Everson, United States Air Force Academy

A Content Analysis of "Methods Texts" for the Teaching of Second Language Reading

Elizabeth B. Bernhardt, Ohio State University

How ESL Teachers Explore and Understand Second Language Literacy

Eleni Kokkino, University of Illinois at Chicago, Ngoc-Diep Thi Nguyen, Illinois Resource Center

Contributing Sociocultural Factors in Second Language Literacy

Eleni Kokkino, University of Illinois at Chicago

DISCUSSANT: Gay Su Pinnell, Ohio State University

Wednesday, November 28, 1990

12:50 - 2:10P.M.

MIRAMAR SOUTH

23 PAPER SESSION

Vocabulary: Contexts and Interventions

CHAIR: Timothy V. Rasinski, Kent State University

The Effects of Captioned Video Technology on the Incidental Vocabulary Acquisition of Bilingual Students (co-sponsored by College Reading Association)

Susan Neuman, Temple University, Patricia Koskinen, University of Maryland

The Effects of Context on Sources of College Freshmen's Vocabulary Errors

Sherrie L. Nist and Pamela J. Dunston, University of Georgia

Alternative Approaches to Vocabulary Assessment

Anne C. Stallman, P. David Pearson, William E. Nagy, and Georgia E. Garcia, University of Illinois at Urbana -Champaign

12:50 - 2:10P.M.

MEDITERRANEAN CENTER

24 SYMPOSIUM

Prior Knowledge and Learning from Science Text: Probing the Process

CHAIR: Katherine Maria, College of New Rochelle

Preservice Teachers' Comprehension and Teaching of a Physics Principle: An Experimental Intervention

Donna E. Alvermann, Cynthia Hynd and Gaoyin Qian, University of Georgia

Can Text Overcome Scientific Misconceptions? An Experimental Study

Nancy Marshall, Florida International University

Learning From Science Text: Students' Reliance on Prior Knowledge for Familiar and Unfamiliar Topics

Janice Dole and Dale S. Niederhauser, University of Utah

DISCUSSANT: Isabel Beck, University of Pittsburgh

12:50 - 2:10P.M.

MEDITERRANEAN EAST

25 PAPER SESSION

Assessment: Assumptions, Politics, and Transactions

CHAIR: George A. Kamberelis, University of Michigan

The Assumptions and Politics of Literacy Evaluation

Peter Johnston, SUNY-Albany

The Effects of Test-Driven Accountability on Students' Literacy Development

Treana Adkins and Samuel D. Miller, University of North Carolina at Greensboro

The Appropriateness of Report Cards for Communicating Teachers' Knowledge of Students' Literacy Achievement

Peter Afflerbach, University of Maryland

Wednesday, November 28, 1990

12:50 - 1:25P.M.

MEDITERRANEAN WEST

26 ROUND TABLE

CHAIR: Renee K. Weisberg, Beaver College

- 26.1 **Is Narrative "Primary"?** Some Insights from Kindergarteners' Pretend Readings of Stories and Information Books
Christine C. Pappas, University of Illinois at Chicago
- 26.2 **Factors Influencing Teacher Selection of Books to Read Aloud**
Lynne A. Smith, Northern Kentucky University, Peter N. Winograd, University of Kentucky
- 26.3 **The Influence of Writing Conferences on Revision: Two Cases**
Jill Fitzgerald and Carol Stamm, University of North Carolina at Chapel Hill
- 26.4 **Relationships Among Retellings, Oral Reading Behavior, & Semantic Text Features**
Karen Feathers and Connie Ulmer, East Texas State University
- 26.5 **Key Elements of Effective Computer-Assisted Reading Programs for Adults**
Christina Fiedorowicz, Autoskill Inc. Lanark Cty Board of Education, Ronald Trites, University of Ottawa
- 26.6 **Children's Literacy Development and the Structure of Interaction During Literacy Events: The Roles of Students and Teachers in a Head Start Program**
Paul A. Ryer and Carol L. Peterman, Portland State University

1:35 - 2:10P.M.

MEDITERRANEAN WEST

27 ROUND TABLE

CHAIR: Renee K. Weisberg, Beaver College

- 27.1 **Young Children's Reading Strategies in Various Classroom Contexts: Their Relationship to Instruction**
Ellen McIntyre, University of Louisville
- 27.2 **Teacher Perceptions and Practices for Using Children's Literature in Elementary Reading Instruction**
Barbara A. Lehman, Ohio State University at Mansfield, Virginia G. Allen, Ohio State University at Marion, Evelyn B. Freeman, Ohio State University at Newark
- 27.3 **Student-Centered vs. Teacher-Centered Writing Instruction: "Is it deja vu all over again?"**
Kathleen L. Fear, Carter Education Center
- 27.4 **Educators' Perspectives on Assessment: Tensions, Contradictions, Dilemmas**
James C. Field, University of Calgary
- 27.5 **Workplace Reading - Integrating Literacy Into Trades Training**
Glenda R. Lewe, Government of Canada, Susan Waugh, Susan Waugh Consulting
- 27.6 **Literacy Experiences of Preschool Children**
Jacqueline Papierz, Elfrieda Hiebert and Philip P. DiStefano, University of Colorado at Boulder

Wednesday, November 28, 1990

2:20 - 3:40P.M.

REGENCY

28 SYMPOSIUM

Studies of Early Intervention Approaches to Help At-Risk Students in Reading

CHAIR: Gay Su Pinnell, Ohio State University

A Statewide Study of Early Intervention Approaches for At-Risk First Grade Readers
Gay Su Pinnell, Carol A. Lyons and Diane E. DeFord, Ohio State University

The Relationship of Student Outcomes to Quality of Teacher Training Program
Carol A. Lyons, Ohio State University

Students' and Teachers' Views of the Characteristics of Good Readers: Relationship to Success
Gay Su Pinnell, Katie Button and Darcy Bradley, Ohio State University

Teachers' Models of the Reading Process and Their Evaluations of an Individual Reader: Relationship to Success in Teaching Reading and Judged Quality of Instruction
Diane E. DeFord, Ohio State University

DISCUSSANT: James F. Baumann, University of Georgia

2:20 - 3:40P.M.

MADRID

29 PAPER SESSION

Teacher Planning, Negotiation, and Implementation

CHAIR: Deborah R. Dillon, Purdue University

Studying the Nature and Development of Mental Heuristics Used During Reading Instruction: Textual, Procedural, and Conceptual Schema
Donald J. Leu, Syracuse University

Teachers' Interpretation and Implementation of a Cooperative Reading Task
Michael S. Meloth and Paul D. Deering, University of Colorado at Boulder

Teachers' Planning for Socratic Seminars
Maria G. Yon and Pamela S. Nesselrodt, University of North Carolina at Charlotte

2:20 - 3:40P.M.

CASTILLIAN

30 SYMPOSIUM

Creating Writing Communities: Contexts, Participants, and Topics

CHAIR: Philip P. DiStefano, University of Colorado at Boulder

A Community of Teachers Creating a Community of Writers
Ofelia B. Miramontes and Nancy L. Commins, University of Colorado at Boulder, Sally Nathanson-Mejia, University of Colorado at Denver

Writing in a Community: Peer Response in a Second Grade Classroom
Jacalyn M. Colt and Philip P. DiStefano, University of Colorado at Boulder

A Community of Learners Selecting and Developing Writing Topics
Elizabeth A. Connell and Philip P. DiStefano, University of Colorado at Boulder

DISCUSSANT: Sarah Hudelson, Arizona State University

Wednesday, November 28, 1990

2:20 - 3:40P.M.

MIRAMAR NORTH

31 PAPER SESSION

Whole Language, Comprehension and Classroom Practices

CHAIR: Lee Gunderson, University of British Columbia

What Do Whole Language Teachers Do For Comprehension Instruction?

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

Implementing Whole Language With Hearing Impaired Children

Jean Anne Clyde and Mark W.F. Condon, University of Louisville

Content Area Reading in the Elementary School: The Role of the Teacher, the Text and the Student

Martha A. Kinney, Eastern Michigan University, Nina Yochum, University of Michigan at Flint

2:20 - 3:40P.M.

MIRAMAR SOUTH

32 SYMPOSIUM

Literature as a Partner with Developmental Reading Instruction in Early Childhood Programs (K-3)

CHAIR: Lesley Mandel Morrow, Rutgers University

Language to Literacy: Evaluating the Effects of a Read Aloud/Response Program

James V. Hoffman, Nancy Roser, Linda Labbo, Priscilla Meyers, Jennifer Battle, Carol Sharp, Joanne Calhoun and Mary E. Isaacs, University of Texas at Austin

The Impact of a Voluntary Reading Program on Reading Achievement, Attitudes and Use of Literature in Urban Youth

Lesley Mandel Morrow, Rutgers University

Literacy Development of At Risk Kindergarteners when Using a Story Book Reading Program

Ellen O'Connor, Bayonne New Jersey Public Schools

DISCUSSANT: Linda B. Gambrell, University of Maryland

2:20 - 3:40P.M.

MEDITERRANEAN CENTER

33 SYMPOSIUM

Critical Reflection as Research

CHAIR: Judith M. Newman, Mount Saint Vincent University

CO-PRESENTER: Susan M. Church, Halifax County Bedford District School Board

Wednesday, November 28, 1990

2:20 - 3:40 P.M.

MEDITERRANEAN EAST

34 SYMPOSIUM

Teachers' Beliefs, Language and Practices, and Students' Reading Comprehension

CHAIR: Patricia L. Anders, University of Arizona

The Relationship Between Reading Practices Literature, and Teachers' Language and Practices
Patricia L. Anders, University of Arizona

Changes in Teachers' Beliefs about and Theories of Reading Comprehension
Virginia Richardson, University of Arizona

Teachers' Reading Comprehension Practices: Impact of a Staff Development Program on Classroom Instruction
Marynell Schlegell, University of Arizona, Deborah Tidwell, University of Northern Iowa

Changes in Student Reading Comprehension When Teachers Become Aware of Their Practical Rationality
Candace S. Bos and Patricia L. Anders, University of Arizona

DISCUSSANT: Jerome A. Niles, Virginia Polytechnical Institute and State University

2:20 - 2:55 P.M.

MEDITERRANEAN WEST

35 ROUND TABLE

CHAIR: Ann Hall, University of Texas at Austin

35.1 The Process of Evaluation of a Transition Room Program: A Consideration for Students' Self-Concepts as Literate Individuals
Rhoda Q. Spiro, SUNY at Albany

35.2 An Analysis of the Array of Literary Works Included in Basal Readers and District Core Reading Lists: Grades 1-6
James Flood and Diane Lapp, San Diego State University, Greta Nagel, Anaheim City School District, Sara Watts, San Diego State University

35.3 Sources of Teachers' Instructional Philosophies
Sharon Kane, SUNY at Oswego

35.4 A Study of Language Functions Used by Eighth Grade Students in Writing Groups
Donna J. Camp, University of Central Florida, Pat Daniel, University of Oklahoma

35.5 Meta-Analysis of Instructional Interventions to Overcome Misconceptions: First Findings
Barbara J. Guzzetti, Arizona State University

35.6 Chaos: A Possible New Paradigm For Reading Research
Richard D. Robinson, University of Missouri at Columbia

Wednesday, November 28, 1990

3:05 - 3:40P.M.

MEDITERRANEAN WEST

36 ROUND TABLE

CHAIR: Ann Hall, University of Texas at Austin

- 36.1 **At-Risk Students Do Transfer Literacy Skills To Classroom-Related Learning Activities: How and Why**
Karen L. Ford, University of North Texas
- 36.2 **The Politics of Literature Selection at the Secondary Level**
Kathleen H. Owen, SUNY at Albany
- 36.3 **Who Framed the Teacher? World Views, Class Acts and Teachers' Ways of Knowing**
Beth A. Berghoff, Caroline Beverstoc, Dulce M. Cruz, Kathy A. Egawa, Holly Gurney, Hester Hemmerlin and Kaye Lowe, Indiana University
- 36.4 **Cross-Cultural/Cross-Linguistic and Native English Speakers Generated Stories: A Study in Contrast**
Marie A. Ice, California State University at Bakersfield
- 36.5 **Planning Prompts and Specific Key Terms in Textbook Search Tasks**
Mariam J. Dreher and Rachel Brown, University of Maryland at College Park

3:50 - 5:10P.M.

MEDITERRANEAN CENTER & EAST

37 FIRST PLENARY SESSION

CHAIR: Donna E. Alvermann, University of Georgia

Presidential Address and Annual Awards Presentations

SPEAKER: Gerry Duffy, Michigan State University

**TITLE: What Counts in Teacher Education?
Dilemmas in Educating Empowered Teachers**

5:10 - 6:15P.M. (CASH BAR)

Reception honoring NRC President and Award Winners

8:00 - 9:00P.M.

PRESIDENTIAL SUITE

Reception for Newcomers and International Members

9:00 - MIDNIGHT

STARLIGHT ROOF

VITAL ISSUES

Thursday , November 29, 1990

7:00A.M.

EXECUTIVE CONFERENCE ROOM

PUBLICATIONS COMMITTEE MEETING

Chair: Jerome A. Niles, Virginia Polytechnical Institute and State University

7:45 - 9:00 A.M.

GRAND PROMENADE

Breakfast(Cash Buffet)

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

GRAND PROMENADE

Registration

9:00 A.M. - 6:00 P.M.

REGENCY CONFERENCE ROOM

The reading room will be open

8:30 - 9:50A.M.

REGENCY

38 SYMPOSIUM

The Effects of Analyzing and Revising Texts from a Cognitive Processing Perspective: Toward a Deeper Understanding of Reader/Text Interactions

CHAIR: Isabel Beck, University of Pittsburgh

Components of a Qualitative Analysis of Social Studies Textbooks
Margaret G. McKeown, University of Pittsburgh

Revising Text by Simulating the Text Processing of a Target Reader
Isabel Beck, University of Pittsburgh

A Comparison of Students' Comprehension of Original and Revised Social Studies Texts: Evidence of Improved Comprehensibility
Gale M. Sinatra and Jane A. Loxterman, University of Pittsburgh

DISCUSSANT: Michael F. Graves, University of Minnesota

8:30 - 9:50A.M.

MADRID

39 PAPER SESSION

Collaboration in Literacy Learning

CHAIR: Linda R. Markham, University of Haifa

Teaching and Research: Perceptions Resulting From One School-Based Collaboration
Alice Boljonis, SUNY-Oswego, Kathleen A. Hinchman, Syracuse University, Jane Woodward, Richard Tabor, Ellen Molinari, Cynthia Hawkins and Bren T. Price, Marcellus Central Schools

Readers and Relationships: Social Solidarity and Literary Learning
Peter N. Winograd, Terence Turner and Anne McCall, University of Kentucky

A Study of Teacher - Researcher Collaboration on Reading Instruction for Chapter One Students
Maria Cecilia Magalhaes, Universidade Catolica de Sao Paulo

No Smoking in Any Session

Thursday , November 29, 1990

8:30 - 9:50A.M.

CASTILLIAN

40 PAPER SESSION

Foreign Language and Cross National Perspectives

CHAIR: Carolyn Hedley, Fordham University

Using College Textbooks Written in a Foreign Language: A Study in Nepal

David L. Red, Foreign Service Institute, Diane L. Schallert, University of Texas at Austin

Some Problems on the Use of Self Access in the Use of English Programme in Some Nigerian Tertiary Institutions

C.E Onukaogu, Obafemi Awolowo University, Nigeria

The Question of Readers Studied in Reading Research

Beatrice Kachuck, CUNY

8:30 - 9:50A.M.

MIRAMAR NORTH

41 SYMPOSIUM

Connecting Literacy Assessment and Instruction Through Student Portfolios

CHAIR: Linda G. Vavrus, University of Nebraska at Lincoln

Student Portfolios as a Window on Teacher Knowledge of Literacy Assessment and Instruction

Kenneth P. Wolf, Stanford University

The Role of Document Captions in Student Portfolios as a Link Between Teacher and Student Assessment

Karen S. Evans and Linda G. Vavrus, University of Nebraska at Lincoln

Evaluating a Staff Development Model for Implementing Student Assessment Portfolios

Doris Roettger, Heartland Area Education Agency #11, Linda G. Vavrus, University of Nebraska at Lincoln

DISCUSSANTS: Sheila W. Valencia, University of Washington, Richard Allington, SUNY at Albany

8:30 - 9:50A.M.

MIRAMAR SOUTH

42 PAPER SESSION

Affective Dimensions of Story Reading

CHAIR: Patricia E. Edmiston, Ohio State University

Exploring the Emotional Links Between Readers and Story Characters

James F. Barton, Stanford University

The Sound of Story: The Dialogic Creation of a Child's Response to Literature

Shelby Anne Wolf, Stanford University

Cognitive and Affective Effects of Peer Praise for Oral Story Retellings

Margaret E. Kovacs and Grover C. Mathewson, Florida International University

Thursday, November 29, 1990

8:30 - 9:50 A.M.

MEDITERRANEAN CENTER

43 SYMPOSIUM

Exploring Our Literacy in the Year of Silence: Implication for Teacher Educators and Teachers

CHAIR: Robert B. Ruddell, University of California at Berkeley

The Year of Silence: An Analysis of High Achieving Readers' Non-Participation in a Reading Response Group

Martha Rapp-Haggard Ruddell, Sonoma State University

The Beginning of Sharing

Barbara A. Kapinus, Council of Chief State School Officers

The Beginning: Women's Ways of Knowing

Donna W. Emery, California State University at Northridge

The Power of Reader Response in Journal Writing

Judy Nichols Mitchell, University of Arizona

DISCUSSANT: Robert B. Ruddell, University of California

8:30 - 9:50 A.M.

MEDITERRANEAN EAST

44 SYMPOSIUM

Middle School Literacy: Organizational Issues, The Literature Program, and Student Problem Solving During Reading

CHAIR: Judith L. Irvin, Florida State University

The Effect of Interdisciplinary Team Organization on Student Attitudes in Sixth Grade Students

Judith L. Irvin, Florida State University

Teaching Literature in the Middle School

James Flood, Diane Lapp and Nancy J. Farnan, San Diego State University, Greta Nagel, Anaheim City School District

The Framework to Develop Problem Solving During Reading

Donna S. Ogle, National - Louis University

DISCUSSANT: Robert Tierney, Ohio State University

8:30 - 9:05 A.M.

MEDITERRANEAN WEST

45 ROUND TABLE

CHAIR: Douglas K. Hartman, University of Pittsburgh

45.1 **Language Use and Literacy Learning: A Case Study of One First Grader**

Deborah A. Hicks, University of Delaware

45.2 **Preservice Elementary School Teachers' Responses to Children's Literature**

Daniel D. Hade, Pennsylvania State University

45.3 **Implementing Whole Language: Contrasting Perspectives**

Lynne D. Miller, Florida International University

45.4 **The Effects of Reading Environment on Middle School Students' Motivation for Reading**

Stephanie L. Knight, Texas A&M University, Hersholt C. Waxman, University of Houston

45.5 **First Graders' Interpretations of Cohesive Ties in Reading**

Charles A. Elster, Purdue University, Herbert D. Simons, University of California at Berkeley

No Smoking in Any Session

Thursday, November 29, 1990

9:15 - 9:50A.M.

MEDITERRANEAN WEST

46 ROUND TABLE

CHAIR: Douglas K. Hartman, University of Pittsburgh

- 46.1 **Parents and Teachers: A Comparison of Attitudes and Perspectives Toward Literacy Growth**
Peggy Leticia Daisey, Kansas State University
- 46.2 **From Tests to Portfolios: Exploring Assumptions About Literacy Assessment**
Kathryn H. Au, Kamehameha Schools
- 46.3 **Reading Response Journals in Preservice and Inservice Reading Methods Courses**
Vienna K. Moore, Oglethorpe University
- 46.4 **The Politics of Transition in Basal Dominated Schools**
Martha Combs, University of Nevada-Reno, Jimmie S. Russell, Oklahoma Baptist University, Maureen S. Siera, Northeastern Oklahoma State University
- 46.5 **The Role of Stress, Anxiety, and Confidence in the Reading Failure Syndrome: A Case Study Approach**
Dianne M. Haneke, SUNY at Albany
- 46.6 **Developmental Trends in Children's Use of Print Media: A National Study**
Michael C. McKenna, Georgia Southern University, Dennis J. Kear and Randolph Ellsworth, Wichita State University

9:50 - 10:10

Break

10:10 - 11:30A.M.

MEDITERRANEAN CENTER & EAST

47 SECOND PLENARY SESSION

CHAIR: Gerry Duffy, Michigan State University

Keynote Address

SPEAKER: Deborah Tannen, Georgetown University

TITLE: The Discourse Foundation of Literacy

11:30 - 12:50A.M.

GRAND PROMENADE

Lunch(Cash Buffet)

12:00 P.M.

GRAND PROMENADE

BIRDS OF A FEATHER

Attendees may organize their own discussion groups
A cash buffet will be available

Thursday , November 29, 1990

12:50 - 2:10P.M.

REGENCY

48 SYMPOSIUM

Pushing the Boundaries of Literacy and the Implications for What Counts as Research

CHAIR: Annemarie Palincsar, University of Michigan

Children's Motivational Orientations to Literacy

Julianne C. Turner and Scott G. Paris, University of Michigan

The Computer as a Social/Physical Environment in Emergent Literacy

Elizabeth Sulzby and Kerry Olson, University of Michigan

Enfranchising Special Education Students' Participation in Literacy

Annemarie Palincsar and Laura Klenk, University of Michigan

Beyond the Literacy Myth: Fourth Grade Writers in an Urban Elementary School

William J. McGinley, University of Michigan

12:50 - 2:10P.M.

MADRID

49 SYMPOSIUM

Nurturing Effective Practice and Professional Autonomy in Preservice Teachers

CHAIR: Lucy A. Dahlberg, Governors State University

Reflectivity Through Journal Writing: Student Teachers Write About Reading Events

Lynn C. Smith and Sharon L. Pape, Southern Illinois University at Carbondale

Social Cognitive Thinking For Interactive Literacy Instruction

Lucy A. Dahlberg, Governors State University

Recursive Reflection in the Clinical Teaching of Reading

Barbara Walker, Eastern Montana College

DISCUSSANT: Donna E. Alvermann, University of Georgia

12:50 - 2:10P.M.

CASTILLIAN

50 PAPER SESSION

Comprehension Instruction

CHAIR: Diane L. Schallert, University of Texas at Austin

Effects of Imagery Training on Academically Gifted Elementary Students' Creativity

Ellen S. Jampole, SUNY at Cortland

Effects of Composing Versus Predicting as Previewing Activities on Subsequent Story Comprehension

Peter Ryder Denner, Idaho State University, William J. McGinley, University of Michigan

Prediction Training and the Comprehension and Composing Performance of Fourth-Grade Students (co-sponsored by College Reading Association)

Linda B. Gambrell and Myszelle Spears, University of Maryland

Thursday , November 29, 1990

12:50 - 2:10P.M.

MIRAMAR NORTH

51 PAPER SESSION

Trends in Reading Research

CHAIR: Pi A. Irwin, Tucson Unified School District

Trends in Reading Research: A Content Analysis of Journal of Reading Behavior

R. Scott Baldwin and Jeanne Shay Schumm, University of Miami, John E. Readence, University of North Carolina at Greensboro, Bonnie C. Konopak, Louisiana State University

The Relationship of Research Productivity in Literacy to Library Holdings and Characteristics

Michael L. Kamil, Ohio State University, Timothy Shanahan, University of Illinois at Chicago

Multiple Measures in Research on Metacognition

Verna Haskins Denny, Queens College of CUNY

12:50 - 2:10P.M.

MIRAMAR SOUTH

52 SYMPOSIUM

The Role of Rhetorical Structure in L2 Comprehension of Academic Text

CHAIR: Rosalind Horowitz, University of Texas-San Antonio

A Conceptual Analysis of Comprehension Aids in L2 Text Comprehension

Ely Kozminsky, Ben-Gurion University

The Use of Conjunctions in L2 Text Comprehension Across Academic Disciplines

Esther Geva, Ontario Institute for Studies in Education

Activating Structural Use in L2 Comprehension of Science Text

Rosalind Horowitz, University of Texas at San Antonio

DISCUSSANT: James Davis, Penn State University

12:50 - 2:10P.M.

MEDITERRANEAN CENTER

53 SYMPOSIUM

New Directions for Staff Development in Literacy Education: A Joint Venture Between USA and Australia

CHAIR: Jan Turbill, University of Wollongong

Changes in Staff Development: An Historical Perspective

Mike Ford, Wayne-Finger Lakes Board of Cooperative Educational Services

Teachers as Learners: An Effective Staff Development Model

Brian Cambourne, University of Wollongong

Staff Development and Whole Language: The Role of Language in Learning

Jan Turbill, University of Wollongong

The Development of a Staff Development Program: Working with Teachers for Teachers

Gail Langton, Wayne-Finger Lakes Board of Cooperative Educational Services, Andrea Butler, Thomas Nelson Australia Publishers

Thursday, November 29, 1990

12:50 - 2:10P.M.

MEDITERRANEAN EAST

54 SYMPOSIUM

Microanalysis of the Small-Group Guided Reading Lesson

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

Consequences of Teaching for Story Meaning

Richard C. Anderson, Ian A. Wilkinson and Jana M. Mason, University of Illinois at Urbana - Champaign

Oral Reading Errors and Teachers' Reactions to Them

Clark A. Chinn and Martha Waggoner, University of Illinois at Urbana - Champaign, Marlene Schommer, Wichita State University

Moment by Moment Properties of Student Attention

Mutsumi Imai, Richard C. Anderson and Ian A. Wilkinson, University of Illinois at Urbana - Champaign

Social and Cognitive Consequences of Silent Reading

Ian A. Wilkinson, University of Illinois at Urbana - Champaign

DISCUSSANT: James V. Hoffman, University of Texas at Austin

12:50 - 1:25P.M.

MEDITERRANEAN WEST

55 ROUND TABLE

CHAIR: Carolyn Colvin, San Diego University

55.1 **Governance Reform: Does it Lead to School Improvement?**

Marilyn Bizar, National - Louis University

55.2 **What Do Children Know About Standardized Tests of Reading?**

Ileana Seda and Ann L. Berger, Pennsylvania State University

55.3 **Examining Student Change in a Teacher Education Course Using Dialectical Reasoning as a Strategy for Critical Reading**

Sharon L. Pugh and Hong Zhang, Indiana University

55.4 **Reading in Spanish and English: A Comparative Study of Processing Strategies**

Robert H. Pritchard, California State University at Fresno

55.5 **Reading and Spelling Connections in Elementary School Students: A Longitudinal Study at Third and Fifth Grades**

Jerry Zutell and Mary Jo Fresch, Ohio State University

55.6 **A Task Evaluation of Basal Teacher Manual Recommendations**

Samuel D. Miller, University of North Carolina at Greensboro, Phyllis Blumenfeld, University of Michigan

1:00 - 2:30P.M.

EXECUTIVE CONFERENCE ROOM

AD HOC COMMITTEE ON ETHICS MEETING

CHAIR: Rebecca Barr, National - Louis University

Thursday , November 29, 1990

1:35 - 2:10P.M.

MEDITERRANEAN WEST

56 ROUND TABLE

CHAIR: Carolyn Colvin, San Diego University

- 56.1 **A National Investigation of Reading/Written Language Instructional Practices Within Gifted Preschool Programs**
Jeanne M. Burns and Elizabeth Wadlington, Southeastern Louisiana University
- 56.2 **The Effect of Silent Prereading and Oral Rereading on the Performance of Developmental Fifth Grade Readers on Informal Reading Inventory Test Passages**
Slenda J. Yohe and H. Jon Jones, Oklahoma State University
- 56.3 **Research into Practice: Addressing Teachers' Concerns**
Mary C. Shake, University of Kentucky
- 56.4 **Sentence Mapping Strategies and L2 Text Comprehension**
Keiko Koda, Ohio University
- 56.5 **A Longitudinal Study of the Growth of Spelling Abilities in the Context of the Development of Literacy**
Margaret Hughes and Dennis Serle, York University
- 56.6 **An Analysis of Basal Workbooks at the First-Reader Level**
Nora K. Jachym, SUNY at Albany

2:20 - 3:40P.M.

REGENCY

57 SYMPOSIUM

Getting Off to the Right Start: An Emergent Literacy Intervention

CHAIR: Elfrieda Hiebert, University of Colorado at Boulder

Content and Development of the Emergent Literacy Intervention

Sharon L. Catto and Elfrieda Hiebert, University of Colorado at Boulder

Outcomes of Participation in the Intervention: Progress in Reading and Writing

Ellen Gury and Elfrieda Hiebert, University of Colorado at Boulder

Relationships of Phonemic Awareness and Concepts of Print to Reading and Writing Development

Jacalyn M. Colt and Elfrieda Hiebert, University of Colorado at Boulder

Two Case Studies of Participation in the Intervention

Jacqueline Papierz and Elfrieda Hiebert, University of Colorado at Boulder

DISCUSSANT: William H. Teale, University of Texas at San Antonio

2:20 - 3:40P.M.

MADRID

58 PAPER SESSION

Early Literacy Environments for Learning

CHAIR: Dina Feitelson, University of Haifa

The Effects of "Storybook Partnerships" on Young Children's Conception of Stories

Cathleen S. Soundy and Susan Neuman, Temple University

What's After "What's That?" - The Conditional Construction of Questions in Storybook Interaction

Shelby Anne Wolf, Stanford University

Home Literacy Environment and Meta-literate Awareness

Jon Shapiro, University of British Columbia

Thursday , November 29, 1990

2:20 - 3:40P.M.

CASTILLIAN

59 SYMPOSIUM

Urban Staff Development: Monitoring Teaching Change Through Portfolio Assessment

CHAIR: Donna S. Ogle, National - Louis University

Overview: The Comprehension and Cognitive Development Project
Pauline F. Moley, Kansas City Missouri School District

Portfolio Assessment: Monitoring Teacher Change Through Oral and Written Components
Donna S. Ogle, National - Louis University

Portfolio Assessment: Monitoring Teacher Change Through Videotape
John E. George, University of Missouri at Kansas City

DISCUSSANT: Donna S. Ogle, National - Louis University

2:20 - 3:40P.M.

MIRAMAR NORTH

60 SYMPOSIUM

Implementing Whole Language Learning in Adult Basic Educational Settings

CHAIR: Nancy D. Padak, Kent State University

Implementing Whole Language Learning: Adult Literacy Teachers' Problems and Concerns
Nancy D. Padak and Denise Stuart, Kent State University, Jane Schierloh, Project LEARN, Ohio

The Influence of Staff Development in Whole Language on ABE Teachers' Perceptions of Literacy Learning and Their Teaching Practices
James Connell, Berea, Ohio Public Schools

Changes in ABE Learners' Perceptions of Literacy and Literacy Learning During Implementation of Whole Language Instructional Practices
Gary M. Padak, Kent State University

DISCUSSANT: Jane L. Davidson, Northern Illinois University

2:20 - 3:40P.M.

MIRAMAR SOUTH

61 PAPER SESSION

Computers and Literacy Instruction

CHAIR: Michael L. Kamil, Ohio State University

Cognitive Flexibility Training in Reading Methods Courses
Fernando A. Senior, Pennsylvania State University

A Study of Teachers Using Videodiscs - Anchors in Literacy Instruction (co-sponsored by College Reading Association)
Chuck Kinzer, Victoria Risko, Jennifer Goodman, Kim McLarty and Janice Carson, Peabody College at Vanderbilt University

The Effects of Questions Inserted in Computer-mediated Texts
David P. Reinking and Michael Pickle, University of Georgia

Thursday, November 29, 1990

2:20 - 3:40P.M.

MEDITERRANEAN CENTER

62 SYMPOSIUM

Exploring Knowledge Structures and Classroom Literacy Instruction

CHAIR: Laura Roehler, Michigan State University

The Structuring and Restructuring of Knowledge and Reading Instruction
Laura Roehler, Michigan State University

Examining Fourth Grade Teachers' Knowledge Structures
Ruth M. Caswell, Texas Woman's University

Teachers' Instructional Practices Related to Their Declarative Knowledge About Reading and Writing
Judith G. Gasser, Texas Woman's University

DISCUSSANT: Diane L. Schallert, University of Texas at Austin

2:20 - 3:40P.M.

MEDITERRANEAN EAST

63 SYMPOSIUM

African-American Literacy: Multiple Perspectives

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

Conceptions of Literacy Held by African-Americans: 1700's - 1900 's
Violet J. Harris, University of Illinois at Urbana - Champaign

Sociolinguistics and Literacy in the African-American Community
Michele Foster, University of North Carolina at Chapel Hill

Interpretations of Literacy by African-American Youth and Adults : Life-span Perspectives
Vivian L. Gadsden, University of Pennsylvania

Access to Literacy Programs
Verna Haskins Denny, Queens College of CUNY

DISCUSSANT: Trika Smith-Burke, New York University

2:20 - 2:55P.M.

MEDITERRANEAN WEST

64 ROUND TABLE

CHAIR: Madeline Maxwell, University of Texas

- 64.1 **How Do "At-Risk" Low SES Children From Whole Language Preschool/Kindergarten Classrooms Fare on Third Grade Competency Tests: A Five Year Study**
Gloria J. Kutach, Conroe Independent School District
- 64.2 **Dynamic Assessment Procedure: A Validation**
Maryanne R. Bednar, LaSalle University, Sharon B. Kletzien, Springfield School District
- 64.3 **Literacy Corps: A Taste of Teacher Preparation**
Rhonda S. Johnson, Meryl K. Lazar and Rita M. Bean, University of Pittsburgh
- 64.4 **Basals and Teachers' Power: A Conceptual Framework**
Karen F. Thomas, Mary Alice Barksdale and Rebecca Jones, West Virginia University
- 64.5 **Interpreting Ambiguous Text: The Influence of Prior Knowledge, Interest, and Level of Involvement**
William A. Henk, Pennsylvania State University at Harrisburg, Norman A. Stahl, Northern Illinois University
- 64.6 **Children's Book Preferences in Kindergarten Library Centers**

Thursday , November 29, 1990

Richard T. Johnson, Alice C. Conlon and Laura A. Smolkin, University of Houston

2:30 - 3:40P.M.

EXECUTIVE CONFERENCE ROOM

AD HOC COMMITTEE ON MULTICULTURAL ISSUES MEETING

CHAIRS: Margaret Gallego, Michigan State University, Katherine Au, Kamehameha Schools

3:40 - 5:10P.M.

EXECUTIVE CONFERENCE ROOM

POLICY AND LEGISLATIVE COMMITTEE MEETING

CHAIR: Barbara Kapinus, Council of Chief State School Officers

3:05 - 3:40P.M.

MEDITERRANEAN WEST

65 ROUND TABLE

CHAIR: Madeline Maxwell, University of Texas

- 65.1 **Dynamic Assessment of Reading Achievement**
Sheila W. Valencia, Susan Weiner and Sheila Bazzi, University of Washington, Joseph C. Campione, University of California at Berkeley
- 65.2 **Conceptions of the Principles and Practices of Effective Staff Development: A Caribbean Perspective**
Desmond C. Clarke, University of the West Indies
- 65.3 **Teachers in Transition: A Multiple Case Study of Teachers Moving Toward a Literature Based Approach to Reading Instruction**
Patricia L. Scharer, Ohio State University at Lima
- 65.4 **Elementary Students' Use of Imagery in Developing Meaning in Literary Text**
Bonnie C. Konopak, Louisiana State University, Nancy L. Williams and Karen D. Wood, University of North Carolina at Charlotte
- 65.5 **The Effects of Shared Reading on Children's Literacy Development During Kindergarten and First Grade**
Rebecca P. Harlin and Carol A. Hodges, Buffalo State College

3:50 - 5:10P.M.

REGENCY

66 SYMPOSIUM

Mediators of Literacy In Play: Children, Adults, and the Environment

CHAIR: K. Roskos, John Carroll University

Relationships Between Adult Modeling, Classroom Design Characteristics and Children's Literacy Behavior
Lesley Mandel Morrow, Rutgers University

The Effects of Literacy-Enriched Play Centers on Children's Concepts About Written Language
Susan Neuman, Temple University, K. Roskos, John Carroll University

Adult Modeling in Literacy-Enriched Play Settings: Its Influence On Young Children's Understanding of Print
Carol Vukelich, University of Delaware

DISCUSSANT: Jana Mason, University of Illinois at Urbana - Champaign

Thursday , November 29, 1990

3:50 - 5:10P.M.

MADRID

67 PAPER SESSION

Classroom Instruction

CHAIR: Laurie J. Nelson, National - Louis University

Research to Practice: How Does the New Generation of Basal Readers Measure Up on Strategic Reading Instruction?
Maribeth Cassidy Schmitt, DePauw University, Carol J. Hopkins, Purdue University

Non-ability Grouped, Multi-Level First-Grade Reading Instruction
Patricia M. Cunningham, Wake Forest University, Dorothy P. Hall and Margaret F. Defee, Clemmons Elementary School

Teacher Decision Making and Seatwork Practices: Teacher Style, Types, Sources and Implementation of Seatwork
Lorri Davis, Geneva School District #304

3:50 - 5:10P.M.

CASTILLIAN

68 SYMPOSIUM

Assessing Written Retelling of Expository Texts: Comparing Various Methods

CHAIR: Karen Feathers, East Texas State University

Overview

Deborah L. Tidwell, University of Northern Iowa

An Analysis of Retellings: Results of Cohesion Analysis
Karri Williams, University of Central Florida

An Analysis of Retellings: Results of Macrostructure Analysis
David A. Hayes and John Ponder, University of Georgia

Analysis of Retellings: Results of Holistic Scoring
Jane H. White and Connie Ulmer, East Texas State University

DISCUSSANT: Sherry Vaughan, Washington State University

3:50 - 5:10P.M.

MIRAMAR NORTH

69 PAPER SESSION

Literary Response: The Reader's Stance

CHAIR: Richard W. Beach, University of Minnesota

The Reader's Stance as Event
Daniel D. Hade, Pennsylvania State University

From Onlooker to Activist: The Nature of Readers' Participation in Stories
Patricia E. Edmiston, Ohio State University

Living Through Literary Experiences Versus Literary Analysis: Examining Stance in Children's Response to Literature
Joyce E. Many, Texas A&M University

Thursday, November 29, 1990

3:50 - 5:10P.M.

MIRAMAR SOUTH

70 PAPER SESSION

Text Characteristics

CHAIR: Barbara M. Taylor, University of Minnesota

Effects of Importance and Interest on Strategic Reading

Suzanne E. Wade and Gregory Schraw, University of Utah

A Text Analysis of Fifth-Grade Social Studies Textbooks and Trade Books on the Topic of Westward Expansion in American History

Donald J. Richgels, Carl M. Tomlinson and Michael O. Tunnell, Northern Illinois University

Comparing the Difficulty of Narrative and Expository Text

Ronald P. Carver, University of Missouri at Kansas City

The Frequency and Placement of Main Ideas in Children's Science Textbooks

Mary F. Graham, Arlington Virginia Public Schools, Shirley De Lucia, North Carolina Central University, Pat Bowers, Chapel Hill-Carrboro City Schools

3:50 - 5:10P.M.

MEDITERRANEAN CENTER

71 PAPER SESSION

Contexts for Reading and Writing

CHAIR: John F. O'Flahavan, University of Maryland

Reading and Writing to Learn Within the Social Context of One Secondary Classroom

Deborah R. Dillon, David G. O'Brien and Mark Volkmann, Purdue University, Joseph D. Ruhl, Jefferson High School

Students' Discussions and Perceptions of Cooperative Reading Tasks

Michael S. Meloth and Paul D. Deering, University of Colorado at Boulder

The Social Construction of "Writing Process" in Elementary Classrooms for Low-Achieving Students

Judith Solsken and Kathleen Holland, University of Massachusetts at Amherst

3:50 - 5:10P.M.

MEDITERRANEAN EAST

72 SYMPOSIUM

Implications of Teacher Beliefs About Children Who Find Learning to Read Difficult

CHAIR: Richard L. Allington, SUNY at Albany

Richard L. Allington, James Ioney, Anne M. McGill-Franzen, Sean A. Walmsley and Shouming Li, SUNY at Albany, Michele Foster, University of North Carolina at Chapel Hill, Kathleen Broikou, SUNY at Geneseo, Linda Winfield, Johns Hopkins University

DISCUSSANT: Linda Winfield, Johns Hopkins University

Thursday, November 29, 1990

3:50 - 4:25 P.M.

MEDITERRANEAN WEST

73 ROUND TABLE

CHAIR: Beverly Otto, Northeastern Illinois University

- 73.1 **Reading and Writing as Social Events: Literacy Development of Preschool Hearing-Impaired Children**
Claire J. Rottenberg and Lyndon W. Searfoss, Arizona State University
- 73.2 **Videotaping As a Tool in Teacher Preparation**
Barbara M. Fleisher, Beaver College
- 73.3 **Instructional Leadership Within a Restructured School Environment: Perspectives From a Middle School Administrator**
Beth Ann Herrmann, University of South Carolina
- 73.4 **Improving Literacy Skills of University Students from an Oral Tradition Society**
Dorothy M. Perkins, University of Transkei
- 73.5 **Instructional Scaffolding: Its Effectiveness and Characteristics**
Penny L. Beed, University of Iowa
- 73.6 **Restructuring Practice to Facilitate Children's Literacy Learning: Two Case Studies of Teacher-Initiated Curricular Change**
Beverly J. Bruneau and Richard P. Ambrose, Kent State University

4:35 - 5:10 P.M.

MEDITERRANEAN WEST

74 ROUND TABLE

CHAIR: Beverly Otto, Northeastern Illinois University

- 74.1 **Developmental Spelling and Other Language Predictors of Reading Achievement**
Susan S. Robinson, Drake University
- 74.2 **Portfolio Assessment in Teacher Education: A Tale of Two Cities**
Marilyn M. Ohlhausen, University of Nevada at Las Vegas, Michael P. Ford, University of Wisconsin at Oshkosh
- 74.3 **A Case Study of One Teacher's Cognitive Movement Toward Understanding and Developing Parent and Student Cognition**
Kaye Ortiz and Beth Ann Herrmann, University of South Carolina
- 74.4 **Perception of Text Difficulty, Self-Assessment, and Goal Oriented Reading in Peruvian Elementary Students**
Juana Pinzas, Catholic University of Peru
- 74.5 **Implementing Scaffolded Instruction for Self-Regulation in Reading**
Judith A. Winn, University of Wisconsin at Milwaukee
- 74.6 **Revision in Literacy Education From a Teacher Educator Perspective**
Elaine Yates-Hendrix, Ileana Seda and Ritchie Kelley, Pennsylvania State University

Thursday , November 29, 1990

5:10 - 6:00P.M.

GRAND PROMENADE

BIRDS OF A FEATHER

Interest Groups:

Teacher Beliefs/Theory

Sharon Cook Lee, University of South Dakota, James King, University of South Florida

Assessment

Peter Afflerbach, University of Maryland, Nancy Padak, Kent State University

Middle School Literacy

Jim Flood, San Diego State University

Teaching As Inquiry/Reflection

Allan Neilsen, Mount Saint Vincent University

Vocabulary

Margaret McKeown, University of Pittsburgh, Sherrie Nist, University of Georgia

Emergent Literacy

Jana Mason, University of Illinois, Karin Dahl, University of Cincinnati

Basal Readers/Basal Instruction

Samuel Miller, University of North Carolina at Greensboro, Karen Thomas, West Virginia University

Emergent Literacy

Rita Bean, University of Pittsburgh

Middle School Literacy

Judith Irvin, Florida State University

6:00 - 7:00P.M.

MEDITERRANEAN EAST & CENTER

BUSINESS MEETING

The Annual Business meeting is open to all NRC members. Issues central to the future of NRC will be discussed, and all members are urged to attend.

7:00P.M.

EXECUTIVE CONFERENCE ROOM

STUDENT AWARDS COMMITTEE MEETING

Chair: Larry Mikulecky, Indiana University

8:00 - 9:00P.M.

PRESIDENTIAL SUITE

RECEPTION FOR GRADUATE STUDENTS

9:00 - MIDNIGHT

STARLIGHT ROOF

VITAL ISSUES

No Smoking in Any Session

Friday, November 30, 1990

7:45 - 9:00 A.M.

GRAND PROMENADE

Breakfast(Cash Buffet)

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

GRAND PROMENADE

Registration

9:00 A.M. - 6:00 P.M.

REGENCY CONFERENCE ROOM

The reading room will be open

8:30 - 9:50A.M.

REGENCY

75 SYMPOSIUM

Theory Development in Teachers: Documenting It and Supporting It

CHAIR: John C. Stansell, Texas A&M University

Documenting Theory Development in College Methods Courses Through Reflective Curriculum Structures
Sharon V. Andrews, Indiana State University

Theory Building: Working with Inservice Teachers
Sharon Cook Lee, University of South Dakota

The Development of Preservice Teachers' Theories of Language Learning
Jill A. Burk, Tarleton State University

DISCUSSANT: John C. Stansell, Texas A&M University

8:30 - 9:50A.M.

MADRID

76 SYMPOSIUM

Developments in Second Language Reading Research

CHAIR: Eleni Kokkino, University of Illinois at Chicago

The Effects of Orthographic Variation Upon Word Latency and Pronunciation Among Second Language Learners of Arabic
Charles Robertson, United States Air Force Academy

The Relationship Between Chinese Character Complexity and Recognition Among Second Language Learners of Chinese
Michael Everson, United States Air Force Academy

Effect of Anaphora on the Reading of German
Victoria C. Berkemeyer, Ohio State University

DISCUSSANT: James Davis, Pennsylvania State University

Friday, November 30, 1990

8:30 - 9:50A.M.

CASTILLIAN

77 SYMPOSIUM

Consideration in the Design of Large Scale Assessments

CHAIR: Alan E. Farstrup, International Reading Association

The International Reading Literacy Study

Marilyn Binkley, U.S. Department of Education

The National Assessment of Educational Progress in Reading: Issues and Answers

Barbara A. Kapinus, Council of Chief State School Officers

The National Adult Literacy Survey

Irwin S. Kirsch, Educational Testing Service

DISCUSSANT: Alan E. Farstrup, International Reading Association

8:30 - 9:50A.M.

MIRAMAR NORTH

78 SYMPOSIUM

Cognitive and Social Processes in Reading Recovery: Multi-Level Perspectives

CHAIR: Billie J. Askew, Texas Woman's University

Analysis of the Comprehending Process Within the Setting of Reading Recovery Lessons: New Insights

Billie J. Askew, Texas Woman's University

A Study of Emergent Reading and Writing Strategies in an Individual Tutoring Setting and in a Classroom Setting

Dianne F. Frasier, Texas Woman's University

Shifts in Teachers' Perspectives During Reading Recovery Training

James R. King, University of South Florida

DISCUSSANT: James W. Cunningham, University of North Carolina at Chapel Hill

8:30 - 9:50A.M.

MIRAMAR SOUTH

79 SYMPOSIUM

The Relationship Between Rapid Naming, Word Recall and Orthographic Knowledge: A Language-Based View of Literacy Proficiency

CHAIR: Marcia A. Invernizzi, University of Virginia

Rapid Automated Naming and Orthographic Knowledge

Donald R. Bear, University of Nevada at Reno, Diane Barone, California State University at Bakersfield

Word Recall and Orthographic Knowledge

Marcia A. Invernizzi, University of Virginia

Stages of Word Knowledge and Automaticity: Case Studies of Reading Disabled Children

Mary P. Abouzeid and Joan S. Kindig, University of Virginia

DISCUSSANT: Shane Templeton, University of Nevada at Reno

Friday, November 30, 1990

8:30 - 9:50A.M.

MEDITERRANEAN CENTER

80 SYMPOSIUM

Encouraging Classroom Discourse About Fiction and Nonfiction: The Role of "Book Club" in Elementary Classrooms

CHAIR: Robert M. Schwartz, Oakland University

Changing Conceptions of Elementary Students' Oral and Written Response to Text: Developing the Concept of "Book Club"
Taffy E. Raphael, Michigan State University

Creating an Environment to Encourage Classroom Discourse About Text: A Preliminary Investigation
Susan I. McMahon, Michigan State University

Jonathan: A Case Study of Discourse About Text
Laura S. Pardo, Allen Street School, Susan I. McMahon, Michigan State University

Bringing Culturally-Diverse Students to Independence in Literature: Obstacles and Interventions
Sandra Hollingsworth, University of California at Berkeley

Watching Mike and A.J.: A Case Study of this Filipino Pair's Responses to Literature
Mary Dybdahl, Else Widenmann Elementary School

DISCUSSANT: Kathryn H. Au, Kamehameha Schools

8:30 - 9:50A.M.

MEDITERRANEAN EAST

81 SYMPOSIUM

The Reading/Writing Connection: The Concept, the Child, the Classroom

CHAIR: June E. Barnhart, Northern Illinois University

The Reading/Writing Connection: Tracking the Reconceptualization of Literacy
June E. Barnhart, Northern Illinois University

Writing and Reading by Three- and Four-year-olds in Formal Tasks and at a Classroom Writing Center
Donald J. Richgels and June E. Barnhart, Northern Illinois University

From Emergent Literacy to Emergent Pedagogy: Teachers and Children Learning Together
Cheryl R. Troyer, Northern Illinois University

DISCUSSANT: Lea M. McGee, Boston College

8:30 - 9:05A.M.

MEDITERRANEAN WEST

82 ROUND TABLE

CHAIR: Nancy D. Padak, Kent State University

82.1 **Home Literacy Practices of Parents and Children Who Are Enrolled in a Whole Language Kindergarten Program**
Timothy V. Rasinski, Beverly J. Bruneau and Richard P. Ambrose, Kent State University

82.2 **Preparing Preservice Teachers to Be Classroom Researchers**
Joyce Melton-Pages, Jill A. Burk and Dana K. Burgess, Tarleton State University

82.3 **The Researcher and Researched as Changer and Changed: A Case Study of an Adult ESL Reader**
Larry T. Myers and Joby Copenhaver, Indiana University

82.4 **Content Area Strategies for Culturally & Linguistically Diverse Students: Research & Practice**
Linda A. Molner and Maria de la Luz Reyes, University of Colorado at Boulder

82.5 **Developmental Trends in the Interpretation of the Motives, Beliefs and Feelings of Story Characters**
Donna W. Emery, California State University at Northridge

82.6 **A Portfolio Approach to Assessing Student Progress in Literacy**
Kenneth P. Wolf, Stanford University

Friday, November 30, 1990

9:15 - 9:50A.M

MEDITERRANEAN WEST

83 ROUND TABLE

CHAIR: Nancy D. Padak, Kent State University

- 83.1 **Training Parents to Read with Their Children**
Sheida White and Wendie C. Yumori, Center for Development of Early Education
- 83.2 **From Preservice to Inservice: Diffusing Content Reading Resistance**
Cathleen D. Rafferty, Central Michigan University
- 83.3 **Teachers' Perceptions of Cognitive Reading Strategy Instruction in the Language Minority Classroom**
Yolanda N. Padron, University of Houston at Clear Lake, Stephanie L. Knight, Texas A&M University, Hersholt C. Waxman, University of Houston
- 83.4 **Coauthorship in Content Area Reading**
Mark W.F. Condon and Jean Anne Clyde, University of Louisville
- 83.5 **Effect of Story Mapping Instruction on First-Grade Children's Comprehension of Trade Books: Student Interview Data**
James F. Baumann, University of Georgia, Bette S. Bergeron, Purdue University
- 83.6 **System-Wide Assessment of Student Writing: An Alternative to Standardized Testing**
John Bates and Alberta Saunders, Frontenac County Board of Education

9:50 - 10:10

Break

10:10 - 11:30A.M.

MEDITERRANEAN EAST & CENTER

84 THIRD PLENARY SESSION

CHAIR: Robert J. Tierney, Ohio State University

Keynote Address

SPEAKER: John Ogbu, University of California at Berkeley

TITLE: Understanding Cultural Diversity and School Experience

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

GRAND PROMENADE

Lunch(Cash Buffet)

12:00 P.M.

GRAND PROMENADE

BIRDS OF A FEATHER

Attendees may organize their own discussion groups
A cash buffet will be available

No Smoking In Any Session

Friday, November 30, 1990

12:50 - 2:10

REGENCY

85 SYMPOSIUM

Issues: The Teacher's Role in Supporting Young Children's Literacy Learning

CHAIR: Lea M. McGee, Boston College

Doing the Curriculum: Dilemmas and Decisions of Classroom Teachers

Karin L. Dahl, University of Cincinnati

The Role of the Teacher: Evaluating and Supporting First-Graders' Literacy Learning in a Whole Language Classroom

Penny A. Freppon, Thomas More College

Direct Phonics Instruction in First Grade: The Role of the Teacher

Ellen McIntyre, University of Louisville

Case Study of an Authoritarian, Skills-Oriented Teacher Supporting Early Literacy Learning in a Low-SES, Urban School

Victoria Purcell-Gates, University of Cincinnati

DISCUSSANT: JoBeth Allen (The Outsider's View), University of Georgia, Betty Shockley (The Insider's View), Athens Public Schools

12:50 - 2:10P.M.

MADRID

86 PAPER SESSION

Content Area Reading: Curriculum and Conceptions

CHAIR: Sally A. Hague, Duval County Florida Schools

Efficacy of a Theoretically-Based Curriculum in Content Area Reading Instruction

Roger A. Stewart, University of Wyoming

Secondary Preservice and Inservice Teachers' Beliefs and Decisions About Reading in the Content Areas

John E. Readence, University of North Carolina at Greensboro, Bonnie C. Konopak and Elizabeth K. Wilson, Louisiana State University

Preservice Teachers' Conceptions of Content Area Literacy Instruction

Christine J. Gordon and Margaret R. Hunsberger, University of Calgary

12:50 - 2:10P.M.

CASTILLIAN

87 PAPER SESSION

Academic Tasks

CHAIR: Lynne A. Smith, Northern Kentucky University

Reading and Writing the Disciplinary Intertext

John M. Ackerman, University of Utah

A Situational Analysis of Academic Tasks

Michele L. Simpson and Sherrie L. Nist, University of Georgia

The Relationship Between the Declarative and Procedural Knowledge Entailed in Writing an Integrated, Text-Based Summary

Frances E. Halliday and Mark Aulls, McGill University

Friday, November 30, 1990

12:50 - 2:10P.M.

MIRAMAR NORTH

88 PAPER SESSION

Engagement, Stance, Response and Classroom Practice

CHAIR: Sherry Vaughan, Washington State University

Developing Critical Literacy in Adolescence: Adolescents' Responses to Sex-Role Stereotyping in Ads and Stories
Richard W. Beach and Kerry Freedman, University of Minnesota

Prompting Responses to Literature: Results of Response-Based Instruction
Nancy J. Farnan, San Diego State University, Patricia R. Kelly, United States International University

The Effects of Efferent and Aesthetic Teaching Approaches on Students' Response to Literature
Joyce E. Many and Donna L. Wiseman, Texas A&M University

12:50 - 2:10P.M.

MIRAMAR SOUTH

89 SYMPOSIUM

Using Interactive Reading-Writing Strategies to Enhance Motivation and Learning

CHAIR: Donna S. Ogle, National - Louis University

Stage II: A Follow-up of Students' Spontaneous Use of CVS: An Integrated Learning Approach to Comprehension, Vocabulary and Summarization
Eileen Carr, University of Toledo, Mary Bigler, Eastern Michigan University, Cyndi Morningstar, Plymouth Canton Schools

How Does Children's Motivation Affect Their Reading and Writing?
Eileen Carr and Peter Dewitz, University of Toledo

A Comparison of Summary and Journal Writing as Components of an Interactive Comprehension Model
Joyce Holt Jennings, Northeastern Illinois University

DISCUSSANT: Donna S. Ogle, National - Louis University

12:50 - 2:10P.M.

MEDITERRANEAN CENTER

90 SYMPOSIUM

Students At Risk: Perception, Beliefs, and Performance of Junior High School Students Regarding School Literacy

CHAIR: Kathy E. Danielson, University of Nebraska at Omaha

Issues of Literacy and School Performance for Marginal and Successful Students in a Multicultural Junior High
Linda R. Kramer, San Diego State University

An Examination of What At-Risk Students Know and Believe About Reading and Writing Tasks in School
Carolyn Colvin, San Diego State University

DISCUSSANT: Judith L. Irvin, Florida State University

Friday, November 30, 1990

12:50 - 2:10P.M.

MEDITERRANEAN EAST

91 SYMPOSIUM

Apprenticeships in Literacy: Deconstructing the Metaphor, Reconstructing the Model

CHAIR: John P. Konopak, Louisiana State University

The Power in a Metaphor: A Social Deconstruction

Patrick Shannon, Pennsylvania State University

Apprenticeship, Science Education, Empowerment, and Reading

Roger A. Stewart, University of Wyoming

Cooperative Literacy: The Social Context of Getting Work Done in School

David G. O'Brien, Purdue University

DISCUSSANTS: Larry J. Mikulecky, Indiana University, John P. Konopak, Louisiana State University

12:50 - 1:25P.M.

MEDITERRANEAN WEST

92 ROUND TABLE

CHAIR: W. Michael Reed, West Virginia University

92.1 **School/University Collaboration: Affecting Change in One School's Literacy Program**

Grace M. Shepperson and Robert J. Nistler, University of North Texas

92.2 **Improving Reading Performance Through Fluency Training**

Nancy D. Padak, Timothy V. Rasinski, Elizabeth G. Sturtevant and Wayne M. Linek, Kent State University

92.3 **Concept of Word Instruction in Basal Readers**

Beth R. Spencer, Agnes Scott College, Peter Afflerbach, University of Maryland

92.4 **Artificial Dissemination**

Peter Johnston and Rhoda Q. Spiro, SUNY at Albany

92.5 **The Writing Behavior Portrayed by Selected Children's Trade Books, Basal Readers, and Classroom Teachers**

Mary Beth Sampson, East Texas State University

92.6 **Writing Tailored for Readers: Computer Generation of a Customized Text**

Maureen D. Goggin, Kenneth S. Zuroski and Nancy N. Spivey, Carnegie Mellon University

1:35 - 2:10P.M.

MEDITERRANEAN WEST

93 ROUND TABLE

CHAIR: W. Michael Reed, West Virginia University

93.1 **Collaborating to Understand: The Teacher/Researcher in Preservice Reading Education**

Barbara Walker and Linda Christensen, Eastern Montana College

93.2 **Influences on Fluency**

Marjorie Y. Lipson, University of Vermont

93.3 **Vocabulary Learning in Literature Discussion Groups**

Peter J.L. Fisher and Camille L.Z. Blachowicz, National - Louis University, Judy Smith, Naperville School District #203

93.4 **Two Research Designs for the Development of a Theory of Literacy Instruction**

Lee A. Dubert, University of Wisconsin at Madison, Winnie R. Huebsch, West Allis/West Milwaukee School District

93.5 **Elaboration of Text During Group Writing: A Three Year Study**

Tina Jacobowitz, Montclair State College, Ruth S. Meyers, Pedologics Inc., Gary N. Osako, Lehman College - CUNY

93.6 **An Examination of the Relationship Between Domain Knowledge, General Knowledge, Mental Ability, Study Strategies, and College Student Test Performance**

Christy A. Horn, Karen S. Evans, Chanida Katkanant, Roger H. Bruning and Eileen Curry, University of Nebraska at Lincoln

Friday, November 30, 1990

2:20 - 3:40P.M.

REGENCY

94 PAPER SESSION

Early Literacy Intervention

CHAIR: Linda Anne Meyer, University of Illinois at Urbana - Champaign

Early Intervention in Reading: Prevention of Reading Failure by First Grade Classroom Teachers

Barbara M. Taylor, Ruth Short and Brenda Shearer, University of Minnesota, Barbara J. Frye, Univ of South Florida at St. Petersburg

The Effects of Different Literacy Programs on the Development of Vocabulary and Relational Thinking in Inner City Kindergarteners

Lynne R. Putnam, George Washington University

Effect of Kindergarten Literacy Intervention on First Grade Achievement

Linda M. Phillips and Stephen P. Norris, Memorial University of Newfoundland, Jana Mason, University of Illinois at Urbana - Champaign

2:20 - 3:40P.M.

MADRID

95 PAPER SESSION

Student Perceptions

CHAIR: Janice P. Stewart, Rutgers University

Former College Athletes' Perceptions of Study Skills That Contributed to Their Success

Kevin S. Arno, Potsdam College

Text Annotation and Underlining as Metacognitive Strategies to Improve Comprehension, and Retention of Epository Text

June Harris, East Texas State University

Teacher and Student Adjustment to Integrating Study Strategy and Content Material Instruction

Donna L. Mealey, Mary A. Duchein, Deidra Frazier, Maggie Bravard, Todd Price and Robert Brown, Louisiana State University

2:20 - 3:40P.M.

CASTILLIAN

96 PAPER SESSION

Studying and Learning From Texts

CHAIR: Suzanne E. Wade, University of Utah

Investigating the Development of Secondary Content Teachers' Conceptions of Study Strategy Instruction

Francesina R. Jackson and James W. Cunningham, University of North Carolina at Chapel Hill

Development of Summarization Skills with Concept Mapping

Ely Kozminsky and Lea Shoshan, Ben-Gurion University

Identifying and Overcoming Students' Misconceptions in Fourth Grade Social Studies

Peter J.L. Fisher, National-Louis University, Karen Samson, Chicago State University, Elsie McAvoy, East Maine School District #63

Friday, November 30, 1990

2:20 - 3:40P.M.

MIRAMAR NORTH

97 SYMPOSIUM

Authority and Authorship in Discourse Communities

CHAIR: Douglas K. Hartman, University of Pittsburgh

Taking a Critical Stance on Disciplinary Texts

Maureen A. Mathison, Carnegie Mellon University

Authority in Text and Task

Stuart Greene, University of Wisconsin

Acquiring Discourse Knowledge

Nancy N. Spivey, Carnegie Mellon University

DISCUSSANT: Taffy E. Raphael, Michigan State University

2:20 - 3:40P.M.

MIRAMAR SOUTH

98 PAPER SESSION

Literacy, Context and Social Change

CHAIR: David G. O'Brien, Purdue University

Learning "Schooled Literacy": Lessons From a First Grade Classroom

Rebecca G. Eller, Kentucky State University

Now That Literacy Happens in Contexts, How Do You Know If the Contexts Are Authentic?

Jamie Myers, Pennsylvania State University

Linking Literacy and Social Change: A Study of Fourth Grade Writers in an Urban Elementary School

William J. McGinley and Daniel Madigan, University of Michigan

2:20 - 3:40P.M.

MEDITERRANEAN CENTER

99 PAPER SESSION

Comprehension: Processes and Instruction

CHAIR: Anthony Manzo, University of Missouri at Kansas City

A Study of the Effect of Reader Motivation and Comprehension Development on Students' Reading Comprehension Achievement in Influential and Non-influential Teachers' Classrooms

Robert B. Ruddell, University of California at Berkeley

Effects of Two Comprehension Monitoring Strategies on the Metacognitive Awareness and Reading Achievement in Third and Fifth Grade Students

K. Victoria McLain, University of Houston

Teaching Literacy Strategies Across the Curriculum: A Case Study at Benchmark School

Michael Pressley, University of Maryland, Irene W. Gaskins, Deborah Wile, Betsy Cunicelli and Jacqueline Sheridan, Benchmark School

Friday, November 30, 1990

2:20 - 3:40P.M.

MEDITERRANEAN EAST

100 SYMPOSIUM

Collaboration in Literacy Practice and Research: What Does It Take?

CHAIR: Mark W. Conley, Michigan State University

Building Collaborative Relationships: What to Consider When Embarking on the Journey

Janet Johnson, Michigan State University

Collaboration and Teacher Inquiry as Frameworks for Exploring a New Basal Reader Program

Rosary Lalik and Jerome A. Niles, Virginia Tech, Margaret Moles, Oak Grove Elementary School

A Collaboration to Integrate Special and Regular Literacy Education

Mark W. Conley and Linda Patriarca, Michigan State University, Pam Nagy and Patty Wagner, Holmes Middle School

DISCUSSANT: James V. Hoffman, University of Texas at Austin

2:20 - 2:55P.M.

MEDITERRANEAN WEST

101 ROUND TABLE

CHAIR: Judith Scott, Simon Fraser University

101.1 **Tracing the Effects of Reflective Classroom Practice**

Sharon V. Andrews and Patricia J. Wheeler, Indiana State University

101.2 **Reading & Reporting on Books: Teacher Expectations & Student Outcomes**

Martha H. Head, Martha M. Alexander, Barbara E. Chitwood, Donna S. Clement, Dina R. Ibo, Joan H. Iverstine, Jeri A. McShan, Lorraine K. Milburn and Lynda R. Walp, Southeastern Louisiana University

101.3 **What Do Reading Assessments Assess?**

Barbara A. Kapinus, Council of Chief State School Officers, Marilyn Binkley, U.S. Department of Education

101.4 **Expert Systems in Reading Education**

John E. McEneaney, Indiana University at South Bend

101.5 **How First Graders Think About Reading: An Ethnographic Study**

Pamela A. Michel, SUNY at Oswego

101.6 **The Effects of Phoneme Awareness Training and Repeated Readings on the Oral Reading of Disabled Readers**

Peter Dewitz and Margaret Guinessey, University of Toledo

3:05 - 3:40P.M.

MEDITERRANEAN WEST

102 ROUND TABLE

CHAIR: Judith Scott, Simon Fraser University

102.1 **Literacy Events in One Traditional and One Whole Language Classroom: The "Sights" of the Round Table**

Carole F. Stice, Tennessee State University, Nancy P. Bertrand, Middle Tennessee State University

102.2 **Linking Our Past With Our Future: Paradigmatic Roots of Reading Comprehension Research and Current Paradigmatic Shifts in Reading Comprehension Research**

Arlette Ingram Willis, Ohio State University

102.3 **What is the Role of Connectionist Models in Reading Theory?**

John E. McEneaney, Indiana University at South Bend

102.4 **Students' Perceptions of Their Cognitive Reading Strategies on Critical Thinking Achievement**

Hersholt C. Waxman, University of Houston, Yolanda N. Padron, University of Houston at Clear Lake

102.5 **Preservice Teachers' Theoretical Orientations: Belief Systems and Instructional Choices**

Rosemary B. Lonberger, Ball State University

No Smoking In Any Session

Friday, November 30, 1990

3:50 - 5:10P.M.

REGENCY

103 SYMPOSIUM

Comprehension Instruction for At Risk Populations: Emerging Trends

CHAIR: Sharon Vaughn, University of Miami

Text Structure and Framing: An Exploratory Study with Learning Disabled and Remedial Students

Joseph Dimino and Chris Kolar, University of Oregon

Visions and Revisions: Beyond the Whole Language/Direct Instruction Dichotomy

Russell Gersten, University of Oregon

Case Studies of the Experiences of Three Low Achieving First Graders in an Integrated Literacy Curriculum

Melinda Lindsey, Boise State University

Integrating Whole Language with a Sheltered English Curriculum: A Longitudinal Evaluation of At Risk Language Minority Students

Susan Schneider, El Paso Independent School District

DISCUSSANT: Sharon Vaughn, University of Miami

3:50 - 5:10P.M.

MADRID

104 SYMPOSIUM

Literacy Instruction at the Middle-School Level: Reports from a Public School/University Collaboration

CHAIR: Karl R. Koenke, University of Illinois at Urbana - Champaign

Literacy and Educational Opportunity: A Question of Access

Georgia E. Garcia, Carole Janisch and Karl R. Koenke, University of Illinois at Urbana - Champaign

Re-Thinking Literacy: Teachers' Self-Reports

Diane Stephens and Kathleen A. Copeland, University of Illinois at Urbana - Champaign

Literacy Through Ethnic Literacy Materials

Violet J. Harris, University of Illinois at Urbana - Champaign, Arnetta Harris, Jefferson Middle School

DISCUSSANT: P. David Pearson, University of Illinois at Urbana - Champaign

3:50 - 5:10P.M.

CASTILLIAN

105 PAPER SESSION

Adult, Workplace, and Intergenerational Literacy

CHAIR: Chuck Kinzer, Peabody College at Vanderbilt University

Ways of Looking: Toward a Conceptual Framework for Literacy Development in Adulthood

Susan L. Lytle and Katherine Schultz, University of Pennsylvania

Determining Workplace Reading Demands Through Task Analysis

Maurice Taylor, Algonquin College, Glenda R. Lewe, Government of Canada

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All reservations must be received by October 26, 1990. Requests prior to and after conference dates will be accepted on a space available basis only.

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Nomination of Officers

At the Miami conference, nominees will be identified to fill two vacancies in the Board of Directors and the office of Vice-President-Elect. If you wish to suggest a member for office, please do so below and send to NRC headquarters prior to the conference or leave at the NRC registration desk in Miami prior to the Thursday business meeting.

Nominations for Vice-President-Elect

Nominations for Board Members

Are you interested in serving on a committee or assisting on the conference program?

If you are interested in serving on one of NRC's standing committees, please fill out the following information and return to NRC headquarters prior to the conference or leave at the NRC registration desk prior to the Thursday business meeting.

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If you are especially interested in serving on a particular committee, circle your preference below.

- Field Council
- Publications Committee
- Student Award Committee
- Policy and Legislative Committee

If you are interested in serving on the Conference Program Committee as a reviewer of proposals and/or chair of a session, please check below:

___ review proposals

___ chair session

Friday, November 30, 1990

3:50 - 5:10P.M.

MIRAMAR NORTH

106 SYMPOSIUM

The Development of a Qualitative Scale of Higher Levels of Orthographic Knowledge

CHAIR: Shane Templeton, University of Nevada at Reno

Determining Criteria for the Development of a Qualitative Scale of Higher Levels of Orthographic Knowledge

Donald R. Bear, University of Nevada at Reno

Psychometric Properties of the Qualitative Scale of Higher Levels of Orthographic Knowledge

Michael Warner, University of Nevada at Reno

Metalinguistic Awareness of the Morphophonemic Features of English Orthography and Performance on the Qualitative Scale

Shane Templeton, University of Nevada at Reno

DISCUSSANT: Robert Schlagal, Spring Hill College

3:50 - 5:10P.M.

MIRAMAR SOUTH

107 SYMPOSIUM

Factors Affecting Teachers' Use of Study Guides in Content Area Classrooms: Knowledge, Beliefs, Practice

CHAIR: David H. Martinez, Portland State University

Teachers' Knowledge of Study Guides and Their Use: What They Learn From Content Area Methodology Texts

Carol L. Peterman, Portland State University

Teachers' Beliefs About the Effectiveness of Study Guides for Helping At-Risk Students Learn from Content Area Texts

M. Carrol Tama, Portland State University

Teachers' Practices in Using Study Guides in Content Area Classrooms

David B. Dunning, Portland State University

DISCUSSANT: Donna E. Alvermann, University of Georgia

3:50 - 5:10P.M.

MEDITERRANEAN CENTER

108 SYMPOSIUM

Exploring Professional Dilemmas

CHAIR: Rebecca Barr, National - Louis Institute

Sponsored by the NRC Ad Hoc Committee on Ethics

Ethical Issues and Their Treatment by Members of the American Anthropological Association

Judith Green, University of California at Santa Barbara

Ethical Issues and Their Treatment by Members of the American Psychological Association

Michael L. Kamil, Ohio State University

Deliberations of the NRC Ad-Hoc Committee on Ethics

Rebecca Barr, National - Louis Institute

Discussion of Three Cases that Pose Dilemmas for Professionals in the Field of Reading

Connie Bridge, University of Kentucky, Ronald P. Carver, University of Missouri at Kansas City, Beth Ann Herrmann, University of South Carolina, Michael L. Kamil, Ohio State University, Darrell Morris, Appalachian State University at Boone, Marjorie Siegel, University of Rochester

Friday, November 30, 1990

3:50 - 5:10P.M.

MEDITERRANEAN EAST

109 SYMPOSIUM

Restructuring Schools to Serve All Students: Programs Designed to Meet This Challenge

CHAIR: Ann J. Pace, University of Missouri at Kansas City

KEEP: Evolving Focus and Current Concerns
Kathryn H. Au and Barbie Parkin, Kamehameha Schools

Schools for the Year 2000: Critical Literacy for Students At-Risk
Robert C. Calfee, Stanford University

An Analysis of Literacy Enhancement for Middle-School Hispanic Students Through Curriculum Integration
Eugene E. Garcia, University of California at Santa Cruz

Cheche Konnen: Empowering Language Minority Students Through Scientific Collaboration
Beth Warren, Ann S. Rosebery and Faith R. Conant; Bolt, Beranek & Newman, Inc.

DISCUSSANTS: Joy N. Monahan, Orange County Public Schools, Ann J. Pace, University of Missouri at Kansas City

3:50 - 4:25P.M.

MEDITERRANEAN WEST

110 ROUND TABLE

CHAIR: Randy Rush, Ohio State University

- 110.1 **The Role of Community Church/Synagogue: Implications for Literacy Research and Practice**
Catherine Dorsey-Gaines and Davida Ruth Schuman, Kean College of New Jersey, Geraldine Dorsey-Turner, University of Texas - Medical Branch at Galveston, Maxima Ebreo Kerns, State of NJ Department of Youth & Family Services
- 110.2 **The Role of Analogy in Writing to Learn**
Gary M. Schumacher, Jane Gradwohl Nash, Sharon E. Stein, Susan Graham and Elizabeth J. Kopras, Ohio University
- 110.3 **Teacher Research Then and Now: Future Implications**
John C. Stansell, Texas A&M University
- 110.4 **California Dreaming? Literature-Based English-Language Arts**
Greta Nagel, Anaheim City School District, James Flood and Diane Lapp, San Diego State University
- 110.5 **Information-Processing, Notetaking and Achievement: Connections for the Undergraduate Student**
Susan R. McIntyre, Indiana University
- 110.6 **The Effect of Phonemic Awareness Ability and Reading Instructional Approach on First Grade Children's Acquisition of Spelling and Decoding Skills**
Priscilla L. Griffith and Janel Klesius, University of South Florida

Friday, November 30, 1990

4:35 - 5:10P.M.

MEDITERRANEAN WEST

111 ROUND TABLE

CHAIR: Randy Rush, Ohio State University

- 111.1 **Home Literacy Environment and Experiences: A Description of Asian American Homes and Recommended Intervention**
Junko Y. Louis, University of Northern Iowa
- 111.2 **Inner Speech -- The Reading/Writing Connection?**
Dawn Latta and David B. Yaden, Jr., University of Houston
- 111.3 **A Descriptive Study of Reading Comprehension Instruction in Literature-Based Classrooms**
Donna W. Emery, California State University at Northridge
- 111.4 **Exploring Relations Between Strategic Reading Comprehension and Performance in a Specific Domain: The Case of Law**
Dorothy H. Deegan, New York University
- 111.5 **Learning to Read in Third and Fourth Grade**
Linda Anne Meyer, James L. Wardrop, C. Nicholas Hastings and Gerald K. Arnold, University of Illinois at Urbana - Champaign

5:10 - 6:00P.M.

GRAND PROMENADE

BIRDS OF A FEATHER

Interest Groups:

Collaboration

Kathy Copeland, University of Illinois, Peter Winograd, University of Kentucky

Pre Service Education

Jerome Niles, Virginia Polytechnical Institute, Michael Meloth, University of Colorado at Boulder

Intervention Programs

Elfrieda Hiebert, University of Colorado at Boulder

Cultural Literacy

Trika Smith-Burke, New York University

Content Reading

Donald Richgels, Northeastern Illinois University, Mark Condon, University of Louisville

Literacy as Personal/Social Response

Carolyn Colvin, San Diego State University

Portfolio Evaluation

Donna Ogle, National - Louis University

Teacher Growth

John Stansell, Texas A&M University, Mark Conley, Michigan State University

Changing Schools

Bob Calfee, Stanford University

6:00 - 7:00P.M.

MEDITERRANEAN CENTER

FIELD COUNCIL COMMITTEE MEETING

Chair: Linda Gambrell, University of Maryland

9:00 - MIDNIGHT

STARLIGHT ROOF

VITAL ISSUES AND THE LIGHTER SIDE OF NRC (Organized by David O'Brien, Purdue University)

Cash Dessert, Coffee, and Drinks

No Smoking In Any Session

Saturday, December 1, 1990

7:45 - 9:00 A.M.

GRAND PROMENADE

Breakfast(Cash Buffet)

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

GRAND PROMENADE

Registration

9:00 A.M. - 2:00 P.M.

REGENCY CONFERENCE ROOM

The reading room will be open

8:30 - 9:50 A.M.

REGENCY

112 PAPER SESSION

Comprehension Instruction: Concepts and Strategies

CHAIR: Mary C. Shake, University of Kentucky

Effects of Reading Ability, Prior Knowledge, Topic Interest, and Locus of Control on At-Risk College Students' Use of Graphic Organizers and Summarizing

Ernest Balajthy, SUNY at Geneseo, Renee K. Weisberg, Beaver College

The Elusive Nature of Main Ideas: Reading In and Out of One's Discipline When Given Different Versions of a Main Idea Task

Diane L. Schallert, Debra K. Meyer and Pichun Wu, University of Texas at Austin

Bridging Across Instances of a Concept in Science Instruction

David A. Hayes, P. Elizabeth Pate and C. Stephen White, University of Georgia

8:30 - 9:50 A.M.

MADRID

113 SYMPOSIUM

Research on General Education Teachers' Planning and Adaptation for Mainstreamed Students

CHAIR: Jeanne Shay Schumm, University of Miami

Research on General Education Teachers' Planning and Adaptation for Mainstreamed Students: An Overview

Sharon Vaughn, University of Miami, Twila Grandchamp, Dade County Public Schools

Survey of General Education Teachers' Planning and Adaptation for Mainstreamed Students

Jeanne Shay Schumm and Diane Haager, University of Miami

An Investigation of General Education Teachers' Knowledge of and Attitudes Toward Adaptations for Mainstreamed Students

Sharon Vaughn, Billie Birni and Jane Gordon, University of Miami

DISCUSSANTS: Candace S. Bos, University of Arizona, Marguerite C. Radencich, Dade County Public Schools

Saturday, December 1, 1990

8:30 - 9:50A.M.

CASTILLIAN

114 PAPER SESSION

Literacy and the Learning Disabled

CHAIR: Sandra McCormick, Ohio State University

School as a Barrier to Success: The Case of Will, a Severely Reading Disabled Adolescent
Raylene E. Kos, North Texas State University

Developing Independent Active Reading Behaviors with Disabled Adolescent Learners
Valerie Anderson, Ontario Institute for Studies in Education, Marsha L. Roit, Open Court Publishing Company

The Production of Literary Themes by Learning-Disabled and Non-Disabled Students
Mona Moss and Joanna P. Williams, Teachers College Columbia University

8:30 - 9:50A.M.

MIRAMAR NORTH

115 PAPER SESSION

Assessment

CHAIR: John M. Bradley, University of Arizona

A Descriptive Study of the Ways Preservice Teachers Assess Their Students' Knowledge and Progress in Reading
Susan Grace Magliaro and Susan B. Murphy, Virginia Polytechnical Institute and State University

Concurrent Validity of the MEAP Comprehension Subtest
Michael C. McKenna, Beverly D. Stratton and Martha C. Grindler, Georgia Southern University, Richard D. Robinson, University of Missouri at Columbia, Douglas J. Lynch, Wilkes University, Kent Layton, Arkansas State University

Alternative Assessments of Literacy: Teachers' Actions and Parents' Reactions
Terry A. Hutchison, Peggy A. Raines and Elfrieda Hiebert, University of Colorado at Boulder

8:30 - 9:50A.M.

MIRAMAR SOUTH

116 PAPER SESSION

Literacy for Diverse Populations

CHAIR: Linda Markham, University of Haifa

Encoding & Decoding Effects in ESL and L1 Students
Victor Froese, University of British Columbia

Creative Comprehension and the Cultural Components of Texts
Thelma Y. Obah, Federal University of Technology, Owerri, Imo State, Nigeria

Constructing Ideas in Different Languages
Tove I. Dahl and Diane L. Schallert, University of Texas at Austin

Saturday, December 1, 1990

8:30 - 9:50A.M.

MEDITERRANEAN CENTER

117 PAPER SESSION

Beliefs and Practices of Literacy Teachers

CHAIR: Anne McGill-Franzen, SUNY at Albany

The Basals of the 90's: Toward Teacher Empowerment?

Mary Alice Barksdale, Karen F. Thomas and Rebecca A. Jones, West Virginia University

Theoretical Orientations of Chapter I Reading Teachers: Consistency Between Beliefs and Practices

Mary Margaret Mitchell, Centenary College of Louisiana

Teacher Literacy: Do We Practice What We Preach?

Joanne Ratliff, University of Central Florida, Ray R. Buss, University of Northern Iowa

8:30 - 9:50A.M.

MEDITERRANEAN EAST

118 SYMPOSIUM

Structural and Metacognitive Knowledges Evidenced in Preschool Children's Stories

CHAIR: Beverly E. Cox, Purdue University

Tracking the Emergence of Structural Features in Stories Created by Academically-Able Young Children

Beverly Otto, Northeastern Illinois University

Examining Preschoolers' Oral and Written Monologue Attempts for Complex Structural Knowledge

Beverly E. Cox, Purdue University

Examining Preschoolers' Oral and Written Monologue Attempts for Evidence of Developing Metacognition

Carolyn Gray and Beverly E. Cox, Purdue University

DISCUSSANT: Richard Speaker, University of New Orleans

8:30 - 9:05A.M.

MEDITERRANEAN WEST

119 ROUND TABLE

CHAIR: Sharon Arthur-Moore, Arizona State University, West Campus

119.1 **Responding to Professional Literature: Computer Mediated Conversation**

Jamie Myers and Terence Ahern, Pennsylvania State University

119.2 **A Case Study of One Teacher's Cognitive Movement Toward Becoming an Adaptive Thinker**

James White and Beth Ann Herrmann, University of South Carolina

119.3 **The Role of Phonological Processing and Cognitive Factors in Preschool Children - In Predicting First and Second Language Word Identification Skills: A Report of Phase One**

Esther Geva, Ontario Institute for Studies in Education

119.4 **Journals to Cognitive Change: Reflections in Private Mirrors**

Thomas A. Caron, SUNY

119.5 **A Multifaceted Investigation of the Validity of the Reading Portion of the Illinois Goal Assessment Program**

Eunice A. Greer, P. David Pearson and Linda Anne Meyer, University of Illinois at Urbana - Champaign

119.6 **Otitis Media: Its Relationship to Attention Deficit Disorder and Delayed Reading**

Joan S. Kindig, University of Virginia

Saturday, December 1, 1990

9:15 - 9:50A.M.

MEDITERRANEAN WEST

120 ROUND TABLE

CHAIR: Sharon Arthur-Moore, Arizona State University, West Campus

- 120.1 **The Impact of Achievement Goal Orientation on Affect, Cognition, and Behavior and Learning Performance: A Link Between Attributional and Reading Research**
Jeannie L. Steele, University of Northern Iowa, Kurt S. Meredith, University of Iowa
- 120.2 **A Case Study of a Teacher's Cognitive Movement Toward Developing and Implementing an Innovative Reading Program**
Betty Pritchard and Beth Ann Herrmann, University of South Carolina
- 120.3 **Computer Assisted Reading Instruction in Foreign and Second Language: A Guide for the Innocents**
Cira Torruella, Indiana University
- 120.4 **Academic Tasks in Secondary Level Instruction: A View of the Classroom as Text**
Ann Batchelder, University of Arizona
- 120.5 **Assessing a Model of Reading Through State Assessment**
Lauren Leslie, Marquette University, Jacque Karbon, Wisconsin Dept. of Public Instruction
- 120.6 **Task Dimensions and Effects of a Multiple-Exposure/Multiple-Context Strategy for Non-Readers**
Sandra McCormick, Ohio State University

9:50 - 10:10

Break

10:10 - 11:30A.M.

MEDITERRANEAN EAST AND CENTER

121 FOURTH PLENARY SESSION

CHAIR: Jerome A. Niles, Virginia Polytechnical Institute and State University

Research Review

SPEAKER: Richard L. Allington, SUNY at Albany

TITLE: Literacy and Individual Differences: The Legacy of "Slow It Down and Make It Concrete" Pedagogy

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

GRAND PROMENADE

Lunch(Cash Buffet)

12:00 P.M.

GRAND PROMENADE

BIRDS OF A FEATHER

Attendees may organize their own discussion groups
A cash buffet will be available

No Smoking In Any Session

Saturday, December 1, 1990

12:50 - 2:10P.M.

REGENCY

122 SYMPOSIUM

Statistics and Reading Research

CHAIR: Elizabeth B. Bernhardt, Ohio State University

Statistical Problems in Recent Literacy Research
Michael L. Kamil, Ohio State University

Alternative Statistical Procedures for Use in Literacy Research
John T. Guthrie, University of Maryland

Contemporary Issues in Literacy Research Design
Michael Pressley, University of Maryland

12:50 - 2:10P.M.

MADRID

123 PAPER SESSION

Comprehension Improvement

CHAIR: Linda Fielding, University of Iowa

Effect of Marginal Gloss Upon College Student Comprehension
Roger A. Stewart and Edward E. Paradis, University of Wyoming

A Comparison of Alternative Approaches to Prereading Instruction
Kathleen J. Brown, Janice Dole and Woodrow Trathen, University of Utah,

Information Processing Differences Between Good and Poor and Fast and Slow College-Age Readers
Joan L. Rankin, University of Nebraska at Lincoln

12:50 - 2:10P.M.

CASTILLIAN

124 PAPER SESSION

Early Literacy

CHAIR: Evelyn B. Freeman, Ohio State University at Newark

The Impact of Teacher Storybook Reading Style on Kindergartners' Story Comprehension
Miriam Martinez, Southwest Texas State University, William H. Teale, University of Texas at San Antonio

Emergent Literacy: Comparison of Children's Early Writing Across Different Types of Text
Liliana B. Zecker, University of Michigan

Visual and Verbal Information Effects on Novice Readers' Comprehension of a Picture Book
Janice J. Wilson, University of Alabama

Saturday, December 1, 1990

12:50 - 2:10P.M.

MIRAMAR NORTH

125 PAPER SESSION

Comprehension and Intertextuality

CHAIR: Kathy Short, University of Arizona

The Effects of Warm-Up Passages on the Fluency and Recall of Students With Mild Disabilities

Cynthia C. Griffin, Paul T. Sindelar, Jody Jaicks, Kerri A. Gleason and Lori A. Cybul, University of Florida

8 Readers Reading: The Intertextual Links of Able Readers Using Multiple Passages

Douglas K. Hartman, University of Pittsburgh

Children's Ability to Acquire New Story Schemata and Transfer Knowledge of Story Structure to Different Narrative Structures

Karen S. Evans and Roger H. Bruning, University of Nebraska at Lincoln

12:50 - 2:10P.N.

MIRAMAR SOUTH

126 SYMPOSIUM

Teaching the Bears to Dance: Creating a Zone of Proximal Development Through Journal Writing and Group Discussion

CHAIR: Sherry Vaughan, Washington State University

Teaching the Bears to Dance: A Theoretical Framework

Sherry Vaughan, Washington State University

Reflecting on the Dance: Using Journals to Develop Metacognitive Awareness

M. Duane Pitts, Washington State University

What the Dance Means to the Bears: Developing a "ZOPED" Through Journal Writing and Discussion

Edwin Rousculp, Washington State University

DISCUSSANT: Karen Feathers, East Texas State University

12:50 - 2:10P.M.

MEDITERRANEAN CENTER

127 PAPER SESSION

Literacy Development in the Early Years

CHAIR: Lois Dreyer, Teachers College Columbia University

Print Exposure: A Potent Source of Individual Differences in Young Children's Reading Development

Anne E. Cunningham, University of California at Berkeley, Keith E. Stanovich, Oakland University

An Analogy Approach to Teaching Decoding

Robert W. Gaskins, University of Kentucky, Marlene Schommer, Wichita State University, Irene W. Gaskins, Benchmark School, Jennifer C. Gaskins, Fayette County Public Schools

Effects of Story Reading on Literary Language Acquisition in a Diglossic Situation

Dina Feitelson and Zahava A. Goldstein, University of Haifa, Jihad Iraqi, Haifa District Public Schools

Saturday, December 1, 1990

12:50 - 2:10P.M.

MEDITERRANEAN EAST

128 PAPER SESSION

Texts Features and Learning

CHAIR: Priscilla Drum, University of California

Are Science Texts Friendly?: An Analysis of Current Elementary Science Textbooks

Diane Lapp and James Flood, San Diego State University, Donald Whisman, Tierra del Sol Middle School

Perception of Personality in Text

John R. Hayes, Carnegie Mellon University

Developing Scientific Literacy: Two Case Studies

Carol V. Lloyd, University of Nebraska at Omaha

12:50 - 1:25P.M.

MEDITERRANEAN WEST

129 ROUND TABLE

CHAIR: David Moore, Arizona State University, West Campus

- 129.1 **A Framework for Second Language Remediation of Reading Disabled Adults: Implications from a Case Study**
Esther Geva and Allison J. Petrie, Ontario Institute for Studies in Education
- 129.2 **The Influence of the Story Impression Method on Narrative Comprehension of Junior High Remedial Readers**
Tanya Bligh, University of Nebraska at Lincoln
- 129.3 **The Comprehension of Narrative and Expository Texts: Comparing Good and Poor Eighth Grade Readers**
Arlene Adams, University of Wisconsin at Parkside
- 129.4 **A Study of Dialogical Teaching with Seven "Learning Disabled" Fifth Graders**
Michelle Commeyras and P. David Pearson, University of Illinois at Urbana - Champaign
- 129.5 **An Assessment of the Effects of Annotation Training**
Susan L. Strode, University of Missouri at Kansas City
- 129.6 **Effects of Teacher Accountability on Instructional Practices and Student Learning and Motivation**
Samuel D. Miller, Treana Adkins and Mary L. Hooper, University of North Carolina at Greensboro

1:35 - 2:10P.M.

MEDITERRANEAN WEST

130 ROUND TABLE

CHAIR: David Moore, Arizona State University, West Campus

- 130.1 **The Metacognitive Reading Strategies of Expert Bilingual Readers**
Robert T. Jimenez, University of Illinois at Urbana - Champaign
- 130.2 **Effects of Semantic Mapping and Explicit Instruction on Text Organization of Sixth Grade Expository and Narrative Compositions**
Frances T. LaCognata, Governors State University
- 130.3 **The Effect of Reading Ability of 8th Graders (Good vs. Poor) and Way of Presentation (Reading vs. Listening) on Students' Comprehension**
Mohammad Migdadi, Yarmouk University
- 130.4 **Using Text Structure to Compose Meaning**
Geraldine E. Castleton, Queensland University of Technology
- 130.5 **A Social Constructivist View of Discourse Processes in Cognitive Strategy Instruction in Literacy -&- The Internalization of Dialogue from Social Interactions During Writing**
Troy V. Mariage, Michigan State University, Sarah J. McCarthy, University of Michigan
- 130.6 **Story Knowledge in the Telling: What Readers Reveal**
Gary N. Osako and Andrea Celine Sledge, Lehman College - CUNY

Saturday, December 1, 1990

131 SPECIAL SESSION

NRC POLICY AND LEGISLATIVE COMMITTEE FORUMS ON LITERACY ISSUES

2:20 - 4:00P.M.

MEDITERRANEAN CENTER

I. State-by-State Assessment of Reading

CHAIR: Robert Calfee, Stanford University

PRESENTERS: John Guthrie and Peter Afflerbach, University of Maryland, Ina Mullis, Educational Testing Service, Dorothy Strickland, Rutgers University

2:20 - 4:00P.M.

MEDITERRANEAN EAST

II. Beginning to Read: The Debate Continues

CHAIR: Alan E. Farstrup, International Reading Association

PRESENTERS: Marilyn Adams, Bolt, Beranek and Newman, Isabel Beck, University of Pittsburgh, Brian Cambourne, University of Wollongong, Christine Pappas, University of Illinois at Chicago

2:20 - 4:00P.M.

REGENCY

III. At Risk: A World View of Problems and Solutions

CHAIR: Gay Su Pinnell, Ohio State University

PRESENTERS: Trika Smith-Burke, New York University, Dina Feitelson, University of Haifa, Peter Winograd, University of Kentucky, Violet Harris, University of Illinois at Urbana - Champaign

2:20 - 4:00P.M.

MIRAMAR

IV. Teacher Education in Literacy: Changing Paradigms

CHAIR: P. David Pearson, University of Illinois at Urbana - Champaign

PRESENTERS: Robert Donmoyer, Ohio State University, Jan Turbill, University of Wollongong, Jerome A. Niles, Virginia Polytechnical Institute and State University, Virginia Richardson, University of Arizona

Saturday, December 1, 1990

4:10 - 5:30P.M.

MEDITERRANEAN WEST

132 SPECIAL SESSION

WRITING AND PUBLISHING

CHAIR: Wendy C. Kasten, University of South Florida

Round One (40 minutes)

- 132.1 **Writing for Juried Journals**
William H. Teale, University of Texas at San Antonio
- 132.2 **Writing for Juried Journals**
Deborah R. Dillon, Purdue University
- 132.3 **Writing Conference Proposals**
James V. Hoffman and Diane Schallert, University of Texas at Austin
- 132.4 **Writing for the NRC and Other Yearbooks**
Sandra McCormick and Jerry Zutell, Ohio State University
- 132.5 **Writing Textbooks and Other Professional Books**
P. David Pearson, University of Illinois at Urbana - Champaign
- 132.6 **Writing Textbooks and Other Professional Books**
Michael Sampson, East Texas State
- 132.7 **Collaborating With Teachers**
Judith M. Newman, Mount Saint Vincent University
- 132.8 **Writing for the Novice: The First Article**
Sherry C. Vaughan, Washington State University
- 132.9 **Writing for the Novice: The First Article**
Karen Feathers, East Texas State University

Round Two (40 minutes)

Repeat all sessions except 132.9

4:10 - 5:30P.M.

REGENCY

133 SYMPOSIUM

Exploring Literacy Issues: Three Student Literacy Corps Projects

CHAIR: Larry J. Mikulecky, Indiana University

An Adult Literacy Volunteer Program: Its Effects on the Tutor
Timothy Shanahan, University of Illinois at Chicago

Vital Elementary/Secondary/University Partnership: Impact on School and Teacher Education Programs
Judy Nichols Mitchell, Rena Leith, Eileen Obler and Gloria Pleasant-Richman, University of Arizona

Teacher-Researcher Teams: Volunteers Exploring Literacy and Teacher/School Change Issues
Beth Ann Herrmann, University of South Carolina

DISCUSSANT: Larry J. Mikulecky, Indiana University

Saturday, December 1, 1990

5:30 - 7:00P.M.

(Cash Bar Available)

MEDITERRANEAN EAST

134 SPECIAL SESSION

Outgrowing Ourselves: Reflections and Extensions

CHAIR: Diane E. DeFord, Ohio State University, Karen Feathers, East Texas State University

An opportunity for all conferees to explore ideas, questions, etc. generated by the conference sessions. Small group brainstorming will provide a framework for the generation of critical themes, issues and/or questions triggered by conference sessions. Following the brainstorming, participants will have an opportunity to join a group discussion on one of the generated topics.

9:00 - MIDNIGHT

PRESIDENTIAL SUITE

VITAL ISSUES

Sunday, December 2, 1990

8:00A.M. - 12:00P.M.

EXECUTIVE CONFERENCE ROOM

Board of Directors Meeting

INDEX OF PARTICIPANTS

	<u>Session Number</u>
Abouzeid, Mary P., University of Virginia, 3543 Round Hill Road, Lynchburg, VA, 24503,	79
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The Doral Ocean Beach Resort, Miami, Florida

Wednesday, November 28, 1990

	Regency	Madrid	Castillian	Miramar North	Miramar South	Med. Cntr	Med. East
8:30-9:50	1 Beginning Reading Experiences	2 Thinking and Learning With Text	3 Teachers' Perspective	4 Teacher Reflection	5 Reader Response	6 Social Interaction	7 Determination of Main Ideas
8:30-9:50	8 & 9 Round Tables--Mediterranean West						
10:10-11:30	10 Cultural Aspects	11 How Teachers Make Sense	12 Vocabulary Acquisition	13 Comprehension Interpretation & Interaction	14 Literature Discussion Groups	15 Remedial As Other	16 Language Instruction
10:10-11:30	17 & 18 Round Tables--Mediterranean West						
11:30-12:50	Lunch and Birds of a Feather--Grand Promenade						
12:50-2:10	19 Changes in Teachers	20 Ways of Learning	21 Text Adaptation	22 2001	23 Vocabulary	24 Prior Knowledge and Learning	25 Assessment
12:50-2:10	26 & 27 Round Tables--Mediterranean West						
2:20-3:40	28 Early Intervention	29 Teacher Planning	30 Urban Staff Development	31 Whole Language	32 Rhetorical Structure	33 Critical Reflection	34 Teachers' Belief
2:20-3:40	35 & 36 Round Tables--Mediterranean West						
3:50-5:10	37 First Plenary Session: Presidential Address--Mediterranean Center & East						
5:10-6:15	Reception honoring NRC President and Award Winners -- (Cash Bar)						
8:00-9:00	Reception honoring Newcomers and International Members -- Presidential Suite						
9:00-12:00	Vital Issues--Starlight Roof						

Thursday, November 29, 1990

Regency	Madrid	Castillian	Miramar North	Miramar South	Med. Cntr	Med. East	
7:00	Publications Committee Meeting -- Executive Conference Room						
8:30-9:50	38 Analyzing and Revising Texts	39 Collaboration in Literacy	40 Foreign Language	41 Connecting Literacy Asmnt.	42 Affective Dimensions	43 Exploring Our Literacy	44 Middle School Literacy
8:30-9:50	45 & 46 Round Tables -- Mediterranean West						
10:10-11:30	47 Second Plenary Session: Keynote Address -- Mediterranean East and Center						
11:30-12:50	Lunch and Birds of a Feather -- Grand Promenade						
12:50-2:10	48 Pushing the Boundaries	49 Nurturing Effective Practice	50 Comprehension Instruction	51 Adult, Workplace	52 Literature as a Partner K-3	53 New Directions For Staff Development	54 Micro-Analysis of Small Groups
12:50-2:10	55 & 56 Round Tables -- Mediterranean West						
1:00-2:30	Ad Hoc Committee on Ethics -- Executive Conference Room						
2:20-3:40	57 Getting Off to the Right Start	58 Early Literacy Environment	59 Creating Writing Communities	60 Implementing Whole Language	61 Computers and Literacy Instruction	62 Exploring Knowledge Structures	63 African-American Literacy
2:20-3:40	64 & 65 Round Tables -- Mediterranean West						
2:30-3:40	Ad Hoc Committee on Multi-Cultural Issues -- Executive Conference Room						
3:40-5:10	Policy & Legislative Committee -- Executive Conference Room						
3:50-5:10	66 Mediators of Literacy in Play	67 Classroom Instruction	68 Assessing Written Retelling	69 Literary Response	70 Text Characteristics	71 Contexts for Reading and Writing	72 Implications of Teacher Beliefs
3:50-5:10	73 & 74 Round Tables -- Mediterranean West						
5:10-6:00	Birds of a Feather -- Grand Promenade						
6:00-7:00	Annual Business Meeting -- Mediterranean East and Center						
7:00-8:00	Student Award Committee -- Executive Conference Room						
8:00-9:00	Reception honoring Graduate Students -- Presidential Suite						
9:00-12:00	Vital Issues -- Starlight Roof						

Friday, November 30, 1990

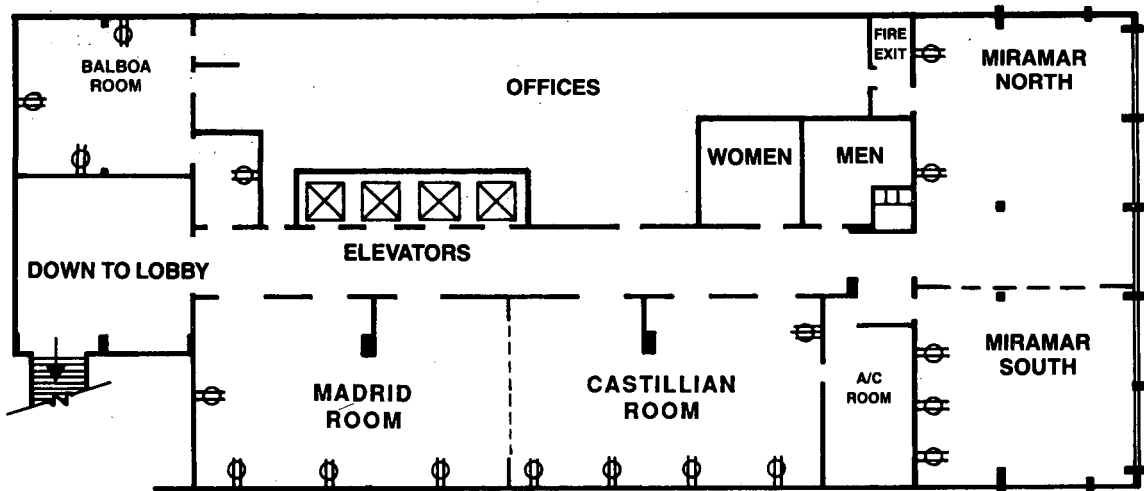
	Regency	Madrid	Castillian	Miramar North	Miramar South	Med. Cntr	Med. East
8:30-9:50	75 Theory Development in Teachers	76 Developments in Second Language	77 Large Scale Assessments	78 Cognitive and Social Processes	79 Literacy Proficiency	80 Encouraging Classroom Discourse	81 Reading Writing Connection
8:30-9:50	82 & 83 Round tables -- Mediterranean West						
10:10-11:30	84 Third Plenary Session -- Mediterranean East and Center						
11:30-12:50	Lunch and Birds of a Feather -- Grand Promenade						
12:50-2:10	85 Issues: The Teacher's Role	86 Content Area Reading	87 Academic Tasks	88 Engagement, Stance, Response	89 Interactive Reading-Writing Strategies	90 Students At Risk	91 Apprenticeships in Literacy
12:50-2:10	92 & 93 Round Tables -- Mediterranean West						
2:20-3:40	94 Early Literacy Intervention	95 Student Perceptions	96 Studying & Learning From Texts	97 Authority and Authorship	98 Literacy Context & Social Change	99 Comprehension: Processes & Instruction	100 Collaboration in Literacy Practice
2:20-3:40	101 & 102 Round Tables -- Mediterranean West						
3:50-5:10	103 Comprehension Instruction	104 Literacy Instruction	105 Trends in Reading Research	106 Orthographic Knowledge	107 Study Guides in Content Area Classrooms	108 Exploring Professional Dilemmas	109 Restructuring Schools
3:50-5:10	110 & 111 Round Tables -- Mediterranean West						
5:10-6:00	Birds of a Feather -- Grand Promenade						
6:00-7:00	Field Council Committee Meeting -- Mediterranean Center						
9:00-12:00	Vital Issues and Lighter Side of NRC -- Starlight Roof (Cash Dessert, Coffee, and Drinks Buffet)						

Saturday, December 1, 1990

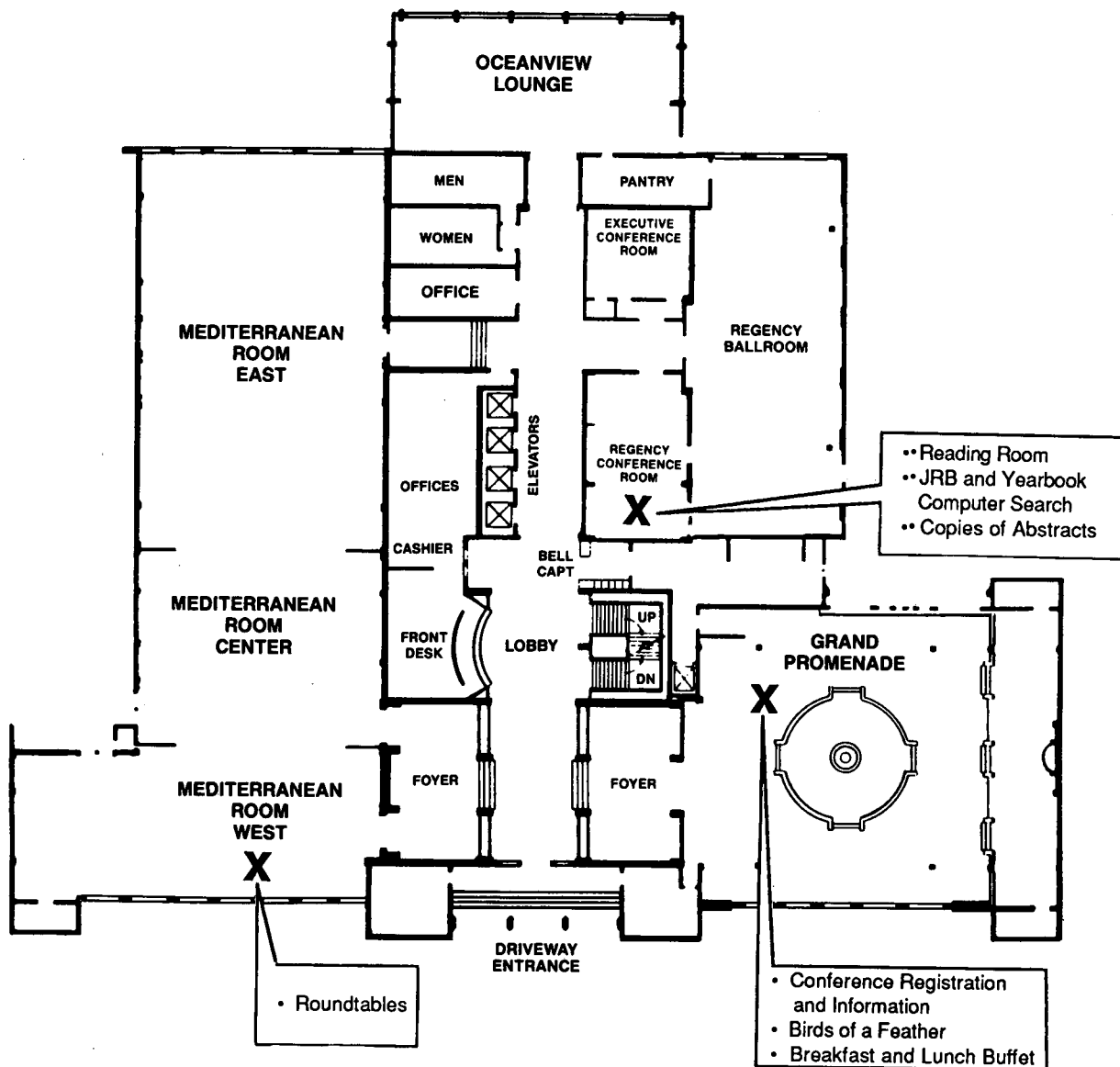
	Regency	Madrid	Castillian	Miramar North	Miramar South	Med. Cntr	Med. East
8:30-9:50	112Comprehension Instruction	113General Education Teachers' Planning	114Literacy and the Learning Disabled	115Assessment	116Literacy for Diverse Populations	117Beliefs and Practices	118Structural and Metacognitive Knowledges
8:30-9:50	119 & 120 Round Tables -- Mediterranean West						
10:10-11:30	121 Fourth Plenary Session -- Mediterranean East and Center						
11:30-12:50	Lunch and Birds of a Feather -- Grand Promenade						
12:50-2:10	122Statistics and Reading Research	123Comprehension Improvement	124Early Literacy	125Comprehension and Intertextuality	126Teaching the Bears to Dance	127Literacy Development	128Texts Features Learning
12:50-2:10	129 & 130 Round Tables -- Mediterranean West						
2:20-4:00	Special Session on At Risk Education	Special Session on Teacher Assessment	Special Session on State-by-State Read	Special Session on Beginning to			
4:10-5:30	Special Session on Writing & Publishing -- Mediterranean West						
4:10-5:30	133 Exploring Literacy Issues -- Regency						
5:30-7:00	134 Special Session on Outgrowing Ourselves -- Mediterranean West						
9:00-12:00	Vital Issues -- Presidential Suite						

Sunday, December 2, 1990

8:00-12:00	Board of Directors Meeting -- Executive Conference Room
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The Mezzanine Meeting Rooms



The Doral Conference Center

Promoting Literacy and Cultural Awareness: A Multicultural Literature-Based Approach • Intertextuality in the Stories of African-American Fiction • The Effects of "New" Ideas • Effects of Reading Recovery Training on Classroom Practice • Reflective Teaching as Authentic Inquiry • Learning: Making Connections Across Sign Systems • Ways of Learning from the City Children in Whole Language Classrooms • Text Adaptation Revisited: Investigations of Texts and Readers' Responses • Every Reading Teacher a Second Language Reading Teacher • The Assumptions and Politics of Literacy Evaluation • Is Narrative Studies of Early Intervention Approaches to Help At-Risk Students in Reading • Critical Teachers' Beliefs, Language and Practices, and Students' Reading Comprehension • Written in a Foreign Language: A Study in Nepal • The Sound Story: The Dialogic Creation of a Child's Response to Literature • The Beginning: Women's Ways of Knowing • Intergenerational Directions for Staff Development in Literacy Education: A Joint Venture Between USA and Australia • Consequences of Teaching for Story Meaning • A Longitudinal Study of the Growth of Reading Skills in the Context of the Development of Literacy • The Effects of "Storybook Part Conception of Stories • Conceptions of Literacy Held by African-Americans: 1700's-1900's • Sociolinguistics and Literacy in the African-American Community • The Effects of Literacy-Enriched Play Centers on Children's Concepts About Written Language • Dynamic Assessment of Reading Achievement • Reading and Writing the Disciplinary Intertext • Using Interactive Reading-Writing Strategies to Enhance Motivation and Learning • Apprenticeships in Literacy: Deconstructing the Metaphor, Reconstructing the Model • Taking a Critical Stance on Disciplinary Texts • Now That Literacy Happens in Contexts, How Do You Know if the Contexts Are Authentic? • Exploring Professional Dilemmas • California Dreaming? Literature-Based Language Arts • Developing Scientific Literacy • Beginning Reading Experiences • Long-Term Effects of Early Reading Experiences on the Literacy Skills of Children • Low-Income Mothers Using Cooperative Small Groups: A Model for Training Other Low-Income Parents to Share Books With Their Young Children • The Effects of Intergenerational Approach to Literacy on Adult Beginning Readers and Their Children • Thinking and Learning with Text • A Qualitative Analysis of Changes in Students' Thinking: Text Versus Demonstration • Structure as an Intervening Variable in the Relationship Between Prior Knowledge and Recall in History • The Use of Study Guides With and Without Analogies in Directing Learning from Texts • Teachers' Perspectives of Reading and Writing Assessment and Evaluation • Assessment and Evaluation of Reading and Writing in the First Grade Whole Language Classrooms • Determining Reading Rates that Correspond to Independent, Instructional, and Frustration Reading Levels for Third and Fifth-Grade Students • Factors Influencing Teacher Reading for Pre-Service • Early Intervention for At-Risk Beginning Readers: A Longitudinal Study • The Effect of Organizers on Encoding and Retrieving Information From Content Area Texts • The Nature of Literacy Instruction in Basal versus Non-Basal Classrooms • Cultural Aspects of Emergent Literacy in Urban Schools • Computers as Evolving Literacy Tools: A First-Year Report of Project CIEL • Literacy in Overage Classrooms: Some Effects of Developmental Kindergartens as Retention • Literature-Based Classrooms: The Purpose and Process of Instruction • Literacy: Knowledge and Practice in Holistic Instruction • Remedial as Other: Inside Learners' Critical Literacy • A Father Looks at Reading and Learning Disability • Critical Literacy • A Recipe for Reclaiming Ownership: The Oral History Narratives • The Other Literacy Club: Inside Oscar Causey's Remedial Reading Clinic • Language Instruction That Develops Critical Reasoning • Language Instruction as an Act of Environment Building • Teacher Training Methods to Build Problem-Situated Language Instruction • Differences Between High and Low Producers of Writing Within a Process Writing Approach • Albert Kingstone's 1964-65 Inmate Literacy Program • Evaluative Feedback in a Literacy Classroom • School/Community Partnerships: An Essential Element in Literacy Development • Paul Berg's 1967-68 Urban Second Grade Students' Reading Attitudes, Perceptions, and Achievement • The Effect of Reading Newspapers on Students' Attitudes, Writing Ability, and Reading Comprehension • What Kindergartners and First Graders Write in Their Letters to Friends • The Effects of Self-Questioning on Second Language Reading • Earle Rankin, 1972-74 Reflections: Teaching as Inquiry • Fourth Graders' Utilization of Mnemonics: Good and Bad • Edward Fry, 1974-76 Cognitive Processes During Study • Changes in Teachers and Their Students' Literacy Development With a Two-Way Mirror: Teacher Education as Research • The Writing and Learning With Change • Collaboration Between Teachers and Researchers: Exploring Reading/Writing Connections in a Middle School English Curriculum • Talking with the Students We Worry About: Lessons About Interviewing • Frank Greene, 1980-82 Whole Language Kindergartner: Patterns of Learning in Literacy Instruction • Irene Athey, 1982-84 Reading Textbooks • Event and Character in an Original and Adapted Text • Desiree L. Anderson, 1984-85 Examining a Consensus of Reader Retellings • Reader Response • Virginia Tech Content Analysis of "Methods Texts" for the Teaching of Second Language Reading • How ESL Teachers Explore and Understand Second Language Literacy • Vocabulary: Contexts and Interventions • The Effects of Captioned Video Technology on the Incidental Vocabulary • The Effect of Context on Sources of College M. Frika Smith-Burke, 1987-88 Alternative Approaches to Vocabulary Assessment • Prior Knowledge • James N. Hoffman, 1988-89 Probing the Process • Preservice Teachers • Physics Principle: An Experimental Intervention • Can Text Overcome Scientific Misconceptions? An

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