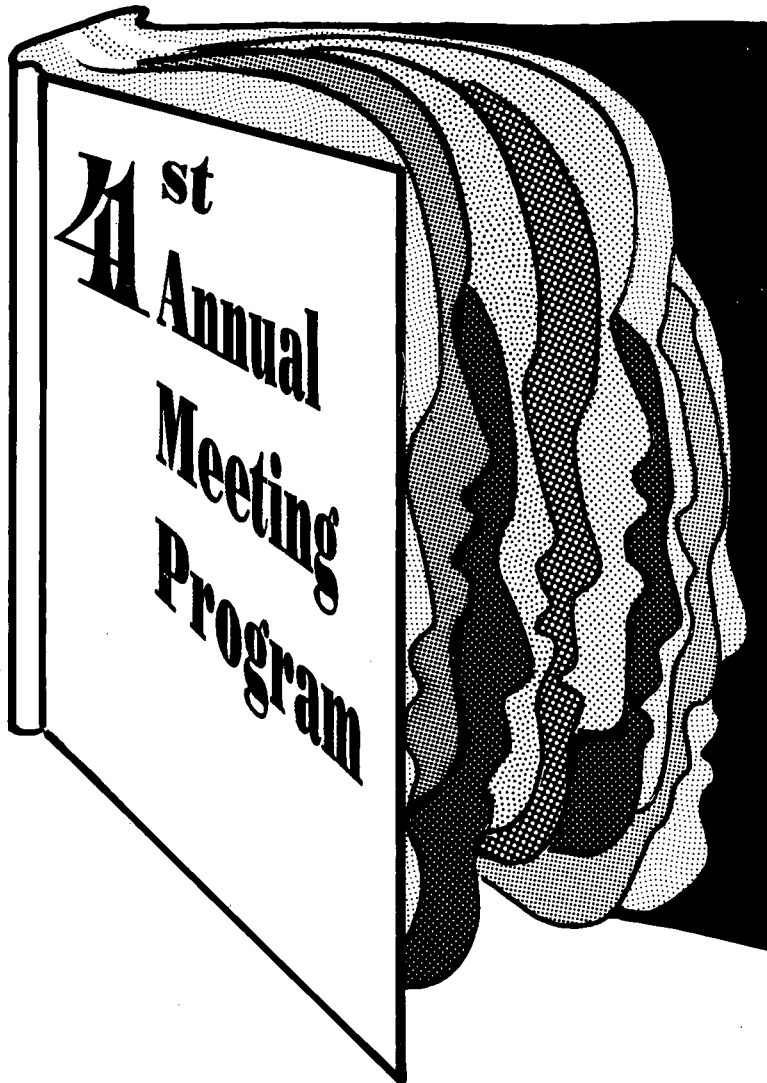


National Reading Conference



Palm Springs, California, December 3 - 7, 1991

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 Jerry Zutell

**1991 Local Arrangements
 Committee**

Ruth Knudson, Chair

 Keni Cox
 Karen Daniel
 Stephen Simonsen
 Teresa Tillery
 Sandra Troyer

The Wyndham Palm Springs Hotel

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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. NRC sponsors a conference each year during the first week in December. The program consists of keynote addresses by distinguished speakers, symposia, paper sessions, research reviews of current trends and issues, and alternative format 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: A Journal of Literacy* 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 THE HOTEL

The Wyndham Palm Springs Hotel, with the largest oasis-style pool and sundeck in Palm Springs, is located near the center of the business district. Golf, tennis, cross-country skiing, mountain climbing and many other exciting attractions await nearby. The famous shops and restaurants of Palm Canyon Drive are only three short blocks away, and the Palm Springs airport is just three minutes from the hotel. Other hotel conveniences include free parking and complimentary airport transportation.

ABOUT PALM SPRINGS

Palm Springs has emerged as one of the world's finest desert resort areas. Here, surrounded by the living desert and magnificent San Jacinto mountains, conference participants will find a unique balance of work and pleasure. Mt. San Jacinto Wilderness State Park, with 54 miles of hiking trails, campgrounds and Nordic Ski Center is located on the north edge of Palm Springs.

INFORMATION ABOUT THE CONFERENCE

PROGRAM FEATURES

As suggested by the cover design, the NRC Conference Program is filled with opportunities for participants to engage in a dialogue about research. The feedback from attendees at last year's conference suggested the need for two types of sessions: those that allow for greater audience participation and those that focus on research theory and methodology. In response to that feedback, this year's program includes:

ALTERNATIVE FORMAT SESSIONS: These sessions, scheduled daily in the Sierra/Ventura Room from 8:30 A.M. - 5:10 P.M., feature diversity in participation structures (e.g., panel discussions, small/large group discussions, and built-in audience reaction time). Alternative round table formats will also be featured daily in the Catalina Room from 8:30 - 9:50 A.M.

RESEARCH WORKSHOPS: A series of informal workshops, hosted by literacy researchers, will provide conference participants with an opportunity to have individual and/or small group conversations about the procedures, difficulties, and issues involved in a particular style or focus of research. Participants should raise questions and ideas about research in progress or in the design stage. Participants may submit questions to the workshop host/co-hosts or workshop coordinator Jamie Myers (260 Chambers, PSU, University Park, PA 16802) by November 1. This will allow hosts time to put together any materials that might be helpful for the workshops.

Research Workshops

Cabernet Room

Day/Time	Host	Title
Wed. 9:00-10:00	Yetta Goodman and Kathryn Whitmore	Research issues in early literacy
Wed. 10:00-11:00	David Moore	Historical research in literacy
Wed. 11:00-12:00	JoyLynn Reed and Debra Meyer	Multidimensional scaling & log linear analyses
Wed. 12:00- 1:00	James King	Oral histories and critical ethnographies
Wed. 1:00- 2:00	Deborah Dillon	Power and voice in qualitative research: Collaborations between school & university personnel
Wed. 2:00- 3:00	David O'Brien	Integrating quantitative and qualitative data collection and analysis
Thurs. 12:00- 1:00	Annemarie Palincsar	Conducting intervention research in literacy learning
Thurs. 3:40- 4:30	Lorri Neilsen	Researching literacy in non-school settings
Fri. 9:00-10:00	Richard Beach	Researching response to literature
Fri. 1:00- 2:00	Judith Green	Issues in researching everyday life in schools
Fri. 3:00- 4:00	Barbara Guzzetti	Methods of conducting meta-analyses
Fri. 4:00- 5:00	Robert Tierney	Exploring, describing, analyzing, and summarizing complex literacy experiences
Sat. 9:00-10:00	Violet Harris	Historical research methods and reading research
Sat. 1:00- 2:00	Diane Schallert	Conceptualizing research questions for experimental studies in literacy
Sat. 2:00- 3:00	Jerome Harste and Jamie Myers	Research issues for teacher-research
Sat. 3:00- 4:00	Karen Wixson and Marjorie Lipson	Research on reading disabilities

DOWN-THE-RABBIT-HOLE, Parts I and II, will engage participants in a dialogue with the panelists about the roads to theories that ground their work. As part of their dialogue, panelists will make visible some of the issues they have had to address along the way. Panelists will construct an annotated bibliography for the participants in each of their theoretical areas.

Down-the-Rabbit-Hole Cabernet Room

Day/Time	Co-Hosts	Title
Thurs. 9:00-10:00	Judith Green and Joanne Golden	Journeys to social construction theories
Fri. 2:00- 3:00	Christine Pappas and Marjorie Siegel	Journeys to semiotic theories

The NRC TOWN MEETING will be an open forum in which members will have an opportunity to discuss their views on the National Reading Conference as a professional organization. The goal is to make this session highly interactive with a free flowing exchange of ideas on the NRC - its goals, mission, organization, operations, leadership, needs, and future directions. Notions of "who we are" and "what we want to be" are important to examine in an ever-changing social and political context. This session will provide a unique opportunity for the "voice" of the membership to be heard by those responsible for leading the organization. Please plan to attend, Thursday, 5:10 - 6:30 P.M. in the Madera/Pasadena Room.

The NRC, through its Ad Hoc Committee on Multicultural Issues (co-chaired by Margaret Gallego and Kathryn Au), is providing for the first time a HOST PROGRAM. The purpose of the HOST PROGRAM is to help new participants experience a successful conference. Each person who requests a host will be paired with a more experienced NRC member holding similar research and teaching interests. The host will provide personal assistance in selecting sessions from the program, clarifying the purposes of different types of sessions (e.g., Birds of a Feather, Vital Issues), and assuring that the newcomer gains knowledge and enjoyment from the conference through full participation.

Are you interested in the HOST service during the 1991 meeting? If so, send a letter indicating that you wish to receive the services of a HOST or that you are willing to serve as a HOST, together with a brief comment on your areas of research/teaching interests, to:

Dr. Deborah Tidwell, HOST Program Chair
 Department of Curriculum and Instruction
 University of Northern Iowa
 Cedar Falls, IA 50614-0606

Include a self-addressed, stamped postcard. Letters must be postmarked by November 15, 1991. You will be notified by mail of the HOST program arrangements for you.

PROGRAM PREVIEW: On Wednesday from 8:00 - 8:25 A.M. in the Madera Room, Diane Schallert will provide a brief and lively overview of this year's program. New and long-time conference participants are welcomed!

The NRC Program also includes several components designed to facilitate discussion on issues raised within the conference. The following list defines each of these components:

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

Birds of a Feather: Over lunch, and early evening on Thursday and Friday, two forms of "Birds of a Feather" offer opportunities to engage in more dialogue. Particular themes and discussion facilitators are listed in the program. Attendees are also encouraged to organize their own discussion groups over the lunch hour. (Inquire at the NRC Registration Desk for stands and cards to place on tables.) You may want to take advantage of the opportunity to chat with some very young co-researchers (6th and 7th graders) during Friday evening's Birds of a Feather!

Breakfast and Lunch Buffets: To expedite breakfast and lunch lines, cash buffets will be set up in the corridor outside the Grand Ballroom (The Ballroom Foyer) on Wednesday through Saturday.

Business Meeting: The annual Business Meeting is mandated in the NRC by-laws as part of the governance procedures for the organization and is open to all members. Officers, Board Members, and Committee Chairs will report on NRC activities (past and planned). Issues central to the future of the NRC will be discussed, and all members are urged to attend, Friday, 5:10 - 6:15 P.M. in the Madera/Pasadena Room.

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

Committee	Chair	Day/Time	Room
Field Council	Linda Gambrell	Wed., 6:30-7:45 p.m.	Madera Room
Publications	Jerry Niles	Thurs. 7:15 a.m.	TBA by Chair
Ad Hoc Committee on Contributions and Donations	Lesley Mandel Morrow	Thurs. 7:15 a.m.	TBA by Chair
Student Award	Jill Fitzgerald	Thurs. 7:15 a.m.	TBA by Chair
Ad Hoc Committee on Ethics	Marjorie Siegel	Thurs. 1:00-2:30 p.m.	Cabernet Room
Ad Hoc Committee on Multicultural Issues	Margaret Gallego Kathryn Au	Thurs. 2:30-3:40 p.m.	Cabernet Room
Policy and Legislative	Barbara Kapinus	Thurs. 4:30-6:00 p.m.	Cabernet Room
Ad Hoc Committee on Technology	David Reinking	Fri. 7:15 a.m.	TBA by Chair

Daily Newsletter: James Olson and Nancy Chase have volunteered to keep us informed of all the news. See them at the conference if you have ideas to share.

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 NRC 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 from 8:00 - 9:00 P.M. in the Presidential Suite.

The Lighter Side of NRC: Join conference participants on Friday evening, 9:00 - 10:00 P.M., in the Grand Ballroom for a pre-Vital Issues look at research. Mark Condon and his colleagues at the University of Louisville promise an hour of fun-filled entertainment. Don't miss this opportunity to share in the "real" lives of NRC members.

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

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 on literacy and literacy-related issues, conference abstracts, and copies of books featured in the plenary sessions.

Vital Issues: This 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 P.M. - midnight - Presidential Suite

Wednesday and Thursday: 9:00 P.M. - midnight - Ballroom Foyer

Friday: 10:00 P.M. - midnight - Ballroom Foyer

Saturday: 9:00 P.M. - midnight - Presidential Suite

DIRECTIONS TO SESSION CHAIRS

Paper Sessions and Symposia

Serving as a 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.

OTHER CONFERENCE INFORMATION

AIRLINE RESERVATIONS

American Airlines is the official airline of the NRC Conference. Substantial discounts on airfares are being offered. To make your flight reservations, call 1-800-433-1790, 7:00 a.m. to 12:00 midnight central time, seven days a week, and mention Star number S-05N14C to identify you as an NRC participant.

CAR RENTALS

Reservations may be made with Alamo Rent-a-Car by calling their toll free number (1-800-732-3232). In order to receive the listed special rates, please make sure you give your Special Account Number 85909, Rate Code:G4.

	<u>Daily</u>	<u>Weekly</u>
Economy	\$24	\$ 89
Compact	\$26	\$109
Midsize	\$28	\$129
Fullsize	\$30	\$149
Premium	\$32	\$169
Luxury	\$34	\$189

FROM THE AIRPORT

Go straight out of the airport on Tahquitz Canyon Way about 3/4 of a mile and you will see the Wyndham Hotel on the right.

TRANSPORTATION FROM THE AIRPORT

Complimentary transportation from the airport runs every half hour 24 hours a day. If you arrive between vans, just lift the phone and push Wyndham Hotel button.

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 Palm Springs. 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 Palm Springs, 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 rates 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 2 - December 5, 1992

Hyatt Regency on the Riverwalk at Paseo Del Alamo, San Antonio, Texas

December 1 - December 4, 1993

The Omni Hotel at Charleston Place, Charleston, South Carolina

Tuesday, December 3, 1991

2:30 P.M. - 7:00 P.M.

BALLROOM FOYER

Registration

1:00 - 5:00 P.M.

CABERNET

Board Meeting

3:00 - 6:00 P.M.

MADERA

PRECONFERENCE SEMINAR

Writing for Professional Publication in Reading Research

PRESENTERS: Peter B. Mosenthal, Syracuse University and Mark W. Conley, Michigan State University

Segments of this teaching seminar include:

- I. Procedural Knowledge for Reducing Quantitative Studies to Comparable Conceptual Frames
- II. Frame Modification
- III. Guided Practice in Conceptualizing, Designing, and Writing Up Your Own Frame Modified Studies

4:00 - 6:00 P.M.

PASADENA

PRECONFERENCE SEMINAR

Our Own Voices: Looking at Literacy From the Inside Out

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

PRESENTERS: Martha Rapp Ruddell, Sonoma State University, Donna Emery, California State University at Northridge, Judy Nichols Mitchell, University of Arizona, Barbara A. Kapinus, Maryland State Department of Education, Carolyn Colvin, University of Iowa, Joan L. Rankin, University of Nebraska at Lincoln

This seminar explores a research methodology based on personal narrative, self-reflection, and description by professionals in the field of reading/language development to examine issues associated with reading response groups. Central to its intent is that the researchers and authors of the papers were, themselves, the members of the response group being studied. This pre-session represents an exploration of literacy from a new perspective, one which differs from traditional research through its use of self-reflection and a social, collaborative building of understanding.

7:00 - 9:00 P.M.

PASADENA

PRECONFERENCE EVENING SESSION

From Miscue Analysis to Whole Language: A Chat With the Goodmans

PRESENTERS: Kenneth S. Goodman, Yetta M. Goodman, University of Arizona

Ken and Yetta will focus on the evolution of theory, research, and practice from the early miscue analysis research to whole language classrooms. Come join in the interaction!

9:00 - MIDNIGHT

PRESIDENTIAL SUITE

VITAL ISSUES

Wednesday, December 4, 1991

7:45 - 9:00 A.M.

BALLROOM FOYER

Breakfast (Cash Buffet)

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

BALLROOM FOYER

Registration

8:00 - 8:25 A.M.

MADERA

PROGRAM PREVIEW

A brief and lively overview of this year's NRC Program with special attention given to several new features in the program.

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

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

CACTUS

The reading room will be open

9:00 A.M. - 3:00 P.M.

CABERNET

Research Workshops (see page 2 for schedule)

8:30 - 9:50 A.M.

CATALINA

1 ALTERNATIVE FORMAT

CHAIR: Karen Margolis Samson, Chicago State University

1.1 New and Improved: Rethinking the National Writing Project Model of Professional Development

Heather E. B. Brunjes, University of Utah

FACILITATOR: Connie Bridge, University of Kentucky

1.2 Reading and Cognitive Growth in Young Children

Anne E. Cunningham, University of California at Berkeley, Keith E. Stanovich, Ontario Institute for Studies in Education

FACILITATOR: Michelle Commeyras, University of Georgia

1.3 Portfolio Assessment in Teacher Education Courses: Impact on Students' Beliefs, Practices and Habits

Michael P. Ford, University of Wisconsin Oshkosh, Marilyn M. Ohlhausen, University of Nevada at Las Vegas

FACILITATOR: Joyce Hood Boettcher, University of Wisconsin Oshkosh

1.4 Linking Language and Emergent Literacy: Observations, Interventions, and Model Building

Carol L. Peterman, Portland State University, Janice P. Stewart, Rutgers University, Shobha Sinha, Bonnie M. Kerr, Jana M.

Mason, University of Illinois, Urbana-Champaign

1.5 Gender Reading/Research - Part I

Lorri Neilsen, Mentor Seminars and Mount Saint Vincent University, Leslie Patterson, Sam Houston State University, Marjorie Siegel, University of Rochester

The purpose of this two-part session is to build an awareness that we cannot study literacy without studying the gendered nature of educational institutions and the research enterprise itself. Participants are asked to bring an annotation of a book on gender issues in education, feminist theory, or feminist research methodology. (Part II is scheduled for session 17.)

Wednesday, December 4, 1991

8:30 - 9:50 A.M.

MADERA

2 PAPER SESSION

Teaching Second Language Learners

CHAIR: Lynne D. Miller, Florida International University

Aspects of Reading in ESL and L1 Students
Victor Froese, University of British Columbia

Reading in the Foreign Language Literature Class: An Ethnographic Study of Students' and Teachers' Beliefs and Assumptions
Timothy L. Farley, Northeast Missouri State University

Teacher Competence as a Factor in the Reading Comprehension Component of the Use of English Course in a Nigerian University
Chukwuemeka Eze Onukaogu, Obafemi Awolowo University

8:30 - 9:50 A.M.

PASADENA

3 SYMPOSIUM

Michigan's Reconceptualization of Reading: Has It Made a Difference?

CHAIR: Karen Wixson, University of Michigan

Michigan's Reconceptualization of Reading: Development and Dissemination
Elaine Weber, Michigan Department of Education

The Source and Level of Knowledge About Michigan's Reconceptualization of Reading Among Michigan Elementary Principals
Karen Budan, Airport Community Schools

Knowledge Level and Implementation of Michigan's Reconceptualization of Reading Among Michigan Language Arts Coordinators
Suzanne Terry, Cardinal Stritch College

Beliefs About Disability, Remedial Practices, and Knowledge About Michigan's Reconceptualization of Reading Among Teachers of Disabled Readers
Karen Wixson, University of Michigan, Marianne Miller, Washtenaw Intermediate School District

DISCUSSANT: Sheila Valencia, University of Washington

8:30 - 9:50 A.M.

MOJAVE

4 PAPER SESSION

Reader Response

CHAIR: Mary Ann Doyle, University of Connecticut

Urban Literacy/Critical Literacy: Case Studies of Effective High School Teachers
Theresa Rogers, Mari Margaret McLean, Ohio State University

The Effects of Diverse Approaches to Literature: A Series of Investigations
Joyce E. Many, Donna Wiseman, Jennifer Altieri, Texas A&M University

Tenth Graders' Exploration of Complexities in Story Writing and Literary Responses
Richard Beach, University of Minnesota

Wednesday, December 4, 1991

8:30 - 9:50 A.M.

ANDREAS

5 PAPER SESSION

Factors Influencing the Personalization of Reading

CHAIR: Pi Irwin, Tucson Unified School District

Public and Private Meanings: Children Reading, Writing, and Envisaging Life

William McGinley, University of Michigan, Daniel Madigan, Bowling Green State University

A Study of Two Urban African-American Women Learning to Read

J. Michael Parker, New York University

The Influence of Classroom Discourse on Student Texts: The Case of Ella

Sarah J. McCarthy, Michigan State University

8:30 - 9:50 A.M.

PUEBLO

6 SYMPOSIUM

Literacy in the Commonly Taught Languages

CHAIR: Sally A. Hague, Duval County Florida Schools

The Relationship Between Anaphoric Resolution and Text Comprehension for Foreign Language Readers of German

Victoria Clark Berkemeyer, Ohio State University

Story Organization as a Roadmap to Second Language Reading Comprehension

Gail Riley, Syracuse University

Foreign Language Reading: Beliefs and Directions

Paul Chandler, San Jose State, Cira Torruella, Indiana University

DISCUSSANT: James Davis, Pennsylvania State University

8:30 - 9:50 A.M.

CHINO

7 PAPER SESSION

The Role of Play in Emergent Literacy

CHAIR: Ellen McIntyre, University of Louisville

Dramatic Play and Literacy Learning: Important Relationships

Jennifer R. Goodman, Children's Television Workshop

Learning About the Functions and Features of Writing: A Description of Young Children's Writing-Related Interactions in Play

Carol Vukelich, University of Delaware

Literacy Play Interventions: A Follow-up Study

James F. Christie, Billie J. Enz, Arizona State University

Wednesday, December 4, 1991

8:30 - 11:00 A.M.

SIERRA/VENTURA

8 ALTERNATIVE FORMAT

Understanding Complexities: A Dialogue About Qualitative Research Methodology

CO-CHAIRS: Deborah R. Dillon and David G. O'Brien, Purdue University

FACILITATORS/PANELISTS: James Collins, SUNY at Albany, James R. King, University of South Florida, Elizabeth Moje, Purdue University, Roger Stewart, University of Wyoming

In this session all participants will investigate how theoretical perspectives help frame research purposes and questions, and influence how data are analyzed, interpreted, and written up. Multiple opportunities will be provided for participants to role play, problem solve, and work with data in small groups.

9:50 - 10:10 A.M.

BALLROOM FOYER

Break

10:10 - 10:45 A.M.

CATALINA

9 ROUND TABLE

CHAIR: Karen Schumaker, Southwest Texas State University

- 9.1 **Helping Students Become Strategic, Motivated, and Independent Learners: A Mentor Program**
Robert W. Gaskins, University of Kentucky, Irene W. Gaskins, Elizabeth Cunicelli, Benchmark School
- 9.2 **An Evaluation of Multicultural Fiction Tradebooks About Hispanics for Lower and Upper Elementary Grades**
Barbara M. Hunter, Carmen Coballes-Vega, University of Wisconsin at River Falls
- 9.3 **The Relationship Between Teachers' Beliefs and Practices During Literacy Instruction for Non-Native Speakers of English**
Karen E. Johnson, Pennsylvania State University
- 9.4 **Reading (Dis)Abilities: Views of Children, Parents, and Teachers**
Nina Yochum, University of Michigan at Flint, Samuel D. Miller, University of North Carolina at Greensboro
- 9.5 **Conferencing Behavior: A Comparison of First and Tenth Graders**
Jane H. White, Mary Beth Sampson, East Texas State University

10:55 - 11:30 A.M.

CATALINA

10 ROUND TABLE

CHAIR: Karen Schumaker, Southwest Texas State University

- 10.1 **Age-Related Differences in Implicit Theories of Reading**
M. Cecil Smith, Joan T. Runne, Wesley C. Covalt, Northern Illinois University
- 10.2 **Intergenerational Literacy: Impact on the Development of Storybook Reading Behaviors of Low-Income, Hispanic Mothers**
Deborah Bradbury Eldridge-Hunter, Boston University
- 10.3 **Whole Language Teacher Education in Multicultural Contexts: Living Our Own Models of Learning**
John Shefelbine, Columbia University, Patricia A. Gross, Ursinus College
- 10.4 **Retention, Remediation, and Special Education: A Trend Analysis**
Anne McGill-Franzen, Richard Allington, SUNY at Albany
- 10.5 **Comparison of an Integrated Approach and a Traditional Approach to the Same Objectives in Two Sixth Grade Classrooms**
Leonie Marie Rose, Central Michigan University

Wednesday, December 4, 1991

10:10 - 11:30 A.M.

MADERA

11 SYMPOSIUM

Teacher Study Groups: A Resource for Educational Transformation

CHAIR: Jerome C. Harste, Indiana University

Examining the Ideological Voices as a Basis to Understanding the Teacher Transformation Process
Elizabeth R. Saavedra, University of Arizona

Conflicting Voices: A Reflective Journey
Kathy G. Short, Charlene Ruth Klassen, University of Arizona

Hearing the Multiple Voices Within and Among Teachers
Charlene Ruth Klassen, Elizabeth R. Saavedra, Kathy G. Short, University of Arizona

Towards a New Theory of Educational Transformation
Charlene Ruth Klassen, Elizabeth R. Saavedra, Kathy G. Short, University of Arizona

DISCUSSANT: Jerome C. Harste, Indiana University

10:10 - 11:30 A.M.

PASADENA

12 SYMPOSIUM

Stemming the Matthew Effect at Both Ends

CHAIR: Connie Juel, University of Virginia

Students Helping Students
Connie Juel, University of Virginia

Finding the Student in the Reading Response Journal
Judith Lindfors, University of Texas at Austin

S.T.A.R.S.: Students Teaching At-Risk Students
Ann Hall, Southwest Texas State University

At-Risk High School Students Tutoring At-Risk First Grade Students
Joanne Calhoun, University of Texas at Austin

10:10 - 11:30 A.M.

MOJAVE

13 SYMPOSIUM

The Collaborative Construction of Literacy in Kindergarten Classrooms: Investigation of an Interactive Approach for High Risk Students

CHAIR: Gay Su Pinnell, Ohio State University

Factors Related to Success in an Interactive Classroom Literacy Program for High Risk Students
Gay Su Pinnell, Joan Wiley, Cheri Williams, Ohio State University

The Relationship Between Instructional Characteristics in Classrooms and High Risk Kindergarten Students' Perceptions of Reading Processes
Gay Su Pinnell, Jill Painter, Ohio State University

The Role of Talk in Supporting Literacy Learning in an Urban Kindergarten Classroom
Andrea McCarrier, Ohio State University

Factors That Enhance Effective Instruction: A Multiple Case Study of Changes in the Knowledge Base and Practice of Kindergarten Teachers
Kathryn Button, Texas Tech University

DISCUSSANT: Jana M. Mason, University of Illinois, Urbana-Champaign

No Smoking in Any Session

Wednesday, December 4, 1991

10:10 - 11:30 A.M.

ANDREAS

14 PAPER SESSION

Comprehension Instruction

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

Retelling Practice and the Comprehension of Narrative Text

Patricia S. Koskinen, Linda B. Gambrell, University of Maryland, Barbara A. Kapinus, Maryland State Department of Education

The Reality of Teachers' Comprehension Practices: Observation Versus Discourse

Deborah L. Tidwell, University of Northern Iowa

The Effects of Reciprocal Teaching in a Whole Class Setting

Michael S. Meloth, Adele Sanders, University of Colorado at Boulder, Dana Solomon, Anne Marie Lemley, Boulder Valley School District

10:10 - 11:30 A.M.

PUEBLO

15 PAPER SESSION

Reading and Writing in the Content Areas

CHAIR: Sharon Arthur Moore, Arizona State University-West

Growth in Content Area Coauthorship in Elementary School Students

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

"Reading to Learn Mathematics" in Practice: Understanding the Role of Reading in a Secondary Mathematics Class

Marjorie Siegel, Judith M. Fonzi, Constance Smith, University of Rochester

Authoring a Mathematical Story: One High School Student's Experience

Marjorie Siegel, University of Rochester, Jeremy Eccleston, Rochester City School District

10:10 - 11:30 A.M.

CHINO

16 PAPER SESSION

Reading, Writing, and Spelling

CHAIR: Carol V. Lloyd, University of Nebraska at Omaha

Early Spelling Acquisition: Does Writing Really Beat the Computer?

Sharon R. Vaughn, Jeanne Shay Schumm, Jane Sterk Gordon, University of Miami

Self-Efficacy and Outcome Expectancy Beliefs in Spelling and Writing

Joan L. Rankin, Roger H. Bruning, Vicky L. Timme, Chanida Katkanant, University of Nebraska at Lincoln

An Examination of Early Phonemic Awareness and Future Reading/Spelling Performance

Jeanne M. Burns, Southeastern Louisiana University

Wednesday, December 4, 1991

11:00 - 11:30 A.M. (TO BE CONTINUED OVER LUNCH) SIERRA/VENTURA

17 ALTERNATIVE FORMAT

Gender Reading/Research - Part II

ORGANIZERS: Lorri Neilsen, Mentor Seminars and Mount St. Vincent University, Leslie Patterson, Sam Houston State University

The purpose of this session is to build awareness that we cannot study literacy without studying the gendered nature of educational institutions and the research enterprise itself. Participants are encouraged to bring a description (50 to 150 words) of research in progress that is gender related or stems from feminist theory and feminist research methodology.

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

BALLROOM FOYER

Lunch (Cash Buffet)

12:00 P.M.

BALLROOM FOYER

BIRDS OF A FEATHER

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

12:50 - 1:25 P.M.

CATALINA

18 ROUND TABLE

CHAIR: Jeanne Paratore, Boston University

- 18.1 **Students' Contextual Learning Processes for Self-Selected Unfamiliar but Important Content Terms**
Donna L. Mealey, Bonnie C. Konopak, Mary A. Duchein, Deidra W. Frazier, Timothy R. Host, Connie S. Nobles, Louisiana State University
- 18.2 **A Comparison of LEP Students and Native English Speakers' Invented Spellings in Kindergarten Through Second Grade**
Gail E. Tompkins, Robert Pritchard, Shareen Abramson, California State University at Fresno
- 18.3 **Paired for Success: Whole Language and Phonemic Awareness Instruction**
Pamela Winsor, University of Lethbridge
- 18.4 **Invented Spelling: A Case Study of an Adult Learner**
Abha Gupta, University of Arizona
- 18.5 **Scoring Reading Recall Protocols: A User-Friendly Technique**
Thelma Y. Obah, Federal University of Technology, Owerri Imo State, Nigeria

Wednesday, December 4, 1991

1:35 - 2:10 P.M.

CATALINA

19 ROUND TABLE

CHAIR: Jeanne Paratore, Boston University

- 19.1 **The Relationship of Reading Comprehension Ability to Understanding and Use of Internal Punctuation When Reading**
David McIntosh Memory, Indiana State University
- 19.2 **ESL/LEP Students Learning to Read English: A Content Analysis of Teaching Techniques Suggested in Basal Readers**
Janette Kettman Klingner, Jeanne Shay Schumm, Diane S. Haager, University of Miami
- 19.3 **The Nature of Explicit Instruction in Whole Language Classrooms**
Linda G. Fielding, Jean Hammons, Jeanne Janson, University of Iowa
- 19.4 **Phonemic Segmentation and Spelling**
Wim H.J. Van Bon, Hermien C.M. Duighuisen, University of Nymegen, The Netherlands
- 19.5 **Emerging Literacy Development of Preschool Handicapped Children**
Jill Fitzgerald, Joanne Roberts, University of North Carolina at Chapel Hill, Melanie Schuele, University of Kansas, Patsy Coleman, University of North Carolina at Chapel Hill

12:50 - 2:10 P.M.

MADERA

20 SYMPOSIUM

Exploring the Measurement of Retellings in Research Environments

CHAIR: Judy Nichols Mitchell, University of Arizona

Theoretical Rationales for Retellings: Alternative Perspectives

Pi A. Irwin, Tucson Unified School District, Judy Nichols Mitchell, University of Arizona

Psychometric Properties of the Reader Retelling Profile

Keith Meredith, Mirtha E. Miller, Judy Nichols Mitchell, University of Arizona

Effects of Reading Workshop on Students' Retellings

Mirtha E. Miller, University of Arizona

DISCUSSANT: Jerome C. Harste, Indiana University

12:50 - 2:10 P.M.

PASADENA

21 SYMPOSIUM

Living in the Tension: Ethnographic Research on Literacy

CHAIR: Marcia Farr, University of Illinois at Chicago

Gaining Access to the Community

Juan Guerra, University of Washington at Seattle

On the Inside Looking In: Examining One's Own Community

Beverly Moss, Ohio State University

The Ethnographic Write-Up: An Experience That Really Was, or the Experience of Writing?

Ralph Cintron, University of Iowa

Discourse in Sports: Literacy Features of Pre-Adolescents

Jabari Mahiri, University of Illinois at Chicago

Initiation Rites and Responsibilities

Keith Walters, Ohio State University

Wednesday, December 4, 1991

12:50 - 2:10 P.M.

MOJAVE

22 PAPER SESSION

Methodological Issues in Literacy Research

CHAIR: Herbert D. Simons, University of California at Berkeley

Reading Research in Great Britain: Are the Research Questions Being Asked Either Appropriate or Helpful?
Bridie Raban, University of Warwick, UK

A Methodological Analysis of Secondary Teaching and Learning Strategies in Reading Research
Victoria G. Ridgeway, Pamela J. Dunston, Gaoyin Qian, University of Georgia

Perils of Comparative Instructional Research
Scott G. Paris, University of Michigan

12:50 - 2:10 P.M.

ANDREAS

23 SYMPOSIUM

Learning to Be Comprehension Strategy Teachers

CHAIR: Michael Pressley, University of Maryland

The First Year of Transactional Strategy Instruction: A Study of Three Teachers Coping With the Intervention
Pamela Beard El-Dinary, Michael Pressley, University of Maryland

A Teacher Development Project in Transactional Strategy Instruction for Teachers of Severely Reading Disabled Adolescents
Valerie A. Anderson, Ontario Institute for Studies in Education

Teachers Using Transactional Strategy Instruction: Three Case Studies
Marsha L. Roit, Open Court Publishing Co.

Shifts in the Conceptual Understandings of Pre-Service Teachers Being Introduced to Transactional Strategies Instruction
Beth Ann Herrmann, University of South Carolina

DISCUSSANT: Gerald G. Duffy, Michigan State University

12:50 - 2:10 P.M.

PUEBLO

24 PAPER SESSION

Contexts for Vocabulary

CHAIR: Camille Blachowicz, National-Louis University

Effectiveness of Training Students to Use Word Learning Strategy: Two Studies
John J. Pikulski, University of Delaware

Effects of Focusing Attention on Individual Words During Reading
Anne C. Stallman, University of Illinois

A Review and Synthesis of Descriptive, Theoretical, and Empirical Definitions of Context Clues: A Classification Scheme for Researchers and Practitioners
Charles William Suttles, James Baumann, University of Georgia

Wednesday, December 4, 1991

12:50 - 2:10 P.M.

CHINO

25 PAPER SESSION

Knowledge Acquisition and Conceptual Change

CHAIR: Stella Vosniadou, University of Illinois at Urbana-Champaign

Resolving Seventh Graders' Misconceptions in Science: Text in a Primary vs. a Supportive Role
Roxanne M. Wilson, Ruth M. Caswell, Texas Woman's University

A Case Study of Conceptual Change
Christine J. Gordon, University of Calgary

Examining Scientific Literacy in the Discourse of Collaborative Problem Solving
Yvonne M. David, Annemarie S. Palincsar, University of Michigan, Charles Anderson, David Eichenger, Michigan State University

12:50 - 2:10 P.M.

SIERRA/VENTURA

26 ALTERNATIVE FORMAT

Ethics of Data Presentation in Field Based Research

CHAIR: Diane Stephens, University of Illinois at Urbana-Champaign

PRESENTERS: Diane Stephens and Kathryn Meyer Reimer, University of Illinois at Urbana-Champaign

DISCUSSANT: Bertram Bruce, University of Illinois at Urbana-Champaign

What happens to the trust relationship established between teacher and researcher when the researcher "goes public" with a set of findings? As Stephens and Reimer present findings from their respective studies of Reading Recovery teachers and teachers in literature-based classrooms, Bruce will take notes and raise issues with the audience on how the presenters' public discourse portrayed the teachers they studied.

2:20 - 2:55 P.M.

CATALINA

27 ROUND TABLE

CHAIR: Patricia Alexander, Texas A&M University

- 27.1 **The Use of Sign Language and the Resolution of Reference in Connected Discourse**
Patricia N. Chrosniak, Western Illinois University
- 27.2 **Writing in Basal Readers: A Content Analytical Comparison of Textbooks Changing With the Times**
John D. Beach, University of Nevada at Reno
- 27.3 **The Design and Implementation of Culturally Compatible Literacy Instruction for Pueblo Elementary School Students**
Laura Smolkin, Joseph H. Suina, University of New Mexico
- 27.4 **Reader Strategies for Comprehending Concepts in Biology Text**
Patricia I. Mulcahy-Ernt, Rutgers University
- 27.5 **Inclass Remedial Reading Programs: Factors That Make It Work**
Rita M. Bean, Rebecca L. Hamilton, University of Pittsburgh

Wednesday, December 4, 1991

3:05 - 3:40 P.M.

CATALINA

28 ROUND TABLE

CHAIR: Patricia Alexander, Texas A&M University

- 28.1 **The Problems of Standardizing a Language for Literacy - A Case Study of the Standardization of Shona in Zimbabwe**
Vitalis Nyawaranda, University of Zimbabwe
- 28.2 **Directed and Spontaneous Transfer of Textmarking Strategies**
Deidra W. Frazier, Louisiana State University
- 28.3 **Cultural Responsiveness and the Literacy Development of Minority Students**
Kathryn H. Au, Kamehameha Schools
- 28.4 **Factors Affecting Textbook Search Performance**
Mariam Jean Dreher, University of Maryland
- 28.5 **Strategies for Increasing the Sight Vocabulary of Disabled Readers**
Betty Holmes Fortner, Pennsylvania State University at Harrisburg

2:20 - 3:40 P.M.

MADERA

29 SYMPOSIUM

Redefining Collaboration: Unpacking, Applying and Assessing

CHAIR: Margaret A. Gallego, Michigan State University

Teacher and Researcher Collaboration: A Process Model
Margaret A. Gallego, Michigan State University

A Critical Analysis of Collaboration: Empowering Participation in Literacy Instruction Within Professional Development Schools
Kathleen L. Fear, Albion College, Laura R. Roehler, Michigan State University

The University Collaborator: Empowering Teachers' Thinking
Sandra S. Michelson, Michigan State University

DISCUSSANT: Jerome A. Niles, Virginia Polytechnic Institute

2:20 - 3:40 P.M.

PASADENA

30 SYMPOSIUM

Teachers Reading to Children: A Re-examination

CHAIR: Steven A. Stahl, University of Georgia

Effects of Reading to Young Children: A Cross-Language Perspective
Dina Feitelson, University of Haifa

Storybook Reading: What do Classroom Observations Tell Us?
Linda A. Meyer, University of Illinois at Urbana-Champaign, Steven A. Stahl, University of Georgia

Storytime in Classrooms: What Is, What Could Be, What Should Be
James V. Hoffman, Nancy L. Roser, Jennifer Battle, University of Texas at Austin

DISCUSSANT: Rebecca Barr, National-Louis University

Wednesday, December 4, 1991

2:20 - 3:40 P.M.

MOJAVE

31 SYMPOSIUM

Integrating Labels of Literacy

CHAIR: Harold Herber, Syracuse University

The Power of Labels: Two Approaches to Labelling Reading Behaviors and Practices
Peter B. Mosenthal, Syracuse University

What's in a Name?
Harold Herber, Syracuse University

Reflecting on the Translation of Research into Practice: Identifying Sources of Cognitive Mediation Among Three "Whole Language" Teachers
Donald Leu, Syracuse University

Reflecting on the Translation of Research into Practice: Exploring Comparability in Use of Terminology Across Instructional Levels
Kathleen Hinchman, Syracuse University

DISCUSSANT: Harold Herber, Syracuse University

2:20 - 3:40 P.M.

ANDREAS

32 SYMPOSIUM

Influencing the Contexts of Early Literacy Learning in Special Education Classrooms

CHAIR: Annemarie S. Palincsar, University of Michigan

How Young Handicapped Children Become Literate
David S. Katims, University of Texas at San Antonio

Developing a Literate Community in Special Education Classrooms Through Responses to Literature: An Examination of Discursive Practices
Annemarie S. Palincsar, Kathleen A. Hric, Laura Klenk, Eric M. Anderman, Amy L. Wilson, University of Michigan

Case Study in Reading Disability: An Emergent Literacy Perspective
Laura Klenk, University of Michigan

DISCUSSANT: William Teale, University of Texas at San Antonio

2:20 - 3:40 P.M.

PUEBLO

33 PAPER SESSION

Literacy Intervention with Disabled Readers

CHAIR: J. David Cooper, Ball State University

A Report on a National Survey of Chapter I Teachers -- How They Teach and What Works
Phyllis Anderson Wilken, University of Illinois

Alternatives to Remedial Reading: The Possibilities of Collaboration as a Change Strategy
Suzanne E. Wade, Marshall Welch, Jeffrey B. Jensen, University of Utah

Collaborative Literacy Intervention Project: A Two Year Study
Lyndon Walter Searfoss, Billie J. Enz, Arizona State University, Marylu Syllaba, Phoenix Country Day School

Wednesday, December 4, 1991

2:20 - 3:40 P.M.

CHINO

34 SYMPOSIUM

Reading and Writing to Remember: Research in College Learning Strategies

CHAIR: June Harris, East Texas State University

Notetaking Effectiveness, Information-Processing and Academic Achievement
Susan R. McIntyre, University of Wisconsin at Eau Claire

Reader Response Logs as a Learning Device in Literature Classes
June Harris, East Texas State University

Reading to Remember: Issues in Learning Strategy Transfer
Donna L. Mealey, Louisiana State University

DISCUSSANT: Michele L. Simpson, University of Georgia

2:20 - 3:40 P.M.

SIERRA/VENTURA

35 ALTERNATIVE FORMAT

Critical Reflections: Mirrors on Teaching and Learning

CHAIR: Sherry Curtis Vaughan, Washington State University

PRESENTERS: Kathryn Bertilson, Cynthia B. Dillard, Terry Ford, M. Duane Pitts, Edwin Rousculp, Sherry Curtis Vaughan, Washington State Univ.

Presenters will demonstrate how graduate students enrolled in a doctoral research seminar used various kinds of discourse (poetry, art, song, and dance) as dialogue in developing a critical pedagogy. Presenters will engage participants in a multimedia, dramatic presentation of the dialogic process.

3:50 - 5:10 P.M.

GRAND BALLROOM

36 FIRST PLENARY SESSION

CHAIR: Rebecca Barr, National-Louis University

Presidential Address and Annual Awards Presentations

SPEAKER: Robert J. Tierney, Ohio State University

TITLE: The Eye of the Bumblebee: Multifaceted Views of Literacy

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

BALLROOM FOYER

Reception honoring NRC President and Award Winners

6:30 - 7:45 P.M.

MADERA

FIELD COUNCIL COMMITTEE MEETING

CHAIR: Linda Gambrell, University of Maryland

Wednesday, December 4, 1991

8:00 - 9:00 P.M.

Reception for Newcomers and International Members

PRESIDENTIAL SUITE

9:00 - MIDNIGHT

VITAL ISSUES

BALLROOM FOYER

Thursday, December 5, 1991

7:15 A.M.

PUBLICATIONS COMMITTEE MEETING

CHAIR: Jerome A. Niles, Virginia Polytechnic Institute

TBA BY CHAIR

7:15 A.M.

STUDENT AWARD COMMITTEE MEETING

CHAIR: Jill Fitzgerald, University of North Carolina at Chapel Hill

TBA BY CHAIR

7:15 A.M.

AD HOC COMMITTEE ON CONTRIBUTIONS AND DONATIONS MEETING

CHAIR: Lesley Mandel Morrow, Rutgers University

TBA BY CHAIR

7:45 - 9:00 A.M.

Breakfast (Cash Buffet)

BALLROOM FOYER

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

Registration

BALLROOM FOYER

9:00 A.M. - 10:00 A.M.

Down-The-Rabbit-Hole (Part I) (See page 3 for schedule)

CABERNET

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

The reading room will be open

CACTUS

Thursday, December 5, 1991

12:00 - 1:00 P.M. AND 3:40 - 4:30 P.M.

CABERNET

Research Workshops (See page 2 for schedule)

8:30 - 9:50 A.M.

CATALINA

37 ALTERNATIVE FORMAT

CHAIR: Randy Rush, Ohio State University

- 37.1 **Grand Conversations: An Exploration of Meaning Construction in Group Literature Discussions and in Response Logs**
Lea M. McGee, Fran Loftus, Elizabeth Figlock, Boston College

FACILITATOR: Dorothy Strickland, Rutgers University

- 37.2 **Chaos Theory and Literacy: A Synthesis for Research and Practice**
David B. Yaden, University of Houston, Richard D. Robinson, University of Missouri at Columbia

A Model for Main Idea Instruction: Integrating Critical Thinking and Reader Response Theory
Tina Jacobowitz, Mark Weinstein, Montclair State College

FACILITATOR: John Konopak, Louisiana State University

- 37.3 **An Examination of Teacher Beliefs About Whole Language**
Deborah L. Tidwell, Jeannie L. Steel, Junko Yokota Lewis, University of Northern Iowa

Whole Language as an Educational Innovation: How Classroom Teachers Change
Maria J. Meyerson, Marilyn M. Ohlhausen, Thomas L. Sexton, University of Nevada at Las Vegas

FACILITATOR: Charles W. Peters, Oakland Schools

- 37.4 **A Comparative Study of the Interpretive Roles and Intertextual Foci Found in 2nd, 3rd, and 4th Grade Peer Discussions About Literature**
John F. O'Flahavan, Janice F. Almasi, University of Maryland

"Let's Talk About the Story": Will Divergent Discussion Structures Influence the Ways 3rd Grade Students Interpret Narrative Text?
John F. O'Flahavan, B. Joyce Wienczek, University of Maryland

FACILITATOR: David Dunning, Portland State University

- 37.5 **Reflectivity Through Reading and Writing in the Teacher Education Program**
M. Carrol Tama, David H. Martinez, Portland State University

Teacher Cognition: An Examination of Pre-service Teachers' Knowledge and Reflections About the Reading Process
Maryanne R. Bednar, La Salle University

FACILITATOR: Thomas A. Caron, SUNY at Plattsburgh

- 37.6 **Conversation with Madeleine Grumet**
Madeleine R. Grumet, Brooklyn College, CUNY

Join our keynote speaker for an informal workshop on Bitter Milk: Women and Teaching.

Thursday, December 5, 1991

8:30 - 9:50 A.M.

MADERA

38 SYMPOSIUM

Literacy Assessment: The U.S. Experience with the IEA Reading Literacy Study

CO-CHAIRS: David Bayless, Nadir Atash, Westat, Inc.

Part 1 - Developing Instruments and Analysis Plans

The U.S. Perspective on the IEA Reading Literacy Study: Developing the Instruments
Marilyn R. Binkley, NCES

Whole Language, Testing, and the Reading Process: Not All Readings are Equal
Jerome C. Harste, Indiana University

Writing Bias and Scoring of Constructed Response Items on the International Reading Literacy Study: Correlation or Causation?
Barbara A. Kapinus, Maryland State Department of Education

DISCUSSANT: Alan Farstrup, International Reading Association

Part 2 - The Impact of Family, Teacher and Instructional Supervision on Reading Performance in the United States

Families and Reading
Trevor Williams, Westat, Inc.

Instructional Leadership and Reading Achievement
Trika Smith-Burke, New York University

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

8:30 - 9:50 A.M.

PASADENA

39 SYMPOSIUM

Affective Dimensions of Literacy and Literacy Instruction

CHAIR: Jon Shapiro, University of British Columbia

Affective Factors and Reading Programs
Jon Shapiro, University of British Columbia

Teachers' and Students' Attitudes Toward Writing: Is There a Match?
Sally E. Lipa, SUNY at Geneseo, Rebecca P. Harlin, SUNY College at Buffalo

Locus of Control and Motivation for Reading
Patricia Whitney, University of British Columbia

DISCUSSANT: Donald J. Leu, Syracuse University

Thursday, December 5, 1991

8:30 - 9:50 A.M.

MOJAVE

40 SYMPOSIUM

The Socio-Cultural Construction of Literacy: Teacher as Cultural Mediator

CHAIR: Patricia Tefft Cousin, California State University at San Bernardino

Explaining the Construct: Teacher as Cultural Mediator

Esteban Diaz, California State University at San Bernardino

The Sociopsychogenesis of Children's Literacy Knowledge

Barbara Marie Flores, California State University at San Bernardino

One Teacher, One Student: A Case Study of Cultural Mediation in a Junior High English Class

Patricia Tefft Cousin, California State University at San Bernardino

DISCUSSANT: Luis Moll, University of Arizona

8:30 - 9:50 A.M.

ANDREAS

41 PAPER SESSION

Emergent Literacy: Language Concepts and Developmental Models

CHAIR: Ellen S. Jampole, SUNY at Cortland

Toward a Model of the Development of Reader Resources in the Emergence and Acquisition of Literacy Skills

Sara Ann Beach, University of California at Riverside

Development of "Word" in Young Children's Writing

Beth Roberts Spencer, Agnes Scott College

The Language Concepts that Low- and Middle-Class Four-Year-Olds Bring to Preschool

Susan Smith Robinson, Rhonda L. Dixon, Drake University

8:30 - 9:50 A.M.

PUEBLO

42 SYMPOSIUM

Breaking With Tradition: A Collaborative Transformation of Early Literacy Contexts in Special Education

CHAIR: Carol Sue Englert, Michigan State University

Breaking with Tradition: A Case Analysis of the Transformation of an Early Literacy Context in Special Education

Troy Mariage, Fenice Boyd, Art Garmon, Carol Sue Englert, Michigan State University

Activity, Talk, and Text in an Evolving Literate Community: The Case of Nicholas

Troy Mariage, Michigan State University

Teachers and Researchers in Collaborative Contexts: A Developing Intersubjectivity

Taffy E. Raphael, Kathi Tarrant, Michigan State University

A Sociocultural Perspective in Early Literacy Instruction: A Theoretical Framework

James R. Gavelek, Michigan State University

Thursday, December 5, 1991

8:30 - 9:50 A.M.

CHINO

43 SYMPOSIUM

The Status of Post-Secondary Study Strategy Research

CHAIR: Sherrie L. Nist, University of Georgia

Social Issues in the History of College Reading
Monica Wyatt, University of Georgia

A Methodological Analysis of Post-Secondary Study Strategy Research
Pamela J. Dunston, J. Yvette McWhorter, Virginia Phares, University of Georgia

Research Designs and Statistical Methods Used in Post-Secondary Strategy Research: What They Show and What They Don't
Sherrie L. Nist, University of Georgia, Donna L. Mealey, Louisiana State University

Trends in Post-Secondary Strategy Research: Where We Are and Where We Need to Focus Our Future Efforts
Michele L. Simpson, University of Georgia

DISCUSSANT: Sharon Pugh, University of Indiana

8:30 - 9:50 A.M.

SIERRA/VENTURA

44 ALTERNATIVE FORMAT

Meta-analysis of Instructional Intervention Studies from Reading Education to Overcome Misconceptions in Science: Findings and Reactions

CHAIR: Lyndon W. Searfoss, Arizona State University

PRESENTER: Barbara Guzzetti, Arizona State University

PANELISTS: Janice Dole, University of Utah, Christine J. Gordon, University of Calgary, Cynthia Hynd, Georgia State University, Katherine Maria, College of New Rochelle, Nancy Marshall, Florida International University, Jeanne Swafford, Texas Tech University

A 40-minute panel discussion and question/answer period involving the audience will follow Guzzetti's summary of the results of this meta-analysis.

9:50 - 10:10 A.M.

BALLROOM FOYER

Break

10:10 - 11:30 A.M.

GRAND BALLROOM

45 SECOND PLENARY SESSION

CHAIR: Robert J. Tierney, Ohio State University

Keynote Address

SPEAKER: Jerrie Cobb Scott, Central State University

TITLE: Deficit Theories, Ethnic Dialects, and Literacy Research: When and Why Recycling is Not Cost Efficient

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

BALLROOM FOYER

Lunch (Cash Buffet)

12:00 P.M.

BALLROOM FOYER

BIRDS OF A FEATHER

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

Thursday, December 5, 1991

12:50 - 1:25 P.M.

CATALINA

46 ROUND TABLE

CHAIR: Donald J. Richgels, Northern Illinois University

- 46.1 **A Critical Review of Newer State and National Evaluations: Do They Measure Up as Classroom Assessments?**
Karen June Brauer, University of Colorado at Boulder
- 46.2 **The Impact of Writing and Language System Characteristics on the Reading Process**
Helena - Fivi Chitiri, Dale M. Willows, Ontario Institute for Studies in Education
- 46.3 **Literacy Instruction Affecting Students' Perceptions and Performance of the Task**
Carole Janisch, University of Illinois at Urbana-Champaign
- 46.4 **Whole Language Theory and Practice: The Instructional Decisions Teachers Make in Their Classrooms**
Sara Arnett Henry, Marjorie Youmans Lipson, University of Vermont
- 46.5 **Effects of Domain and Topic Knowledge on Interestingness and Recall**
Patricia A. Alexander, Texas A&M University, Jonna M. Kulikowich, University of Connecticut, Sharon K. Schulze, Texas A&M University
- 46.6 **Six Case Studies of Adult Learners in an Innovative Literacy Program**
Renee K. Weisberg, Beaver College

1:35 - 2:10 P.M.

CATALINA

47 ROUND TABLE

CHAIR: Donald J. Richgels, Northern Illinois University

- 47.1 **Report Cards in Literacy Evaluation: Teachers' Training, Practices, and Values**
Peter Afflerbach, Rebecca Bell Sammons, University of Maryland at College Park
- 47.2 **Word Recognition Processes of First and Second Language Readers of Chinese**
Yilin Sun, Dale M. Willows, Ontario Institute for Studies in Education
- 47.3 **Exploring Preservice Teachers' Beliefs, Knowledge and Practices**
Charles K. Kinzer, Dale D. Yount, Vanderbilt University
- 47.4 **Becoming an Independent Reader: Self-selected Texts and Literacy Events in a Whole Language Classroom**
Mary Jo Fresch, Ohio State University
- 47.5 **Dimensions of Implicit Knowledge**
Diane Lemonnier Schallert, Karalee S. Johnson, University of Texas at Austin

12:50 - 2:10 P.M.

MADERA

48 PAPER SESSION

Beliefs/Affective Issues in Reading and Writing Instruction

CHAIR: Lynne A. Smith, Northern Kentucky University

Secondary and Post-Secondary Learning Disabled Students' Beliefs About Reading and Content Area Texts
David J. Scanlon, University of Arizona, Margaret A. Gallego, Michigan State University

First Graders' Intrinsic Motivation for Literacy in Basal Instruction and Whole Language Classrooms
Julianne C. Turner, University of Michigan

Whole Language Versus Traditional Reading Instruction: Relative Effects on Reading Attitudes
Michael C. McKenna, Beverly D. Stratton, Stephen Jenkins, Georgia Southern University, Paulette Barrett, Carolyn Brantley, Treutlen County Schools, Sylvia Prosser, Elna Strickland, Bulloch County Schools

No Smoking in Any Session

Thursday, December 5, 1991

12:50 - 2:10 P.M.

PASADENA

49 SYMPOSIUM

Middle School Students and Teachers: The Effects of Organizational Structures and Instructional Practices on Literacy Development

CHAIR: Nancy J. Farnan, San Diego State University

Curriculum Integration at the Middle Level

Nancy J. Farnan, James Flood, Diane Lapp, San Diego State University

Middle Level Students' Use of Imagery in Developing Meaning in Expository Texts

Nancy Lynn Williams, Karen D. Wood, University of North Carolina at Charlotte, Bonnie C. Konopak, Louisiana State University

Outcomes of Response Based Instruction at the Middle Level

Nancy J. Farnan, San Diego State University, Patricia R. Kelly, California State University at San Bernardino

DISCUSSANTS: Donna Ogle, National-Louis University, Sharon O'Neal, Texas Education Agency

12:50 - 2:10 P.M.

MOJAVE

50 SYMPOSIUM

Non-Alphabetic Orthographies: Their Place in the Modern World

CHAIR: Kenneth S. Goodman, University of Arizona

Why We Choose to Write the Way We Do in China

Di Shen, University of Arizona

Chinese Print Awareness in Taiwanese Preschool Children

Lianju Lee, University of Arizona

Functions of Non-Alphabetic Writing in Alphabetic Cultures: A Matter of Semiotics

Kenneth S. Goodman, University of Arizona

DISCUSSANT: Yetta M. Goodman, University of Arizona

12:50 - 2:10 P.M.

ANDREAS

51 PAPER SESSION

Teachers' Beliefs About Literacy Instruction

CHAIR: Martha Rapp Ruddell, Sonoma State University

A Narrative Analysis of the Theory Building of Three Preservice Literacy Teachers

James Robert White, University of South Carolina

Theoretical Themes Across a Constructivist Staff Development Process

Patricia Anders, Candace S. Bos, University of Arizona

Empowerment in Reading Instruction: Who Has It? How Do You Get It? What Do You Do With It?

Mary Alice Barksdale-Ladd, Karen F. Thomas, West Virginia University

Thursday, December 5, 1991

12:50 - 2:10 P.M.

PUEBLO

52 SYMPOSIUM

The Development of Reading in the Uncommonly Taught Languages

CHAIR: Charles Robertson, United States Air Force Academy

Chinese Character Recognition Among L2 Learners: Do Characters in Combination Facilitate Recognition?

Michael Everson, United States Air Force Academy

Phonological Encoding and Visual Processes in Word Recognition Among L2 Learners of Arabic

Salim A. Khaldieh, University of Michigan

Effect of Relational Deletion in Japanese Text

Yoshiko Saito, University of Texas at Austin

DISCUSSANT: Eleni Kokkino, University of Illinois at Chicago

12:50 - 2:10 P.M.

CHINO

53 SYMPOSIUM

Project MILE: A District Wide Staff Development Program for Effecting Long Term Change in Literacy Education

CHAIR: Jeannie L. Steele, University of Northern Iowa

Project MILE: An Overview of the Moline Improvement in Literacy Education Program

Jeannie L. Steele, University of Northern Iowa

Project MILE: Evaluating Efficacy and Assessing Generalizability

Kurt Meredith, University of Iowa

Project MILE: Perspectives of a Teacher Leader Cadre Member

Patricia Steele, Moline School District #40

Project Mile: Coordinating District Wide Change in Language Learning

Keith Erickson, Moline School District #40

DISCUSSANT: Rosary Lalik, Virginia Polytechnic Institute

12:50 - 2:10 P.M.

SIERRA/VENTURA

54 ALTERNATIVE FORMAT

Reinventing Roles for Researchers and Researched: Issues in Investigating Race, Class, and Gender in Urban Classrooms

CHAIR: Susan L. Lytle, University of Pennsylvania

PRESENTERS: Alisa Belzer, Center for Literacy, Shirley Brown, Comprehensive Services for School Age Parents, School District of Philadelphia, Judy Buchanan, Powel School, School District of Philadelphia, Judy Cohen, University of Pennsylvania, Robert Fecho, Simon Gratz High School, School District of Philadelphia, Deborah Jumpp, Jones Middle School, School District of Philadelphia, Rebecca Reumann, Germantown Women's Education Project, Philadelphia, Kathy Schultz, University of Pennsylvania

This session will identify issues related to teacher research in urban classrooms and provide brief vignettes of research in progress. Presenters will engage the audience in small group analysis of one of the studies in progress. Issues raised in the small groups will become part of a whole group discussion.

Thursday, December 5, 1991

1:00 - 2:30 P.M.

CABERNET

AD HOC COMMITTEE ON ETHICS MEETING

CHAIR: Marjorie Siegel, University of Rochester

2:20 - 2:55 P.M.

CATALINA

55 ROUND TABLE

CHAIR: Thomas A. Caron, SUNY at Plattsburgh

- 55.1 **Restructuring Literacy Methods Courses: An Examination of Differences in Preservice Teacher Conceptions and (Mis)Conceptions About Literacy Instruction**
Kathleen L. Fear, Albion College
- 55.2 **Reading Resource Teachers as Staff Developers in Urban Schools**
Jeanne H. Chaney, National-Louis University
- 55.3 **Representing Change in a Collaborative Language Arts Study Group**
Alice Boljonis, SUNY College at Oswego, Kathleen A. Hinchman, Syracuse University, Jane Woodward, Ellen Molinari, Richard Tabor, Cynthia Hawkins, Marcellus Central Schools
- 55.4 **Effects of Advance Organizers on Text Recall by Poor Readers**
Mary Alice Barksdale-Ladd, Steven D. Rinehart, West Virginia University
- 55.5 **Readers' Responses to Literature Through Journal Writing**
Joanne M. Golden, University of Delaware, Elaine Handloff, H.B. Dupont Middle School

3:05 - 3:40 P.M.

CATALINA

56 ROUND TABLE

CHAIR: Thomas A. Caron, SUNY at Plattsburgh

- 56.1 **Student Literacy Corps: Catalyst for Student, Teacher, and Institutional Change**
Peter A. Dewitz, David Lancy, Christi Bergin, Judie Humberger, University of Toledo
- 56.2 **Teachers Working With Teachers: Describing Change in Content Area Instruction**
Sarah H. Martin, Michael A. Martin, Eastern Michigan University
- 56.3 **From Pull-out Programs to Colleague Collaboration: One Reading Teacher's Quiet Revolution**
Jerome A. Niles, Rosary Lalik, Virginia Polytechnic Institute, Shirley Boone, Margaret Moles, Oak Grove Elementary School
- 56.4 **Analogies as Sources of Interference to Learning from Texts with Study Guides**
Monica Wyatt, David A. Hayes, John Mark Ponder, University of Georgia
- 56.5 **Fostering Book Discussion in Elementary Classrooms Through Response Logs and a Response Framework**
Nancy L. Roser, James V. Hoffman, Jennifer Battle, Joan Tornow, University of Texas at Austin, Miriam Martinez, University of Texas at San Antonio

Thursday, December 5, 1991

2:20 - 3:40 P.M.

MADERA

57 SYMPOSIUM

Affective and Cognitive Dimensions of the Process of Response

CHAIR: Elfrieda H. Hiebert, University of Colorado at Boulder

A Social Constructivist Perspective on Reader Response

James R. Gavelek, Michigan State University

Affective and Cognitive Purposes of Response Groups: A Qualitative Analysis of Elementary Readers' Response

Taffy E. Raphael, Michigan State University

Book Club Discussions: Case Studies of Three 5th Grade Students' Constructing the Meaning of Literary Texts

Susan I. McMahon, University of Wisconsin at Madison

Non-Traditional Learners' Written and Dialogic Response to Literature

Ginny Goatley, Michigan State University

DISCUSSANT: Robert J. Tierney, Ohio State University

2:20 - 3:40 P.M.

PASADENA

58 SYMPOSIUM

Addressing the Literacy Needs of At-Risk Learners in Three Different Contexts

CHAIR: Cathleen Rafferty, Central Michigan University

Increasing Learning for Understanding for Elementary At-Risk ESL Students

Laura R. Roehler, Michigan State University

Writing Instruction for Urban, At-Risk Middle School Students

Mark Conley, Linda Patriarca, Michigan State University, Pamela Nagy, Patti Wagner, Holmes Middle School

Developing a Reading/Writing Curriculum for At-Risk High School Students

Cathleen Rafferty, Central Michigan University, Pamela Klimenko, Holt High School

DISCUSSANT: David W. Moore, Arizona State University-West

2:20 - 3:40 P.M.

MOJAVE

59 PAPER SESSION

Content Reading: Teachers, Beliefs, and Practices

CHAIR: John Readence, University of North Carolina at Greensboro

An Examination of Content Teachers' Beliefs and Instructional Choices and Their Actual Planning and Practices

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

Directed Reading Strategies and How Secondary Preservice Teachers Decide They Are Unnecessary: Exploring the Effects of Personal Histories

Diane Holt-Reynolds, Michigan State University

A Case Study of Three Preservice Teachers' Beliefs About Content Area Reading Through the Window of Student-Professor Dialogue Journals

Thomas W. Bean, Jan Zulich, University of Hawaii at Hilo

Thursday, December 5, 1991

2:20 - 3:40 P.M.

ANDREAS

60 PAPER SESSION

Student Perspectives

CHAIR: Carolyn Neal Hedley, Fordham University

The Variable Contexts of Classroom Writing: Children's and Teachers' Perspectives
Sally Hudson-Ross, University of Georgia

An Ethnographic Study of What It Means to be a Good Reader
Patricia Anne Brannon, Diana Scott, Florida State University

The Developing Reading Perceptions of Urban Second Graders: Changes As Children Grow in Competence as Readers
Elizabeth G. Sturtevant, Wayne M. Linek, Nancy Padak, Timothy V. Rasinski, Kent State University

2:20 - 3:40 P.M.

PUEBLO

61 SYMPOSIUM

Breaking, Making and Inventing Literate Conventions in the Professions

CHAIR: Cheryl Geisler, Rensselaer Polytechnic Institute

How Scientists Read "Unscientific" Prose
Davida Charney, Pennsylvania State University

How Design Engineers Write About the Material World
Cheryl Geisler, Rensselaer Polytechnic Institute

How Agency and Proof Index Professionalization in Scientific Prose
Ann Penrose, North Carolina State University

DISCUSSANT: Charles Bazerman, Georgia Institute of Technology

2:20 - 3:40 P.M.

CHINO

62 PAPER SESSION

Phonemic Awareness

CHAIR: Victor L. Willson, Texas A&M University

Positioning Word and Phoneme Awareness: The Course of Development and Its Relationship to Instructional Method
Laurie J. Nelson, James Madison University

The Role of Phonemic Awareness and Other Cognitive Factors in Simultaneous Onset of Reading in Two Orthographies
Esther Geva, Ontario Institute for Studies in Education

Components of Phonological Awareness
Lois G. Dreyer, Columbia University, Leonard Katz, University of Connecticut

Thursday, December 5, 1991

2:20 - 3:40 P.M.

SIERRA/VENTURA

63 ALTERNATIVE FORMAT

Literacy Assessment as Political Agenda

CHAIR: Diane Stephens, University of Illinois at Urbana-Champaign

PRESENTERS: Diane Stephens, P. David Pearson, Colleen P. Gilrane, University of Illinois at Urbana-Champaign, Jane Hansen, University of New Hampshire

DISCUSSANT: Peter Johnston, SUNY at Albany

After the presenters have shared findings from two very different perspectives on assessment, Johnston will engage the audience in addressing the political and ethical issues that emerge from case study research on assessment.

2:30 - 3:40 P.M.

CABERNET

AD HOC COMMITTEE ON MULTICULTURAL ISSUES MEETING

CO-CHAIRS: Margaret Gallego, Michigan State University, Kathryn Au, Kamehameha Schools

3:50 - 4:25 P.M.

CATALINA

64 ROUND TABLE

CHAIR: Judith Entes, Baruch College

- 64.1 **Children's Cognitive and Affective Strategies for Selecting Books: A Labyrinth Unexplored**
D. Ray Reutzell, Debra Stahle, Paul M. Hollingsworth, Brigham Young University
- 64.2 **Parents' Perceptions of Reading Instruction: An Exploratory Study**
Barbara Johnson, National-Louis University, Sandra Fox, Lake Forest College, Cathryn Wimett, National-Louis University
- 64.3 **A Descriptive Study of Beginning Reading Instruction in Literature-Based Classrooms**
Donna W. Emery, California State University at Northridge
- 64.4 **Shared Reading and Rereading of Story Books in Head Start Classrooms**
Charles A. Elster, Carolyn Walker, Purdue University
- 64.5 **Tales of Two Cultures: The Nature of University-School Collaborative Literacy Projects**
Eileen W. Ball, Norma Lopez-Reyna, Victoria Chou Hare, University of Illinois at Chicago

Thursday, December 5, 1991

4:35 - 5:10 P.M.

CATALINA

65 ROUND TABLE

CHAIR: Judith Entes, Baruch College

- 65.1 **Education and the Social Construction of Affect: The Role of Teacher-Mediated Discourse in Children's Affective Response to Text**
James R. Gavelek, Stephen A. Swidler, Michigan State University
- 65.2 **What Teachers Think About Involving Parents in Literacy Instruction**
Wayne M. Linek, John Carroll University, Timothy V. Rasinsky, Kent State University
- 65.3 **A Five-Month Exploration of Teacher and Student Roles in 4th Grade Peer Discussions About Literature: Who Imports the New Thinking in These Groups?**
John F. O'Flahavan, University of Maryland, Carole Stein, Fairfax County Public Schools
- 65.4 **Teachers' Knowledge of Children's Literature**
Susan P. Moskow, University of South Carolina at Salkehatchie, Martha H. Barry, Linda Randolph, University of South Carolina at Aiken, Michaleen P. Peck, University of South Carolina
- 65.5 **Comparative Reading: Use and Misuse of Cross-National Research**
Norman A. Stahl, Northern Illinois University, Bonnie C. Higginson, Murray State University, James R. King, University of South Florida

3:50 - 5:10 P.M.

MADERA

66 PAPER SESSION

Text Characteristics

CHAIR: Ann Pace, University of Missouri at Kansas City

Which Differences in Text Design Affect Comprehensibility of Expository Texts?

Marilyn J. Chambliss, Melissa Mary Beretz, Robert C. Calfee, Stanford University

Relationships Between Comprehensibility, Concreteness, Interest, and Familiarity in Reading History Text: Theoretical and Text Revision Implications

Mark Sadoski, Ernest T. Goetz, Joyce B. Fritz, Texas A&M University

An Analysis of the Literature Base for Reading Selections Included in Current Basal Reading Programs

Carol J. Hopkins, Purdue University, Maribeth Cassidy Schmitt, DePauw University

3:50 - 5:10 P.M.

PASADENA

67 PAPER SESSION

Portfolio Assessment

CHAIR: Ileana Seda, Pennsylvania State University

Portfolios: From Mandate to Implementation

Mary F. Roe, University of Delaware

The Influence of Portfolio Assessment on Classroom Instruction in Elementary Literacy

Kenneth P. Wolf, Stanford University

Portfolio Assessment: Diagnostic Implications

Sally E. Lipa, SUNY at Geneseo, Rebecca P. Harlin, Stephen Phelps, SUNY College at Buffalo

Thursday, December 5, 1991

3:50 - 5:10 P.M.

MOJAVE

68 SYMPOSIUM

Literacy Behaviors and Perceptions of Children Participating in Integrated Language Arts Instructional Contexts

CHAIR: Lesley Mandel Morrow, Rutgers University

Peer as Literacy Informant: Collaborative Experiences in a Preschool Integrated Language Arts Program
Susan B. Neuman, Temple University, Kathy Roskos, John Carroll University

Social Interactions and Collaborative Learning During Independent Reading and Writing Periods in an Integrated Language Arts Program
Lesley Mandel Morrow, Evelyn Sharkey, Rutgers University

Young Children's Perceptions of Reading and Writing in Integrated Language Arts and Conventional Programs
Linda B. Gambrell, Barbara Palmer, University of Maryland

DISCUSSANT: Lyndon Walter Searfoss, Arizona State University

3:50 - 5:10 P.M.

ANDREAS

69 PAPER SESSION

Students with Severe Reading Disabilities

CHAIR: Robert Pritchard, California State University at Fresno

Working With Our Most Severe Reading Disability Cases: A Strategy for Teaching Nonreaders
Sandra McCormick, Ohio State University

Specific Processing Difficulties in Developmental Reading Disability
Catherine Reta Watson, Ontario Institute for Studies in Education, University of Toronto

Phonological and Orthographic Reading Disability
Donna R. Recht, Jo Anne Caldwell, Cardinal Stritch College, Robert Newby, Medical College of Wisconsin

3:50 - 5:10 P.M.

PUEBLO

70 SYMPOSIUM

Restructuring Literacy Programs for At-Risk Students Through School/University Collaboration

CHAIR: R. Bert Crossland, University of North Texas

Revising Literacy Instruction: Teachers, Administrators and Teacher Educators Collaborating to Meet the Needs of Special Populations
Robert J. Nistler, University of North Texas

School/University Collaboration as a Means for Change in Elementary Classroom Practices
Grace M. Shepperson, University of North Texas

University and Middle-School Teachers Working Together: An Emerging Framework for Collaboration
Kathleen A. Copeland, Georgia Earnest Garcia, Carole Janisch, University of Illinois at Urbana-Champaign

DISCUSSANT: Patricia Edwards, Michigan State University

Thursday, December 5, 1991

3:50 - 5:10 P.M.

CHINO

71 PAPER SESSION

Comparing Whole Language and Traditional Classrooms: Assessment Issues

CHAIR: Barbara J. Frye, University of South Florida

Literacy In Whole Language and Traditional Kindergartens: The Response of Teachers, Parents, and Students
Karen F. Thomas, Mary Alice Barksdale-Ladd, Deborah D. Moore, West Virginia University

Shrugging Off the Dark Habit of Holy Language: From Practice to Theory
Heather E.B. Brunjes, University of Utah

Standardized Tests as Measures of Achievement in Whole Language Programs: A Question of Validity
Richard D. McCallum, St. Mary's College of California, Robert F. Whitlow, Hayward Unified School District, Steven Moore, University of California at Berkeley

3:50 - 5:10 P.M.

SIERRA/VENTURA

72 ALTERNATIVE FORMAT

Are We Living in the Late Age of Print? A Discussion of Computers, Hypertexts, Literary Criticism, and the History of Writing

CHAIR: David Reinking, University of Georgia

PRESENTER: Jay David Bolter, University of North Carolina

PANELISTS: Richard Beach, University of Minnesota, Rand Spiro, University of Illinois at Urbana-Champaign, Nancy Spivey, Carnegie-Mellon University

Drawing on his background in classical studies, Bolter will argue that the computer is dramatically changing the way we record, present, and organize information, as well as some of our commonly held notions about reading and writing. Following a panel response to Bolter's talk, the audience will have ample opportunity to interact in small interest groups led by panelists.

4:30 - 6:00 P.M.

CABERNET

POLICY AND LEGISLATIVE COMMITTEE MEETING

CHAIR: Barbara Kapinus, Maryland State Department of Education

5:10 - 6:30 P.M.

MADERA & PASADENA

TOWN MEETING

FACILITATORS: James Hoffman, University of Texas at Austin, Rosary Lalik, Virginia Polytechnic Institute, and P. David Pearson, University of Illinois at Urbana-Champaign

The Town Meeting is open to all NRC members. Please attend and join in the free-flowing exchange of ideas on the National Reading Conference -- its goals, organization, needs, and future directions.

Thursday, December 5, 1991

6:30 - 7:30 P.M.

BALLROOM FOYER

BIRDS OF A FEATHER

Interest Groups

Social Context

Sarah McCarthy, Michigan State University

At Risk Readers

Cathleen Rafferty, Central Michigan University

Portfolios

Judythe Patberg, University of Toledo

Whole Language

Susan Neuman, Temple University, Kathy Roskos, John Carroll University

Teacher/Researcher Collaboration

Robert Nistler, University of North Texas

Foreign Language

Victoria Berkemeyer, Ohio State University

Emergent Literacy

Carol Peterman, Portland State University

Comprehension Instruction

Patricia Koskinen, University of Maryland

Vocabulary

Bonnie Konopak, Louisiana State University

Teachers' Beliefs and Practices

Tom Bean, University of Hawaii at Hilo

Affective Dimension

Jon Shapiro, University of British Columbia

8:00 - 9:00 P.M.

PRESIDENTIAL SUITE

Reception for Graduate Students

9:00 - MIDNIGHT

BALLROOM FOYER

VITAL ISSUES

Friday, December 6, 1991

7:15 A.M.

TBA BY CHAIR

AD HOC COMMITTEE ON TECHNOLOGY MEETING

CHAIR: David Reinking, University of Georgia

7:45 - 9:00 A.M.

BALLROOM FOYER

Breakfast (Cash Buffet)

No Smoking in Any Session

Friday, December 6, 1991

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

Registration

BALLROOM FOYER

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

The reading room will be open

CACTUS

9:00 A.M. - 5:00 P.M.

Research Workshops (See page 2 for schedule)

CABERNET

8:30 - 9:50 A.M.

73 ALTERNATIVE FORMAT

CHAIR: Ann Hall, Southwest Texas State University

- 73.1 **Conversation with Jerrie Cobb Scott**
Jerrie Cobb Scott, Central State University

Join our keynote speaker for an informal question-and-answer session on "Deficit Theories, Ethnic Dialects, and Literacy Research."

- 73.2 **Evaluating Language Development: A Framework and Assessment Instruments**
Mary Elizabeth Rosser, Queensland University of Technology, Colette Joy La Frantz, McDowall State School, Arthur Kenneth Albion, Educational Consultant

- 73.3 **Word Reading and Spelling Practice Intertwined: Do Beginners Benefit?**
Linnea C. Ehri, University of California at Davis

FACILITATOR: William Rupley, Texas A&M University

- 73.4 **Beyond the Numbers Game: Toward a Proficiency Analysis of Readers' Think Alouds**
Thomas H. Estes, University of Virginia, Julie J. Estes, Albermarle County School System, Herbert C. Richards, University of Virginia

CATALINA

8:30 - 9:50 A.M.

74 PAPER SESSION

Strategy Use and Comprehension Processes

CHAIR: Susan L. Strode, University of Missouri at Kansas City

The Relations Among Subjects' Perception of Strategy Use, On-Line Measures of Strategy Use, and Learning
Kathleen J. Brown, Ralph E. Reynolds, Rene Stofflett, University of Utah

Strategies Used By Social Scientists Reading in Their Areas of Expertise
Michael Pressley, Pamela Beard El-Dinary, Shelly Stein, David Wyatt, Peter Evans, and Rachel Brown, University of Maryland

Exploring the Relationships Among Reading Strategies, Comprehension, and Performance in a Specific Domain: The Case of Law
Dorothy Deegan, New York University

MADERA

Friday, December 6, 1991

8:30 - 9:50 A.M.

PASADENA

75 SYMPOSIUM

A Study of the Content and Curricular Validity of the 1992 NAEP in Reading

CHAIR: Jean Osborn, University of Illinois at Urbana-Champaign

Description of Study Commissioned by the National Academy of Education

Jean Osborn, University of Illinois at Urbana-Champaign

Key Points from a Report on the Content and Curricular Validity of the 1992 NAEP in Reading

Bertram Bruce, University of Illinois at Urbana-Champaign

Results of a Survey Questionnaire Based on the Content of the Reading Framework

Michelle Commeyras, University of Georgia

DISCUSSANT: Isabel L. Beck, University of Pittsburgh

8:30 - 9:50 A.M.

MOJAVE

76 PAPER SESSION

Computers and Technology

CHAIR: Jay S. Blanchard, Arizona State University

The Effects of Mandatory Review on Reading Strategies

James Michael Pickle, David Reinking, University of Georgia

The Impact of a Metacognitive Writing Computer Tool on Classroom Learning Environment, Student Perceptions and Writing Ability

Karen S. Evans, University of Arizona

Cultural Diversity Through Telecommunication: A Vehicle for Critical Self Reflection

Margaret A. Gallego, Margaret Malenka, Francisco A. Villaruel, Michigan State University

8:30 - 9:50 A.M.

ANDREAS

77 PAPER SESSION

Emergent Literacy Practices: At Home and at School

CHAIR: Rosemary Barone Lonberger, SUNY College at Buffalo

A Study of the Effects of Repeated Readings of Text on the Comprehending Processes of First Grade Children

Billie J. Askew, Texas Woman's University

Bridging the Gap Between Home and School Around Sharing Time

Patricia Edwards, Michigan State University, Diedra A. Boles, Nadine L. Dunham, Kendon Elementary School, Deborah L. Harris, Michigan State University

Consistency and Fluctuations in Emergent Readings by Low Income Preschoolers

Charles A. Elster, Purdue University

Friday, December 6, 1991

8:30 - 9:50 A.M.

PUEBLO

78 SYMPOSIUM

Multiple Perspectives on a Qualitative Study of Motivation in a Whole Language Classroom: Student Co-Researcher, Classroom Teacher and Researcher

CHAIR: Penny Oldfather, University of Georgia

The Researcher's Perspective: Honored Voice and The Continuing Impulse to Learn
Penny Oldfather, University of Georgia

The Classroom Teacher's Perspective: A Classroom Teacher Hearing and Being Heard
Sally Thomas, Claremont Graduate School

Student Co-Researchers' Perspectives
Paul Rodriguez, Lily Schwimmer, Abigail Banks, Florencia Garcia, John Kilgore, Brian Peterson, Andrew Merseeth; Alternatives:
Marcel Tijoe and Nicole Grannis, Claremont Unified School District

DISCUSSANT: JoBeth Allen, University of Georgia

8:30 - 9:50 A.M.

CHINO

79 SYMPOSIUM

Literacy and Schooling: Examining the Socio-Political Contexts of Literacy Acquisition

CHAIR: Carolyn P. Panofsky, Rhode Island College

Ideology, "Context," and the Study of Parent-Child Book Reading
Carolyn P. Panofsky, Rhode Island College

Teaching the First Two R's: "Schooled Literacy" as an Ideological Construct
Rebecca Gaeth Eller, Kentucky State University

Literature, Literacy and Resistance to Cultural Domination
Linda A. Spears-Bunton, Kentucky State University

DISCUSSANT: Ira Blake, Columbia University, Teachers College

8:30 - 9:50 A.M.

SIERRA/VENTURA

80 ALTERNATIVE FORMAT

Beyond the Lines: A Referendum on Educational Reforms -- From the Classroom to the U.S. Department of Education

ORGANIZER: Anthony V. Manzo, University of Missouri at Kansas City

The purpose of this session is to form a collective for generating professionally responsible reforms that are inventive and have the potential to impact literacy research and practice. Participants will be asked to react to sample reform proposals (generated earlier) and to vote on reforms generated during this session.

9:50 - 10:10 A.M.

BALLROOM FOYER

Break

Friday, December 6, 1991

10:10 - 11:30 A.M.

GRAND BALLROOM

81 THIRD PLENARY SESSION

CHAIR: Donna E. Alvermann, University of Georgia

Keynote Address

SPEAKER: Madeleine R. Grumet, Brooklyn College, CUNY

TITLE: Romantic Research: Why We Love to Read

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

BALLROOM FOYER

Lunch (Cash Buffet)

12:00 P.M.

BALLROOM FOYER

BIRDS OF A FEATHER

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

12:50 - 1:25 P.M.

CATALINA

82 ROUND TABLE

CHAIR: Susheela Varghese, National University of Singapore

- 82.1 **The Role of Action Research in Developing Reflective Preservice Teachers**
Kathryn S. Carr, Carol Danforth Mihalevich, Central Missouri State University
- 82.2 **The Function of Wait-Time Training in Fifth-Grade Peer Writing Conferences**
Roxanne Lee Henkin, National-Louis University
- 82.3 **Whole Language Kids Learn to Read and Write: But Can They Spell?**
Nancy P. Bertrand, Middle Tennessee State University, Carole F. Stice, Tennessee State University
- 82.4 **Effects of Summarization Training on the Reading Comprehension of Foreign Language Learners**
Wanda L. Cordero-Ponce, Albright College
- 82.5 **A Neural Network for Readability Analysis**
John Elliott McEneaney, Indiana University at South Bend

Friday, December 6, 1991

1:35 - 2:10 P.M.

CATALINA

83 ROUND TABLE

CHAIR: Susheela Varghese, National University of Singapore

- 83.1 **Computer Mediated Discourse: Electric Journaling and Reflective Practice**
Susan R. McIntyre, University of Wisconsin at Eau Claire
- 83.2 **An Analysis of Argumentative Writing at Four Grade Levels**
Ruth E. Knudson, University of California at Riverside
- 83.3 **Learning to Spell Through Writing: A Case Study**
Patricia J. Hagerty, University of Northern Colorado, Jennifer Partridge, Parr Elementary School
- 83.4 **Implementing and Developing a Writing Process Approach in a Mexican-American Literacy Project: A Struggle on Three Levels**
Margie Mulhern, Brett Elizabeth Blake, University of Illinois at Chicago
- 83.5 **Our Reading Forefathers: The Legacy of Thorndike, Gray, and Haggerty**
Arlette Ingram Willis, Ohio State University

12:50 - 2:10 P.M.

MADERA

84 PAPER SESSION

Reflective Teaching

CHAIR: Carolyn Colvin, University of Iowa

Making Sense of Literacy Instruction: The Perspectives of Preservice Teachers

Sandra J. Moore, Rosary Lalik, Virginia Polytechnic Institute

The Relationship Between Student Teachers' Reading Instructional Behaviors and Reflective Judgment

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

Critical Pedagogy as a Social Act: Literacy Professors Engaging in Reflective Teaching

Mary Robbins, Leslie Patterson, E. Bess Osburn, Philip Swicegood, Genevieve Brown, Joan Prouty, Hollis Lowery-Moore, Sam Houston State University

12:50 - 2:10 P.M.

PASADENA

85 SYMPOSIUM

Adult Literacy: Issues from Research and Practice

CHAIR: Vivian L. Gadsden, University of Pennsylvania

Adult Literacy: Issues from Research and Practice

Vivian L. Gadsden, University of Pennsylvania

Teacher Inquiry in Adult Literacy: Generating Knowledge from the Field

Susan L. Lytle, University of Pennsylvania

Evaluating Impacts of Workplace Literacy Programs

Larry J. Mikulecky, Indiana University

Adult and Children's Literacy Proficiency

Linda F. Winfield, Johns Hopkins University, Helen Weston-Fost, Temple University

DISCUSSANT: Daniel A. Wagner, University of Pennsylvania

Friday, December 6, 1991

12:50 - 2:10 P.M.

MOJAVE

86 SYMPOSIUM

Historical Traditions and Current Practices of Critical Literacy in an Inner-City Community

CHAIR: William McGinley, University of Michigan

Critical Literacy, Making Meaning, and the Study of Children's Reading and Writing
William McGinley, George A. Kamberelis, University of Michigan

Transformative Uses of Literacy Among African-Americans: An Historical Perspective
Shuaib Abdullah, University of Michigan

Other People's Words: The Social Construction of Voice Among Middle School Writers
George A. Kamberelis, William McGinley, University of Michigan

Family Uses of Literacy: A Critical Voice
Daniel Madigan, Bowling Green State University

DISCUSSANT: Violet Harris, University of Illinois at Urbana-Champaign

12:50 - 2:10 P.M.

ANDREAS

87 PAPER SESSION

Instructional Practices with Young Readers

CHAIR: Pamela Winsor, University of Lethbridge

Inner City Kindergartners' Story Schema Development in Three Different Programs
Lynne R. Putnam, George Washington University

The Effects of Genre, Visual Design Choices and Discourse Structure on Preschoolers' Responses to Picture Storybooks During Parent-Child Read-Alouds
Laura Smolkin, University of New Mexico, David B. Yaden, Betsy Hofius, Laurie Brown, University of Houston

Do Characters in Books Read?
Carol Elsholz, International Institute of Literacy Learning, Michael Sampson, Mary Beth Sampson, East Texas State University

12:50 - 2:10 P.M.

PUEBLO

88 PAPER SESSION

Factors Affecting Reading Comprehension

CHAIR: David M. Memory, Indiana State University

The Three Factors in Reading Ability: A Reanalysis of Cunningham, Stanovich, and Wilson
Ronald P. Carver, University of Missouri at Kansas City

Cultural and Developmental Influences on Comprehension of Stories from Different Cultures
Nancy Marshall, Florida International University

The Effect of Prediction Plus Composition Versus Prediction on the Listening Comprehension and Recall of First-Grade Students
Mary Francis Graham, Kathleen Wills, Arlington, Virginia Public Schools, Amy L. Maceachin, Marymount University

Friday, December 6, 1991

12:50 - 2:10 P.M.

CHINO

89 PAPER SESSION

Teacher Assessment and Teacher Effects

CHAIR: Maria G. Yon, University of North Carolina at Charlotte

Using Formative Assessment to Enhance Teacher Effectiveness

James R. Olson, Georgia State University

Evaluating Reading Instruction: Are Administrators Looking for the Right Things?

Beverly D. Stratton, Martha C. Grindler, John W. Miller, W. Steve Lang, Michael C. McKenna, Georgia Southern University

A Study of Knowledge Control Strategy Use by Influential and Noninfluential Teachers in Comprehension and Decoding Instruction

Robert B. Ruddell, University of California at Berkeley

12:50 - 3:40 P.M.

SIERRA/VENTURA

90 ALTERNATIVE FORMAT

Issues in Early Literacy Intervention

CHAIR: Barbara M. Taylor, University of Minnesota

PRESENTERS: Trika Smith-Burke, New York University, Elfrieda H. Hiebert, University of Colorado at Boulder, Barbara Taylor, University of Minnesota, Ruth Short, University of South Florida, Brenda Shearer, Osceola Elementary School, Wisconsin, Patricia M. Cunningham, Wake Forest University, Dorothy Hall, Clemmons Elementary School, North Carolina

DISCUSSANTS: Richard Allington, SUNY at Albany, William Teale, University of Texas at San Antonio

Brief presentations of research on implementing Reading Recovery (Smith-Burke), restructuring small group interventions in Chapter I setting (Hiebert), intervening early by regular classroom teachers (Taylor, Short, & Shearer), and using non-ability grouped instruction (Cunningham & Hall) will raise issues the two discussants will address. Ample time for audience participation is planned, with 10 minutes following each speaker and 20 minutes of audience/presenter interaction at the end of the session.

2:00 - 3:00 P.M.

CABERNET

Down-the-Rabbit-Hole (Part II) (See page 3 for schedule)

2:20 - 2:55 P.M.

CATALINA

91 ROUND TABLE

CHAIR: Catherine Dorsey-Gaines, Kean College of New Jersey

- 91.1 **CHANCE: A Strategy for Improving the Quality of Postsecondary Students' Self-Generated Questions and Its Effect on Recall of Text**
Jeanne Shay Schumm, Jane Sterk Gordon, Diane S. Haager, University of Miami
- 91.2 **Using Computers to Change Literacy Instruction and Improve Teacher Education**
Jamie M. Myers, Pennsylvania State University
- 91.3 **The Social Context for Language and Literacy Learning of Japanese/English Bilinguals**
C. Tane Akamatsu, Kazuyo Kawamura, Ayako Nozawa, Mako Sato, Yuko Tasaki, Michigan State University
- 91.4 **Effect of Kindergarten Literacy Intervention on Second Grade Reading Comprehension**
Linda M. Phillips, Stephen P. Norris, Memorial University of Newfoundland, Jana M. Mason, University of Illinois, Urbana-Champaign
- 91.5 **Standing Ground: A Pedagogical Drama in Literacy Contexture**
James R. King, University of South Florida, Mary Robbins, Sam Houston State University

Friday, December 6, 1991

3:05 - 3:40 P.M.

CATALINA

92 ROUND TABLE

CHAIR: Catherine Dorsey-Gaines, Kean College of New Jersey

- 92.1 **Learning Power: The Folklore of Adult Students' Learning and Literacy**
Caroline Beverstock, Indiana University
- 92.2 **Examining Constructs of Highlighting Using Two Modes: Paper Versus Computer**
Gary E. Rice, Louisiana State University
- 92.3 **Elementary Teachers' Views on the Role of Humor**
Jill A. Weiner, Connie A. Bridge, University of Kentucky
- 92.4 **The Semiotic Role of Pictures in Young Children's Learning the "Book Language" of Stories and Information Books**
Christine C. Pappas, University of Illinois at Chicago
- 92.5 **The Personality-Pedagogy Connection**
Greta Kallio Nagel, San Diego State University, Sharon Haddy, Azusa Pacific College

2:20 - 3:40 P.M.

MADERA

93 SYMPOSIUM

Restructuring Preservice and Inservice Literacy Education

CHAIR: Elaine Yates-Hendrix, California State University at Bakersfield

The Development of Beliefs About Teaching Reading During Professional Year Classes and Practica
Philip L. Brady, University of Alaska at Fairbanks

Restructuring a Preservice Literacy Methods Course: Issues, Dilemmas and Effects
Beth Ann Herrmann, University of South Carolina

Collaboration and Contemplation: Models for Successful Preservice Communications Methods Courses
Laura Smolkin, University of New Mexico

Restructuring Literacy Education: A Prototype of Curricular Reform
Elaine Yates-Hendrix, California State University at Bakersfield, Ritchie S. Kelley, Pennsylvania State University

DISCUSSANT: Keith Auger, University of New Mexico

Friday, December 6, 1991

2:20 - 3:40 P.M.

PASADENA

94 SYMPOSIUM

The Validation of Large Scale Reading Assessment: Building Tests for the 21st Century

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

The Infrastructure of the IGAP

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

The Infrastructure of the Constructing Meaning Component of the IGAP

Anne C. Stallman, University of Illinois

Effects of the Multiple Correct Answer Format

Michelle Commeyras, University of Georgia

The Validity and Reliability of the IGAP

Sheila Valencia, University of Washington

The Instructional Validity of the IGAP

Eunice A. Greer, Western Illinois University

DISCUSSANT: Karen Wixson, University of Michigan

2:20 - 3:40 P.M.

MOJAVE

95 PAPER SESSION

Vocabulary Acquisition and Development

CHAIR: James Martin-Rehrmann, Westfield State College

Effects of Word-Related Variables on Vocabulary Growth Through Repeated Read-Aloud Events

Cynthia B. Leung, John J. Pilulski, University of Delaware

Learning New Words While Listening to Stories: Does Anything Really Happen?

Thomas William Nicholson, University of Auckland, Barbara Whyte, University of Waikato

The Strategic Behaviors of Fourth and Fifth Grade Learners When Acquiring Word Meanings

Susan King Fullerton, University of Maryland

2:20 - 3:40 P.M.

ANDREAS

96 SYMPOSIUM

The Quest to Translate Research into Practice: Multiple Perspectives of a Collaborative Effort to Assist At-Risk Students

CHAIR: Russell M. Gersten, University of Oregon

Conceptual Framework and Major Research Findings

Russell M. Gersten, Leslie S. Zoref, University of Oregon

Two Case Studies

Janice Von Arx, Nanci Engle, San Diego Unified School District

A Teacher's Perspective on the Process

Eric Bennett, Julie Gilchrist, King Elementary School

DISCUSSANT: Jean Osborn, University of Illinois

Friday, December 6, 1991

2:20 - 3:40 P.M.

PUEBLO

97 PAPER SESSION

Text Characteristics and Comprehension

CHAIR: Anne A. McCourt-Lewis, University of Delaware

How Prior Knowledge and Text Coherence Can Interact to Affect Comprehension

Margaret G. McKeown, Isabel L. Beck, Gale M. Sinatra, Jane A. Loxterman, University of Pittsburgh

Learning Declarative Knowledge From Text: Expertise, Strategies, and Their Interaction

Duane F. Shell, University of Texas at Austin

The Effects of Headings on Comprehension and Text Search Behaviors

Rachel A. Grant, University of Maryland

2:20 - 3:40 P.M.

CHINO

98 PAPER SESSION

Classroom Practices

CHAIR: Keith Erickson, Moline School District #40

The Effects on Students' Attitudes Toward Reading When Discussion is Added to Sustained Silent Reading

Ellen R. Sallee, Southern Illinois University

A Descriptive Study of Comprehension Instruction in Literature-Based Classrooms

Donna W. Emery, California State University, Northridge

Reading in Secondary Classrooms

David W. Moore, Arizona State University-West

3:50 - 4:25 P.M.

CATALINA

99 ROUND TABLE

CHAIR: Jimmie Russell, Oklahoma Baptist University

- 99.1 **Preschoolers' Use of Macrostructure and Cohesive Harmony Macrostructure in Constructing Monologues**
Beverly E. Cox, Jeffrey V. Hoon, Purdue University
- 99.2 **Reading Assessment: A Longitudinal Study of Teacher Judgements and Achievement Tests**
Carol A. Hodges, SUNY College at Buffalo
- 99.3 **Students' Perceptions and Attitudes About Literacy: The Influence of Instructional Programs**
Mary C. Shake, University of Kentucky
- 99.4 **Experts and Novices: Beliefs, Perceptions, and Practices in Reading Instruction**
Rebecca A. Jones, Mary Alice Barksdale-Ladd, West Virginia University
- 99.5 **An Examination of "The Simple View of Reading"**
Lois G. Dreyer, Columbia University, Leonard Katz, University of Connecticut

Friday, December 6, 1991

4:35 - 5:10 P.M.

CATALINA

100 ROUND TABLE

CHAIR: Jimmie Russell, Oklahoma Baptist University

- 100.1 **How Does Your Garden Grow? The Conflict Between Kindergarten Teachers' Beliefs About Literacy Instruction and Classroom Practice**
Joyce A. Hieshima, Northeastern Illinois University
- 100.2 **Striking a Balance Between Natural Language Forms and Unrealistic Exam Items: A Consideration of Language Examining by the West African Exam Council**
Joseph Sunday Aliyu, Ahmadu Bello University
- 100.3 **How Do We Group When We No Longer Ability Group? An Action Research Project About New Reading Formats**
Greta Kallio Nagel, San Diego State University
- 100.4 **Assessing Parent Schemata for Traditional and Alternative Report Card Systems**
Marilyn M. Ohlhausen, University of Nevada at Las Vegas, Bradley S. Reitz, Harley Harmon Elementary School, Richard Powell, University of Nevada at Las Vegas
- 100.5 **The Processing of Words Varying in Personal Familiarity by Poor Readers and Their Age-Matched and Reading-Matched Controls**
Evelyne Corcos, Dale M. Willows, Ontario Institute for Studies in Education

3:50 - 5:10 P.M.

MADERA

101 SYMPOSIUM

A Longitudinal Investigation of Urban Poor Children: Learning to Read and Write in Whole Language Classrooms

CHAIR: Karin L. Dahl, Ohio State University

Making Sense of Reading and Writing in the Early Grades
Karin L. Dahl, Ohio State University

Individual Differences: Ways of Knowing and Learning in Whole Language Classrooms
Penny A. Freppon, University of Cincinnati

Social Aspects of Whole Language Instruction: Portraits of Two Classrooms
Ellen G. Renneker, SRI, Stanford

DISCUSSANT: Elizabeth Sulzby, University of Michigan

3:50 - 5:10 P.M.

PASADENA

102 SYMPOSIUM

Perspectives on Subject Matter Integration Within Teaching and Learning for Understanding

CHAIR: Laura R. Roehler, Michigan State University

Teaching for Understanding in Integrated Music and Poetry: The Value of Involving a Music Teacher in the Literacy Equation
Randi J. Nevins, Michigan State University

Perspectives on Subject Matter Integration: The Impact of Integrated Instruction Across Grades and Subjects
Laura R. Roehler, Michigan State University

English-as-Subject Matter or English-as-Literacy: A Problem of Perspective
Diane Holt-Reynolds, Michigan State University

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

Friday, December 6, 1991

3:50 - 5:10 P.M.

MOJAVE

103 PAPER SESSION

Literacy Assessment

CHAIR: Sharon B. Kletzien, West Chester State University

An In-depth Analysis of the Relationship Between the MEAP Reading Test and the CAT-E
Sandra J. Schwartz, Birmingham Public Schools, Ernest Bauer, Oakland Schools

The Communication and Interpretation of Literacy Assessment Information
Peter Afflerbach, University of Maryland at College Park

The Validity and Utility of Portfolio Assessment
Peter A. Dewitz, Eileen Carr, Judythe Patberg, Martha Spencer, University of Toledo

3:50 - 5:10 P.M.

ANDREAS

104 SYMPOSIUM

Knowledge Construction: A Comparative Perspective Across Three Classrooms

CHAIR: Linda Irwin-Devitis, SUNY at Oneonta

What Counts As Reading Instruction Within a One-to-One Tutorial Program
Eleanor C. Handerhan, SUNY at Oneonta

The Construction of Content Within and Among Group Interactions
Elaine Collins, North Adams State College

Reading Curriculum as a Socially Constructed and Interpretive Process
Susanne Chandler, North Adams State College

DISCUSSANT: Patricia Brieschike, Hofstra University

3:50 - 5:10 P.M.

PUEBLO

105 SYMPOSIUM

College as a Discourse Community: Research Perspectives on Academic Literacy

CHAIR: Nancy D. Chase, Georgia State University

Texts, Notes, and Lectures: Perceptions of Reading Purposes and Demands in College History, Political Science, English Composition, and Biology
Nancy D. Chase, Joan Carson, Sandra Gibson, Georgia State University

A Case Study of Academic Tasks and Their Negotiation in a History Course
Michele L. Simpson, Sherrie L. Nist, University of Georgia

The Role of Reader-Based vs. Text-Based Strategies in Fostering Academic Literacy
Cynthia Hynd, University of Georgia

DISCUSSANT: Norman A. Stahl, Northern Illinois University

Friday, December 6, 1991

3:50 - 5:10 P.M.

CHINO

106 SYMPOSIUM

Orthographic Development of Adults and Secondary Students: Towards a Unified Theory of Spelling, Reading, and Writing

CHAIR: Shane Templeton, University of Nevada at Reno

The Assessment of Orthographic Knowledge of Students Enrolled in Adult Basic Education

Donald R. Bear, University of Nevada at Reno

Spelling in Low-Literacy Adults: Developmental Learning with a Twist

Mary Jo Worthy, Neva M. Viise, University of Virginia

The Assessment of Higher-Order Orthographic Knowledge

Shane Templeton, University of Nevada at Reno

DISCUSSANT: Diane M. Barone, University of Nevada at Las Vegas

3:50 - 5:10 P.M.

SIERRA/VENTURA

107 ALTERNATIVE FORMAT

Looking Back and Looking Forward

CO-CHAIRS: Ronald P. Carver, University of Missouri at Kansas City, Edward B. Fry, Emeritus, Rutgers University

PANELISTS: Irene Athey, Emerita, Rutgers University (Paper to be read by Ed Fry), William Eller, SUNY at Buffalo, Frank Greene, Emeritus, McGill University (on videotape), Al Kingston, Emeritus, University of Georgia (on videotape), Lenore Ringler, New York University, George Spache, Emeritus, University of Florida

NRC's historian and several former presidents of NRC recall the past, set a few records straight for historical research purposes, and consider future research agendas.

5:10 - 6:15 P.M.

MADERA AND PASADENA

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.

Tear Out and Return to:
National Reading Conference
11 East Hubbard St., Suite 200
Chicago, IL 60611

1991 CONFERENCE EVALUATION FORM

Please Print or Type

Please use this form to evaluate the conference. Your reactions and suggestions will help us to plan subsequent conferences. Please complete and return to the NRC conference desk at the Wyndham or to NRC Headquarters at 11 East Hubbard Street, Suite 200, Chicago, Illinois 60611. We appreciate your help.

1. What is your impression of the conference program overall? (For example, you might consider features such as balance, number of strands, Alternative Format sessions, etc.)

2. What did you like/not like about special functions? (e.g., Vital Issues, Awards presentations, Town Meeting, Business Meeting, etc.)

3. What would you suggest be done to improve future NRC conferences?

4. Who are some keynote speakers that you would like to hear at NRC?

5. Are there special topics and/or session formats you would like to see at future NRC conferences?

6. What was your impression of the hotel accommodations, travel, local arrangements, etc.?

7. Other comments? (Use back if necessary.)

Tear Out and Return to:
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REGISTRATION FORM

Note: You may copy this form
for multiple registrations

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1991 NATIONAL READING CONFERENCE The Wyndham Hotel, Palm Springs, California

DECEMBER 3 - DECEMBER 7, 1991

Name & Affiliation (Please print name and affiliation as you wish them to appear on your conference badge.)

MAILING ADDRESS (FULL address for confirmation and mailing purposes)

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Office Phone: () Home Phone: () Fax: ()
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I am a new NRC member ()YES ()NO

Interested in being a host or in being hosted? See front of program for details.

()YES ()NO Include my name/address on mailing lists which may be provided/sold to members or other organizations.

CONFERENCE REGISTRATION

(Full Conference Registration includes the yearbook)

CATEGORY	Full Conference		Daily SPECIFY DAY	AMOUNT
	ADVANCED <small>Received by Nov. 15</small>	ON SITE <small>After Nov. 15</small>		
Regular Member	\$ 80.00	\$105.00	\$ 45.00	\$ _____
Student or Emeritus	\$ 55.00	\$ 65.00	\$ 35.00	_____
Non-member	\$115.00	\$140.00	\$50.00	_____
			Conference subtotal	\$ _____

MEMBERSHIP

You may take this opportunity to join NRC or to renew your membership. I wish to () join NRC or () renew my NRC membership.

TYPE	INCLUSIONS	ANNUAL DUES	AMOUNT
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		Membership Subtotal	\$ _____
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Student status, which may be held for four years, is open to graduate students in literacy studies. To obtain such status, an appropriate individual at your institution must attest to your current status by signing in the signature space on the next line.

Signed: _____ School: _____

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NRC membership dues are not tax-deductible as a charitable contribution, but they may be deductible as a business expense.

**NATIONAL READING CONFERENCE
HOTEL REGISTRATION FORM
PLEASE MAIL TO: WYNDHAM HOTEL
888 EAST TAHQUITZ CANYON WAY
PALM SPRINGS, CALIFORNIA 92262
(619)322-6000**

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I will arrive _____
 day date time

All reservations must be received by November 12, 1991. Requests prior to and after conference dates will be accepted on a space available basis only.

I will depart _____
 day date time

CHECK OUT TIME IS 12:00 P.M.
CHECK IN TIME IS 3:00 P.M.

PLEASE CIRCLE DESIRED ACCOMMODATION

- Single (one person) \$100.00
- Double (two people) \$100.00
- Triple (three people) \$100.00
- Quad (four people) \$100.00

RATE IS SUBJECT TO 10% STATE AND LOCAL TAX. CANCELLATION IS REQUIRED 24 HOURS IN ADVANCE

Guaranteed arrival by one of the following:

Check (at least 1st night's room and tax) or
AMEX/Cart Blanche/Diners/Visa/Discover/Master Charge _____

Exp. Date _____

Cardholder's Signature _____

Specific accommodations and room assignments will be determined upon check in, according to room availability at that time. If you must cancel these reservation plans, we appreciate your courtesy in contacting our reservations department at (619)322-6000.

Make checks payable to the Wyndham Palm Springs. Please send this form and payment directly to the Wyndham.

Suites subject to availability - no charge for children under 17 years of age if staying in same room as paying adult. If rate and accommodations requested not available, the nearest available rate will be assigned. Billing arrangements must be made at least (2) weeks prior to arrival.

Tear Out and Return to:
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11 East Hubbard St., Suite 200
Chicago, IL 60611

MEMBERSHIP PARTICIPATION

Please Print or Type

Nomination of Officers

At the Palm Springs 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 Palm Springs by 3:00 p.m., Thursday.

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 in Palm Springs by 3:00 p.m. Thursday.

Name: _____

Institution: _____

Address: _____

Phone Number: (w) () - (h) () - E-Mail () -

If you are especially interested in serving on one of the standing committees, 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, December 6, 1991

6:30 - 7:30 P.M.

BALLROOM FOYER

BIRDS OF A FEATHER

Interest Groups

Students as Co-Researchers

Paul Rodriguez, Lily Schwimmer, Abigail Banks, Florencia Garcia, John Kilgore, Brian Peterson, Andrew Merseth, Claremont Unified School District

Large Scale Assessment

Sheila Valencia, University of Washington

Cultural Factors

George Kamberelis, University of Michigan

Adult Literacy

Vivian Gadsden, University of Pennsylvania

Strategy Use/Comprehension Processes

David Wyatt, University of Maryland

Linguistics/Orthography

Shane Templeton, University of Nevada at Reno

Literacy in Schooling

Carolyn Panofsky, Rhode Island College

Reflective Teaching

Mary Robbins, Sam Houston State University

Learning From Text

Dwayne Shell, University of Texas at Austin

Instructional Practices with Young Readers

David Yaden, University of Houston

Teacher Assessment/Teacher Effects

Michael McKenna, Georgia Southern University

Classroom Practices

Donna Emery, California State University at Northridge

Reading/Writing Connections

Linnea Ehri, University of California at Davis

9:00 - 10:00 P.M.

GRAND BALLROOM

THE LIGHTER SIDE OF NRC

ORGANIZER: Mark Condon, University of Louisville

10:00 - MIDNIGHT

BALLROOM FOYER

VITAL ISSUES

Saturday, December 7, 1991

7:45 - 9:00 A.M.

Breakfast (Cash Buffet)

BALLROOM FOYER

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

Registration

BALLROOM FOYER

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

The reading room will be open

CACTUS

9:00 A.M. - 4:00 P.M.

Research Workshops (See page 2 of the program for schedule)

CABERNET

8:30 - 9:50 A.M.

108 ALTERNATIVE FORMAT

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

108.1 Understanding Understanding: Insights Into the Processes of Comprehending

Karen M. Feathers, Sandra Barrick Bierman, Constance J. Ulmer, Jane H. White, East Texas State University

108.2 Case Studies of Teachers' Reading and Writing Assessment Practices

Wayne M. Linek, John Carroll University, Olga G. Nelson, Cleveland State University, Bridgette McConnell, Elizabeth Gibbons Pryor, Revere Local Schools, Brenda K. Church, Akron Public Schools, Nancy Padak, Kent State University

CATALINA

8:30 - 9:50 A.M.

109 SYMPOSIUM

Contemporary Issues in Literacy Research Design

CHAIR: Elizabeth B. Bernhardt, Ohio State University

The Units of Analysis Problem in Classroom Research

Michael Pressley, University of Maryland

Whole Language Research: A Methodological Analysis

Barbara M. Palmer, Linda B. Gambrell, Janice F. Almasi, University of Maryland

MADERA

Saturday, December 7, 1991

8:30 - 9:50 A.M.

PASADENA

110 SYMPOSIUM

Making A Difference in Teaching Early Reading

CHAIR: Carol A. Lyons, Ohio State University

Teaching for Problem Solving in Reading
Gay Su Pinnell, Ohio State University

Teaching for Problem Solving in Writing
Diane E. Deford, Ohio State University

Learning the Art of Teaching for Strategies: Lessons from a Reflective Reading Recovery Teacher
Carol A. Lyons, Ohio State University

DISCUSSANT: Patricia Anders, University of Arizona

8:30 - 9:50 A.M.

MOJAVE

111 PAPER SESSION

Teachers' Beliefs About Literacy Instruction and Assessment

CHAIR: Linda Vavrus, University of Nebraska at Lincoln

The Beliefs and Practices of Teachers' Use of Portfolio Assessment in Elementary Schools
James Flood, Diane Lapp, San Diego State University

The Relationships Among Preschool Children's Beliefs and Knowledge About Literacy and Teachers' Beliefs About Literacy
Lea M. McGee, Boston College

Teachers' Beliefs About Learning Through Cooperation
Michael S. Meloth, Adele Sanders, University of Colorado at Boulder

8:30 - 9:50 A.M.

ANDREAS

112 PAPER SESSION

Young Children's Knowledge and Use of Written Language Functions

CHAIR/DISCUSSANT: Jerome C. Harste, Indiana University

Young Children's Understanding of Genre Distinctions and Conventions
George A. Kamberelis, University of Michigan

Effects of Literacy-Enriched Play Settings on Young Children's Understanding of Environmental Print
Susan B. Neuman, Temple University, Kathy Roskos, John Carroll University

Saturday, December 7, 1991

8:30 - 9:50 A.M.

PUEBLO

113 SYMPOSIUM

Intertextuality in Reading and Writing: A Dialogue on Social and Cognitive Perspectives

CHAIR: Stuart Greene, University of Wisconsin

Intertextuality in Disciplinary Composing
John M. Ackerman, University of Utah

Readers Composing Inner Texts
Douglas K. Hartman, University of Pittsburgh

Talking About Literature
Kathy G. Short, University of Arizona

Intertextuality and Discourse Synthesis
Stuart Greene, University of Wisconsin

8:30 - 9:50 A.M.

CHINO

114 SYMPOSIUM

Social and Emotional Components of Conceptual Change: Exploring the Possibilities

CHAIR: Nancy Marshall, Florida International University

Conceptual Change Through Reading: The Effect of Instructional Support
Katherine Maria, College of New Rochelle

The Role of Cognitive, Affective, and Social Factors in Conceptual Change
Cynthia Hynd, University of Georgia

The Effects of Social Pressure and Personal Belief on Overcoming Science Misconceptions
Nancy Marshall, Florida International University

The Effects of Strong Beliefs on Text Processing and Learning: The Case of Evolution and Creationism
Janice Dole, University of Utah

DISCUSSANT: Barbara Guzzetti, Arizona State University

8:30 - 9:50 A.M.

SIERRA/VENTURA

115 ALTERNATIVE FORMAT

Teachers as "They" at NRC: Ethics in Collaborative and Non-Collaborative Classroom Research

CHAIR: JoBeth Allen, University of Georgia

PRESENTERS: JoBeth Allen, University of Georgia, Judy Buchanan, Philadelphia Writing Project, Carole Edelsky, Arizona State University

When teachers' stories are told as parts of research reports, it is seldom through their eyes or with their voices. Teachers are "they." In this session, a classroom-based researcher and two university-based researchers will involve the audience in proposing resolutions aimed at including teachers as part of the "we" at NRC.

9:50 - 10:10 A.M.

BALLROOM FOYER

Break

Saturday, December 7, 1991

10:10 - 11:30 A.M.

GRAND BALLROOM

116 FOURTH PLENARY SESSION

CHAIR: Jerome A. Niles, Virginia Polytechnic Institute

Research Review

SPEAKER: Patricia M. Cunningham, Wake Forest University

Title: What Kind of Phonics Instruction Will We Have?

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

BALLROOM FOYER

Lunch (Cash Buffet)

12:00 P.M.

BALLROOM FOYER

BIRDS OF A FEATHER

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

12:50 - 1:25 P.M.

CATALINA

117 ROUND TABLE

CHAIR: Joan M. Baker, Cleveland State University

- 117.1 **Development and Validation of a Scale to Measure Perception of Self as Reader**
William A. Henk, Steven A. Melnick, Pennsylvania State University at Harrisburg
- 117.2 **Do Teachers in Primary Classrooms Write?**
Mary Beth Sampson, Michael Sampson, Elton Stetson, East Texas State University
- 117.3 **Learning to Teach Reading: Ownership of Reading Instruction**
Susan B. Murphy, Susan B. Magliaro, Virginia Polytechnic Institute
- 117.4 **First Graders' Use of Spelling Knowledge in Two Spelling Tasks**
Suzanne H. Weiner, University of Washington

1:35 - 2:10 P.M.

CATALINA

118 ROUND TABLE

CHAIR: Joan M. Baker, Cleveland State University

- 118.1 **Reading Perceptions and Attitudes of First Grade Students**
Maureen Siera, Northeastern Oklahoma State University, Jimmie Russell, Oklahoma Baptist University
- 118.2 **Use of the Explicit Instruction Model to Reduce Anxiety in a Disabled Reader**
Jeanne Janson, University of Iowa
- 118.3 **Social Cognition and Learning to Teach**
Lucy Ann Dahlberg, Helen Williams, Diana England, Renee Harrison, Olga G. Nelson, Cleveland State University
- 118.4 **A Longitudinal Study of the Growth of Spelling Abilities Within the Context of the Development of Literacy**
Margaret Hughes, Dennis Searle, York University

No Smoking in Any Session

Saturday, December 7, 1991

12:50 - 2:10 P.M.

MADERA

119 PAPER SESSION

Research on Teaching Learning Disabled Students

CHAIR: Martha H. Barry, University of South Carolina at Aiken

Teaching Learning-Disabled Students to Comprehend and Transfer Story Themes to Real-Life
Laura Anne Brown, Joanna P. Williams, Columbia University, Teachers College

The Effect of Story Retelling on the Development of Listening Comprehension, Story Structure, and Oral Language of Children With Learning Disabilities
Lesley Mandel Morrow, Linda Sisco, Rutgers University

Instruction in Reading Comprehension for Disabled Readers
Peter Reitsma, Miriam Walraven, Paedologisch Instituut Amsterdam

12:50 - 2:10 P.M.

PASADENA

120 SYMPOSIUM

An Integrated Model of Literacy Development in Kindergarten: Concept of Word, Timing the Spatial-Temporal Aspects of Literacy, and the Growth and Sophistication of Kindergartners' Written Responses

CHAIR: Donald R. Bear, University of Nevada at Reno

Metacognitive Links Between Concept of Word, Written Response, Orthography, and the Text
Shane Templeton, University of Nevada at Reno

Managing the Spatial-Temporal Aspects of Literacy: A Longitudinal Study of Concept of Word in Kindergarten Using Rhythmic and Nonrhythmic Texts
Sharon Cathey, Donald R. Bear, University of Nevada at Reno

"What Did I Write?": Kindergartners' Written Responses to Stories
Diane M. Barone, University of Nevada at Las Vegas

DISCUSSANT: Jerry Zutell, Ohio State University

12:50 - 2:10 P.M.

MOJAVE

121 PAPER SESSION

Literacy Instruction: Considerations for Culture Groups

CHAIR: Marilyn Binkley, NCES

The Effects of a Multicultural Literature-Based Reading Approach on Literacy and Cultural Awareness: Year Two
Barbara J. Diamond, Margaret A. Moore, Eastern Michigan University

Assessing Literacy in a Developing Country: An African Example
Linda Ziegahn, Syracuse University

Talking and Writing Authors: Hispanic At-Risk Children's Writing in a Literature-Rich Kindergarten
Cynthia Farest, University of Texas at Austin

Saturday, December 7, 1991

12:50 - 2:10 P.M.

ANDREAS

122 PAPER SESSION

Studies of Developmental Shifts in Reading

CHAIR: Stephen W. Simonsen, College of the Desert

The Relationship of Reading Comprehension to Components of Word Decoding: Support for Developmental Shifts
William H. Rupley, Victor L. Willson, Texas A&M University

College Students and Their Instructors: Habits and Beliefs Regarding Reading and Studying
Daniel T. Holm, Patricia Anders, University of Arizona

12:50 - 2:10 P.M.

PUEBLO

123 PAPER SESSION

Writing, Publishing, and the Use of Computers

CHAIR: Linda R. Markham, Alma College

A Descriptive Study Comparing Computer-Based Word Processing and Handwriting on Attitudes and Performance of 3rd & 4th Grade Students Involved in a Program Based on a Process Approach to Writing
Lori Seawel, Sharon E. Smaldino, Junko Yokota Lewis, Jeannie L. Steele, University of Northern Iowa

Improving Narrative Composition of Middle School Students Using Word Processing and Story Grammar Instruction
Marjorie Montague, Alexandra Glaskowski Leavell, University of Miami, Anne Graves, San Diego State University

The Effects of Publishing on Six-Year-Olds' Text Revisions
Jo Anne Pryor Deshon, University of Delaware

12:50 - 2:10 P.M.

CHINO

124 PAPER SESSION

Reader Response and Reader's Theater

CHAIR: Barbara Schmidt, California State University at Sacramento

Response to Literature: A Retrospective Look at the Research
Karen Armstrong Eberdt, University of British Columbia

Dynamics of Change: Speculation on the Forthcoming Model of Response to Literature
Karen Armstrong Eberdt, University of British Columbia

The Role of Doubt and Belief in Reader's Theater
Shelby Anne Wolf, Stanford University

Saturday, December 7, 1991

12:50 - 2:10 P.M.

SIERRA/VENTURA

125 PAPER SESSION

Learning Strategies and Classroom Discourse

CHAIR: Barbara M. Hunter, University of Wisconsin at River Falls

The Role of Academic Efficacy and Study Strategies in Classroom Performance

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

The Co-occurring and Independent Influences of Text Organization and Teacher-Class Discourse in Grade Eight History Courses

Mark Wesley Aulls, Frances Elizabeth Halliday, Mindy Sherle Cohen, McGill University

Controversial Issues in Scaffolding Theory

Penny L. Beed, Cathy M. Roller, University of Iowa

2:20 - 3:40 P.M.

CATALINA

126 SYMPOSIUM

Three Examples of Translating Research on Instructional Textbook Programs into Effective Practice for All Students

CHAIR: Bonnie Armbruster, University of Illinois at Urbana-Champaign

Analysis of Basal Reading Programs: Guidelines for Analysis, Selection and Dissemination of Research

Jean Osborn, University of Illinois at Urbana-Champaign

Analysis of Elementary Social Studies Textbooks: Implications for Instruction of Regular Education and Mainstreamed Students

Rita M. Bean, Naomi Zigmond, Margaret Rogers, Douglas K. Hartman, University of Pittsburgh

Analysis of Language Arts Curricula: Developing Modifications for Use by Regular and Special Education Teachers

Marcy Stein, Susan Wayne, Washington Research Institute

DISCUSSANTS: Bonnie Armbruster, University of Illinois at Urbana-Champaign, Ed Kameenui, University of Oregon

2:20 - 3:40 P.M.

MADERA

127 SYMPOSIUM

Developing Thinking During Reading

CHAIR: Cathy Collins, Texas Christian University

Developing Thinking With Texts: Some Problems and Possible Solutions

Isabel L. Beck, University of Pittsburgh

Problem Solving Abilities With Texts: Instructional and Assessment Issues

Cathy Collins, Texas Christian University

Envisionment - Building With Texts: Rethinking What Counts As Success in Literature Classes

Judith Langer, SUNY at Albany

DISCUSSANT: Donna Ogle, National-Louis University

Saturday, December 7, 1991

2:20 - 3:40 P.M.

PASADENA

128 PAPER SESSION

Children with Severe Impairments

CHAIR: Helen Stuetzel, Hadley-Luzerne Elementary School

Cocaine Babies: Will Our Reading Programs Adapt?

Joanne L. Ratliff, University of Central Florida, Ray R. Buss, Arizona State University-West

The Nature of Literacy Instruction for Children with Severe Impairments

David A. Koppenhaver, University of North Carolina-Chapel Hill

The Education of Drug-Exposed Children: Critical Issues

Arlene Adams, University of Wisconsin at Parkside

2:20 - 3:40 P.M.

MOJAVE

129 PAPER SESSION

Literacy and Bilingual Instruction

CHAIR: Eleni Kokkino, University of Illinois at Chicago

The Effect of Metacognitive Instruction on the Transfer of Expository Comprehension Skills: The Interlingual and Cross-Lingual Cases

Robin Avelar-La Salle, Stanford University

The Strategic Reading Processes of Bilingual Hispanic Children Who Are Good Readers

Robert T. Jimenez, University of Oregon, Georgia E. Garcia, P. David Pearson, University of Illinois at Urbana-Champaign

Patterns of Language and Literacy Instruction for LEP Students

Rose-Marie Weber, Virginia G. McCann, SUNY at Albany

2:20 - 3:40 P.M.

ANDREAS

130 SYMPOSIUM

In Search of the Person in Reading

CHAIR: Beatrice Kachuck, Brooklyn College, CUNY

The Bleakness of Normalizing Readers

Beatrice Kachuck, Brooklyn College, CUNY

People: The Missing Link in Social Studies

Tibbi Duboys, Brooklyn College, CUNY

Optimal Literacy: Who Develops It?

Theresa London Cooper, New York City Board of Education

DISCUSSANT: Linda F. Winfield, Johns Hopkins University

Saturday, December 7, 1991

2:20 - 3:40 P.M.

PUEBLO

131 PAPER SESSION

Whole Language and Literature-Based Teacher Education

CHAIR: Jeanne Swafford, Texas Tech University

Interactive Reading Methods for the Secondary Level
Patricia A. Gross, Ursinus College

Motivating and Supporting Teachers During Implementation of Literature-Based Reading Instruction: Concerns and Celebrations
Patricia L. Scharer, Ohio State University at Lima

Implementing Whole Language Instruction for Young Children: Cases of Teacher Development and Diversity
Beverly J. Bruneau, Kent State University

2:20 - 3:40 P.M.

CHINO

132 SYMPOSIUM

The Challenge of Literacy Reform: Exploring and Legitimizing Teachers' and Students' Voices

CHAIR: Linda Patriarca, Michigan State University

Will Teachers Say What We Want to Hear? Dilemmas of Teacher Voice
Janet Johnson-Navarro, Michigan State University

The Relationship of Voice, Teacher Research and Literacy Education
Sandra Hollingsworth, Michigan State University

Representing Students' Voices in Classroom Assessment
Mark Conley, Linda Patriarca, Michigan State University, Pamela Nagy, Patti Wagner, Holmes Middle School

DISCUSSANT: Trika Smith-Burke, New York University

2:20 - 3:40 P.M.

SIERRA

133 SPECIAL SESSION

CHAIR: Peter N. Winograd, University of Kentucky

Integrative Reconciliation of Paradigm Conflict in Reading: Joining Multiple Perspectives in Reading Research, in Learning to Read, and in Preparing Reading Teachers for Practice.

A Dialogue With Rand J. Spiro, University of Illinois at Urbana-Champaign

2:20 - 3:40 P.M.

VENTURA

134 SPECIAL SESSION

Research Problems: Contexts of Discovery and Contexts of Justification

Chair: Elizabeth Bernhardt, Ohio State University

Reciprocal Relations Between Quantitative and Qualitative Research
John T. Guthrie, University of Maryland

Matching Problems and Methodologies in Beginning Reading and Spelling Research
Linnea C. Ehri, University of California at Davis

Methodological Considerations in Research and Theory Construction
Michael L. Kamil, Ohio State University

Saturday, December 7, 1991

3:50 - 5:10 P.M.

CATALINA

135 SPECIAL SESSION

WRITING AND PUBLISHING

CHAIR: James Baumann, University of Georgia

Round One (40 minutes)

- 135.1 **Writing for JRB: A Journal of Literacy**
John Readence, University of North Carolina at Greensboro, Bonnie Konopak, Louisiana State University, Richard Lomax, Lea McGee, Boston College
- 135.2 **Writing for the NRC Yearbook**
Donald Leu, Syracuse University, Charles Kinzer, Vanderbilt University
- 135.3 **Writing Textbooks and Edited Series of Professional Texts**
Sharon Arthur Moore, Arizona State University-West, Lee Gunderson, University of British Columbia
- 135.4 **Writing the First Article**
Donald Richgels, Northern Illinois University
- 135.5 **Supporting Teacher Researchers as Writers**
Andrew Manning, Mount Saint Vincent University, Jerome Harste, Indiana University
- 135.6 **Writing Censorship Guidelines**
Nancy Rogers-Zegarra, Sonoma County Board of Education
- 135.7 **Writing Critiques of NRC Sessions**
Judith Green, University of California at Santa Barbara
- 135.8 **Writing From a Critical Stance**
John Konopak, Louisiana State University
- 135.9 **Author Development in the Review Process**
R. Scott Baldwin, University of Miami

Round Two (40 minutes)

Repeat all sessions

3:50 - 5:10

MADERA

136 SPECIAL SESSION

Reading and Literacy Research: Current Activities of National Research Centers

CHAIR: Alan E. Farstrup, International Reading Association

Richard C. Anderson, Reading Research and Education Center, University of Illinois at Urbana-Champaign

Arthur N. Applebee, National Research Center on Literature Teaching and Learning, SUNY at Albany

Sara Freedman, National Center for the Study of Writing and Literacy, University of California, Berkeley

Daniel A. Wagner, National Center on Adult Literacy, University of Pennsylvania

Saturday, December 7, 1991

3:50 - 5:10

PASADENA

137 SPECIAL SESSION

NRC Policy and Legislative Committee Forums on Literacy Issues

Part I. What's Happening Nationally with Reading Assessment?

CHAIR: Barbara A. Kapinus, Maryland State Department of Education

PRESENTERS: Emerson Elliot, OERI, Warren Simmons, National Center on Education and the Economy, Ramsay Selden, Council of Chief State School Officers, Dan Resnick, LRDC

3:50 - 5:10

MOJAVE

138 SPECIAL SESSION

NRC Policy and Legislative Committee Forums on Literacy Issues

Part II. Who Owns Literacy Assessment?

CHAIR: Peter Winograd, University of Kentucky

PRESENTERS: Peter Afflerbach, University of Maryland, Louise Waynant, Prince George's County Public Schools, Phyllis Aldrich, National Assessment Governing Board, Colleen Gilrane, University of Illinois at Urbana-Champaign

3:50 - 5:10 P.M.

CHINO

139 SPECIAL SESSION

Student Literacy Corps Projects

CHAIR: Judy Nichols Mitchell, University of Arizona

Recruiting Undergraduate Students to Serve as Tutors
Judy Nichols Mitchell, University of Arizona

Training Tutors to Provide Literacy Instruction
Beverly Cox, Purdue University

Managing the Field Placement
Kathleen Hinchman and Linda Ziegahn, Syracuse University

Supporting Tutors in the Field
Jeanne Schumm, University of Miami

Helping Tutors to Evaluate Learners
Sheila Cohen, SUNY at Cortland

Studying the Impact of Tutoring on Literacy Learners
Timothy Shanahan, University of Illinois at Chicago

Institutionalizing the Course Offering
Barbara Walker, Eastern Montana College

Evaluating the Program
Beth Ann Herrmann, University of South Carolina

Discussant: Diana Hayman, Student Literacy Corps, U.S. Department of Education

Saturday, December 7, 1991

3:50 - 5:10

SIERRA/VENTURA

140 SPECIAL SESSION

NRC AD HOC COMMITTEE ON ETHICS

Professional Dilemmas, Ethical Guidelines, and NRC: A Reflective Dialogue

CHAIR: Marjorie Siegel, University of Rochester

Members: David Bloome, University of Massachusetts, Connie Bridge, University of Kentucky, Ronald Carver, University of Missouri at Kansas City, Beth Ann Herrmann, University of South Carolina, Michael Kamil, Ohio State University, Darrell Morris, Appalachian State University, P. David Pearson, University of Illinois at Urbana-Champaign, Rebecca Barr, NRC Board Liaison, National-Louis University

Building on the dialogue initiated at last year's conference, this session will invite participants to make connections between case studies illustrating professional dilemmas and ethical guidelines drawn from three other professional organizations.

5:20 - 7:00 P.M. (CASH BAR)

PASADENA

141 SPECIAL SESSION

Outgrowing Ourselves: Reflections and Extensions

CO-CHAIRS: Diane E. DeFord, Ohio State University and Karen M. Feathers, East Texas State University

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.

6:00 - 9:00 P.M.

CABERNET

Board Meeting

9:00 - MIDNIGHT

PRESIDENTIAL SUITE

VITAL ISSUES

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Short, Ruth, University of South Florida at Tampa, Curriculum & Instruction, Tampa, FL 33620	90
Siegel, Marjorie, University of Rochester, Graduate School of Education, 430 Lattimore, Rochester, NY 14627	1, 15, 140
Siera, Maureen, Northeastern State University, Curriculum & Instruction, 9123 South Lakewood, Tulsa, OK 74137	118
Simons, Herbert D., University of California at Berkeley, Graduate School of Education, Berkeley, CA 94720	22
Simmons, Warren National Center on Education and the Economy, 1341 GG. St. NW, Suite 1020, Washington, DC 20005	137
Simonsen, Stephen William, College of the Desert, Communication, 43-500 Monterey, Palm Desert, CA 92260	122
Simpson, Michele L., University of Georgia, 106 Clark Howell, Athens, GA 30602	34, 43, 105
Sinatra, Gale M., University of Pittsburgh, 648 LRDC, 3939 O'Hara Street, Pittsburgh, PA 15260	97
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Smaldino, Sharon E., University of Northern Iowa, Curriculum & Instruction, Sec 616, Cedar Falls, IA 50614-0606	123
Smith, Constance, University of Rochester, 858 Drake Road, Brockport, NY 14420	15
Smith, Lynn C., Southern Illinois University, Carbondale, Curriculum & Instruction, Carbondale, IL 62901	84
Smith, Lynne A., Northern Kentucky University, Education, Highland Heights, KY 41076	48
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The Wyndham Palm Springs Hotel

Wednesday, December 4, 1991

	Catalina	Madera	Pasadena	Mojave	Andreas	Pueblo	Chino	Sierra/Ventura
8:00 - 8:25 a.m.	Program Review -- Madera							
9:00 a.m. - 3:00 p.m.	Research Workshops -- Cabernet							
8:30 - 9:50 a.m.	1 Alt. Form.	2 Paper Session Teaching Second Language Learners	3 Symposium Michigan's Reconceptualization of Reading	4 Paper Session Reader Response	5 Paper Session Factors Influencing the Personalization of Reading	6 Symposium Literacy in the Commonly Taught Languages	7 Paper Session The Role of Play in Emergent Literacy	8 Alt. Form. Understanding Complexities ...
10:10 - 10:45 a.m.	9 Round Table	11 Symposium Teacher Study Groups:...	12 Symposium Stemming the Matthew Effect at Both Ends	13 Symposium The Collaborative Construction of Literacy in ...	14 Paper Session Comprehension Instruction	15 Paper Session Reading and Writing in the Content Areas	16 Paper Session Reading, Writing, and Spelling	11:00 - 11:30 a.m. 17 Alt. Form. Gender Reading/ Research
10:55 - 11:30 a.m.	10 Round Table							
11:30am - 12:50pm	Lunch (Cash Buffet) -- Ballroom Foyer							
12:00 p.m.	Birds of a Feather -- Ballroom Foyer							
12:50 - 1:25 p.m.	18 Round Table	20 Symposium Exploring Measure- ment of Retellings in Research	21 Symposium Living in the Ten- sion: Ethnographic Research ...	22 Paper Session Methodological Issues in Literacy Research	23 Symposium Learning to Be Comprehension Strategy Teachers	24 Paper Session Contexts for Vocabulary	25 Paper Session Knowledge Acquisition and Conceptual Change	26 Alt. Form. Ethics of Data Pre- sentation in Field Based Research
1:35 - 2:10 p.m.	19 Round Table							
2:20 - 2:55 p.m.	27 Round Table	29 Symposium Redefining Collabora- tion: Unpacking, Applying & ...	30 Symposium Teachers Reading to Children: A Re- examination	31 Symposium Integrating Labels of Literacy	32 Symposium Influencing Contexts Early Lit. Learning in Spec. Ed. ...	33 Paper Session Literacy Interven- tion with Disabled Readers	34 Symposium Reading & Writing to Remember: ...	35 Alt. Form. Critical Reflec- tions: ... Teaching and Learning
3:05 - 3:40 p.m.	28 Round Table							
3:50 - 5:10 p.m.	First Plenary Session: Presidential Address -- California Grand Ballroom							
5:10 - 6:15 p.m.	Reception honoring NRC President and Award Winners (Cash Bar) -- Ballroom Foyer							
6:30 - 7:45 p.m.	Field Council -- Madera Room							
8:00 - 9:00 p.m.	Reception honoring Newcomers and International Members -- Presidential Suite							
9:00 - Midnight	Vital Issues -- Ballroom Foyer							

Thursday, December 5, 1991

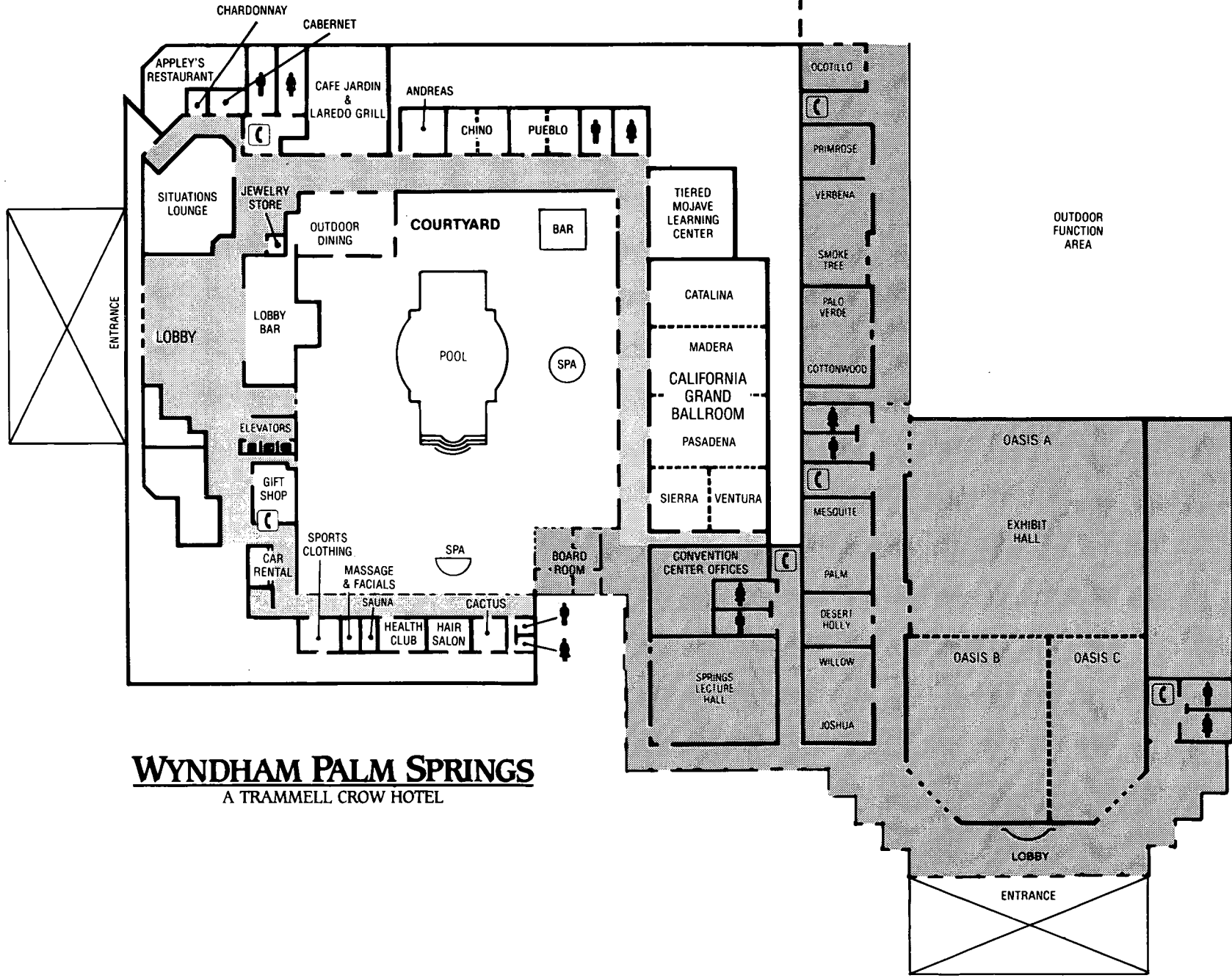
	Catalina	Madera	Pasadena	Mojave	Andreas	Pueblo	Chino	Sierra/Ventura
7:15 a.m.	Publications Committee Meeting -- TBA							
7:15 a.m.	Student Award Committee Meeting -- TBA							
7:15 a.m.	Ad Hoc Committee on Contributions and Donations Meetings -- TBA							
9:00 - 10:00 a.m.	Down-the-Rabbit-Hole -- Cabernet Room							
8:30 - 9:50 a.m.	37 Alt. Form.	38 Symposium Literacy Assessment The US Experience with the IEA ...	39 Symposium Affective Dimensions of Literacy and Literacy Instruction	40 Symposium The Socio-Cultural Construction of Literacy: ...	41 Paper Session Emergent Literacy: Language Concepts and ... Models	42 Symposium Breaking With Tra- dition: A Collabora- tive Transformation	43 Symposium The Status of Post- Secondary Study Strategy Research	44 Alt. Form. Meta-analysis of Instructional Inter- vention Studies ...
10:10 - 11:30 a.m.	Second Plenary Session -- California Grand Ballroom							
11:30 - 12:50 p.m.	Lunch (Cash Buffet) -- Ballroom Foyer							
12:00 p.m.	Birds of a Feather -- Ballroom							
12:00 - 1:00 p.m.; 3:40 - 4:30 p.m.	Research Workshops -- Cabernet							
12:50 - 1:25 p.m.	46 Round Table	48 Paper Session Beliefs/Affective Issues in Reading & Writing Instruction	49 Symposium Middle School Stu- dents & Teachers: ... Literacy Developmnt.	50 Symposium Non-Alpha. Ortho- graphies: ... Place in Modern World	51 Paper Session Teachers' Beliefs About Literacy Instruction	52 Symposium The Development of Reading in Uncom- mon ... Languages	53 Symposium Project MILE: ... Staff Development... Literacy Education	54 Alt. Form. Reinventing Roles for Researchers & Researched ...
1:35 - 2:10 p.m.	47 Round Table							
1:00 - 2:30 p.m.	Ad Hoc Committee on Ethics Meeting -- Cabernet							
2:30 - 3:40 p.m.	Ad Hoc Committee on Multicultural Issues Meeting -- Cabernet							
2:20 - 2:55 p.m.	55 Round Table	57 Symposium Affective and Cog- nitive Dimensions of Process of Response	58 Symposium Addressing Literacy Needs of At-Risk ... 3 Different Contexts	59 Paper Session Content Reading: Teachers, Beliefs, & Practices	60 Paper Session Student Perspectives	61 Symposium Breaking, Making & Inventing Lit. Con- ventions ...	62 Paper Session Phonemic Aware- ness	63 Alt. Form. Literacy Assess- ment as Political Agenda
3:05 - 3:40 p.m.	56 Round Table							
3:50 - 4:25 p.m.	64 Round Table	66 Paper Session Text Characteristics	67 Paper Session Portfolio Assessment	68 Symposium Lit. Behaviors & Perceptions of Children...	69 Paper Session Students with Severe Reading Disabilities	70 Symposium Restructuring Literacy Programs for At-Risk ...	71 Paper Session Comparing Whole Lang. & Traditional Classrooms: ...	72 Alt. Form. Are We Living in the Late Age of Print? ...
4:35 - 5:10 p.m.	65 Round Table							
4:30 - 6:00 p.m.	Policy and Legislative Committee Meeting -- Cabernet							
5:10 - 6:30 p.m.	Town Meeting -- Madera & Pasadena							
6:30 - 7:30 p.m.	Birds of a Feather -- Ballroom Foyer							
8:00 - 9:00 p.m.	Reception for Graduate Students -- Presidential Suite							
9:00 - Midnight	Vital Issues -- Ballroom Foyer							

Friday, December 6, 1991

	Catalina	Madera	Pasadena	Mojave	Andreas	Pueblo	Chino	Sierra/Ventura
7:15 a.m.	Ad Hoc Committee on Technology Meeting -- TBA							
9:00a.m. - 5:00 p.m.	Research Workshops -- Cabernet							
8:30 - 9:50 a.m.	73 Alt. form.	74 Paper Session Strategy Use and Comprehension Processes	75 Symposium ... Content and Cur- ricular Validity ... '92 NAEP in Reading	76 Paper Session Computers and Technology	77 Paper Session Emergent Literacy Practices: At Home and at School	78 Symposium ... Qualitative Study of Motivation in Whole Language...	79 Symposium Lit. & Schooling: Examining Socio- Political Contexts ...	80 Alt. Form. Beyond the Lines: a Referendum on Ed. Reform ...
10:10 - 11:30 a.m.	Third Plenary Session -- California Grand Ballroom							
11:30 - 12:50 p.m.	Lunch (Cash Buffet) -- Ballroom Foyer							
12:00 p.m.	Birds of a Feather -- Ballroom Foyer							
12:50 - 1:25 p.m.	82 Round Table	84 Paper Session Reflective Teaching	85 Symposium Adult Literacy: Issues	86 Symposium Historical Tradition & Current Practices Critical Literacy ...	87 Paper Session Instructional Practices with Young Readers	88 Paper Session Factors Affecting Reading Compre- hension	89 Paper Session Teacher Assessment and Teacher Effects	90 Alt. Form. Issues in Early Literacy Interven- tion
1:35 - 2:10 p.m.	83 Round Table							
2:00 - 3:00 p.m.	Down-the-Rabbit-Hole -- Cabernet							
2:20 - 2:55 p.m.	91 Round Table	93 Symposium Restructuring Pre- service and Inservice Literacy Education	94 Symposium Validation of Large-Scale Read- ing Assessment: ...	95 Paper Session Vocabulary Acquisition and Development	96 Symposium The Quest to Trans- late Research into Practice: ...	97 Paper Session Text Characteristics and Comprehension	98 Paper Session Classroom Practices	
3:05 - 3:40 p.m.	92 Round Table							
3:50 - 4:25 p.m.	99 Round Table	101 Symposium ...Urban Poor Child- ren: ... Whole Lan- guage Classrooms	102 Symposium ... Subject Matter Integration Within Teaching ...	103 Paper Session Literacy Assessment	104 Symposium Knowledge Con- struction: ... Across Three Classroom	105 Symposium College as a Dis- course Community: ... Perspectives ...	106 Symposium Orthographic Dev- elop. of Adult & Secondary Students	107 Alt. Form. Looking Back and Looking Forward
4:35 - 5:10 p.m.	100 Round Table							
5:10 - 6:15 p.m.	Business Meeting - Madera and Pasadena							
6:30 - 7:30 p.m.	Birds of a Feather-- Ballroom Foyer							
9:00 - 10:00 p.m.	The Lighter Side of NRC -- Grand Ballroom							
10:00 - Midnight	Vital Issues -- Ballroom Foyer							

Saturday, December 7, 1991

	Catalina	Madera	Pasadena	Mojave	Andreas	Pueblo	Chino	Sierra/Ventura
9:00 a.m. - 4:00 p.m.	Research Workshops -- Cabernet							
8:30 - 9:50 a.m.	108 Alt. Form.	109 Symposium Contemporary Issues in Literacy Research Design	110 Symposium Making a Difference in Teaching Early Reading	111 Paper Session Teachers' Beliefs ... Literacy Instruction and Assessment	112 Paper Session Young Children's ... Written Language Functions	113 Symposium Intertextuality in Reading & Writing: A Dialogue on ...	114 Symposium Social & Emotional Components of Conceptual Change:	115 Alt. Form. Teachers as 'They' at NRC: Ethics in Collaborative ...
10:10 - 11:30 a.m.	Fourth Plenary Session -- California Grand Ballroom							
11:30 - 12:50 p.m.	Lunch -- Ballroom Foyer							
12:00 p.m.	Birds of a Feather -- Ballroom Foyer							
12:50 - 1:25 p.m.	117 Round Table	119 Paper Session Research on Teaching Learning Disabled Students	120 Symposium An Integrated Model of Literacy Development in ...	121 Paper Session Literacy Instruction: Considerations for Culture Groups	122 Paper Session Studies of Develop- mental Shifts in Reading	123 Paper Session Writing, Publishing, and the Use of Computers	124 Paper Session Reader Response and Reader's Theater	125 Paper Session Learning Strat- egies & Classroom Discourse
1:35 - 2:10 p.m.	118 Round Table							
2:20 - 3:40 p.m.	126 Symposium Three Examples of Translating Re- search on ...	127 Symposium Developing Thinking During Reading	128 Paper Session Children with Severe Impairments	129 Paper Session Literacy and Bilingual Instruction	130 Symposium In Search of the Person in Reading	131 Paper Session Whole Language & Literature-Based Teacher Education	132 Symposium The Challenge of Literacy Reform: Exploring & ...	133 Special Session Integrative Recon- ciliation of Para- digm Conflict in ...
								134 Special Session Research Prob- lems: Contexts of Discovery & ...
3:50 - 5:10 p.m.	135 Special Session Writing & Publishing	136 Special Session Reading and Literacy Research: Current Activities...	137 Special Session What's Happening Nationally with Reading Assessment	138 Special Session Who Owns Literacy Assessment?			139 Special Session Student Literacy Corps Projects	140 Special Session Professional Dilemmas, Ethical Guidelines ...
5:20 - 7:00 p.m.			141 Special Session Outgrowing Our- selves: Reflections and Extensions					
6:00 - 9:00 p.m.	Board Meeting -- Cabernet							
9:00 - Midnight	Vital Issues -- Presidential Suite							



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Lenore L. Ringler, 1984-85

P. David Pearson, 1985-86

Jerome C. Harste, 1986-87

M. Trika Smith-Burke, 1987-88

James V. Hoffman, 1988-89

Gerald G. Duffy, 1989-90