

# **National Reading Conference**

*42nd Annual Meeting Program*

**The Hyatt Regency  
San Antonio, Texas, December 2 - 5, 1992**

# 1992 Program Committee

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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 E Hubbard Street, Suite 200, Chicago, IL 60611, (312)329-2512 phone or (312)329-9131 by fax.*

## ABOUT THE HOTEL

The Hyatt Regency San Antonio, only 15 minutes from the airport, is located in the central business district on the River Walk just one block west of the historic Alamo, and minutes from the San Antonio Missions, La Villita Spanish Village, and shopping. Two restaurants offer a selection of dining ranging from Tex-Mex to reliable old favorites. The hotel also offers a health club, a rooftop skypool, a jacuzzi and sundeck, and two convivial bars.

## ABOUT SAN ANTONIO

San Antonio is the oldest of Texas cities, the third largest, and the most diversified in past history and present color. You can't miss the winding six mile river spanned by 42 bridges which is the spiritual heart and central delight of the city. Fiestas come in all sizes and they can happen anytime, anyplace. The average temperature in December is 64 degrees.

# INFORMATION ABOUT THE CONFERENCE

## PROGRAM FEATURES

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 indicated interest in 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:

### PROGRAM PREVIEW:

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

### HOST PROGRAM:

The *NRC*, through its Ad Hoc Committee on Multicultural Issues (co-chaired by Margaret Gallego and Kathryn Au), provides a HOST PROGRAM, organized by Deborah Tidwell, University of Northern Iowa. 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 session (e.g. Birds of a Feather, Vital Issues), and assuring that the newcomer gains knowledge and enjoyment from the conference through full participation.

Would you like to have a host meet with you at the conference? If so, check "yes" on The Registration form.

### ALTERNATIVE FORMAT SESSIONS:

These sessions feature diversity in participation structures (e.g. panel discussions, small/large group discussions, and built-in audience reaction time). Joint round table sessions with facilitated discussion will also be featured Wednesday, Thursday, and Saturday.

*No Smoking in any Session*

### **BIRDS OF A FEATHER:**

Over lunch, and late afternoon on Thursday and Friday in the Garden Terrace, two forms of "Birds of a Feather" organized by Karen Feathers, Wayne State University, provide 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. Bring your lunch if you wish (available near the Garden Terrace).

### **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. These sessions, organized by Jamie Myers, Penn State University, will meet daily in the Regency Corridor Center. Particular sessions, limited to 15 participants, are listed in the program. Bring your lunch if you wish (available in The Regency Ballroom Foyer).

### **NRC TOWN MEETING:**

For a second year, there will be an open forum in which members will have the 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, 6:10-7:30 p.m. in the Regency Ballroom, facilitated by Rosary Lalik, Virginia Polytechnic Institute, and Jerome Harste, Indiana University.

### **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 6:10 -7:30 p.m. in the Regency Ballroom.

### **ABSTRACTS:**

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

### **BREAKFAST AND LUNCH BUFFETS:**

To expedite breakfast and lunch lines, cash buffets will be set up in the foyer outside the Regency Ballroom on floor two and near the Garden Terrace on floor three.

### **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 Wednesday from 8:00 - 9:00 *p.m.* in the Chula Vista Room.

### **THE LIGHTER SIDE OF NRC:**

Join conference participants on Friday evening, 9:00 - 10:00 *p.m.* in the Rio Ballroom for a pre-Vital Issues look at research. Jim Hoffman and his colleagues at the University of Texas 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 Thursday 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 with cash bar in the Regency Ballroom Foyer 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: 9:00 *p.m.* - Midnight - Rio Grande Ballroom
- Thursday: 9:00 *p.m.* - Midnight - Regency East Ballroom
- Friday: 10:00 *p.m.* - Midnight - Regency East Ballroom
- Saturday: 9:00 *p.m.* - Midnight - Presidential Suite

## COMMITTEE MEETINGS AT THE CONFERENCE

Committee meetings are open to all members except when in executive session.

COMMITTEE	CHAIR	DAY/TIME	ROOM
<b>Ethics Committee</b> • Subcommittee on Ethics Statement • Subcommittee on Program	Marjorie Siegel Michael Kamil Connie Bridge	Fri. 5:15 - 6:05 <i>p.m.</i> Thurs. 7:00 - 8:25 <i>a.m.</i>	TBA by Chair Garden Terrace
<b>Field Council</b>	Martha Rapp Ruddell	Wed. 6:10 - 7:30 <i>p.m.</i>	Rio East
<b>Policy and Legislative Committee</b>	Samuel Miller Sheila Valencia	Thurs. 5:15 - 6:05 <i>p.m.</i>	TBA by Chair
<b>Publications Committee</b>	Jerome Niles	Fri. 5:15 - 6:05 <i>p.m.</i>	TBA by Chair
<b>Student Award</b>	Jill Fitzgerald	Thurs. 7:00 - 8:25 <i>a.m.</i>	Garden Terrace
<b>Ad Hoc Committee on Contributions and Donations</b> • Subcommittee on Fundraising • Subcommittee on Conceptualizing	M. Trika Smith-Burke P. David Pearson James Hoffman	Sat 2:20 - 4:00 <i>p.m.</i>	Director's
<b>Ad Hoc Committee on Critical Spaces</b>	Lorri Neilsen	Thurs. 7:00 - 8:25 <i>a.m.</i>	Garden Terrace
<b>Ad Hoc Committee on Long Range Planning</b>	Jerome Harste	Wed. 7:00 - 8:25 <i>a.m.</i>	Garden Terrace
<b>Ad Hoc Committee on Multicultural Issues</b>	Margaret Gallego Kathryn Au	Fri. 5:15 - 6:05 <i>p.m.</i>	TBA by Chair
<b>Ad Hoc Committee on the Structure of the Award Committee</b>	Barbara Taylor	Thurs. 7:00 - 8:25 <i>a.m.</i>	Garden Terrace
<b>Ad Hoc Committee on Technology</b>	David Reinking	Thurs. 7:00 - 8:25 <i>p.m.</i>	Garden Terrace
<b>Journal Reading Behavior Editorial Advisory Board</b>	Linda B. Gambrell Lesley Mandel Morrow Susan B. Neuman Michael Pressley	Thurs. 7:30 - 8:25 <i>a.m.</i>	Regency East 2
<b>Joint Publications and Technology Committee Meeting</b>	Jerome Niles David Reinking	Sat. 7:00 - 8:25 <i>a.m.</i>	Garden Terrace

# **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 and 1 minute 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 since some 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**

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 location 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, 6:00 a.m. to 12:00 midnight central standard time, seven days a week, and mention Star number S03N24C to identify you as an *NRC* participant.

## CAR RENTALS

Alamo Rent A Car has joined the National Reading Conference to offer special low car rental rates which are available one week before and one week after the conference. All Alamo rentals include air conditioning, and unlimited free mileage. Reservations may be made by calling their toll free number (1-800-732-3232). In order to receive the listed rates, please make sure you give our special account number 85909, rate code GR.

	<u>Daily</u>	<u>Weekly</u>
Economy	\$ 21.	\$ 89.
Compact	\$ 23.	\$ 109.
Midsize	\$ 25.	\$ 129.
Fullsize	\$ 27.	\$ 149.
Premium	\$ 29.	\$ 169.
Luxury	\$ 31.	\$ 189.

## DRIVING FROM THE AIRPORT

After leaving the terminal, take 281 south toward downtown, exit at Houston Street. Turn right on Houston Street and continue for 7 or 8 blocks to Broadway. Turn left on Broadway and drive 5 or 6 blocks down Broadway to the Hyatt.

## TRANSPORTATION TO AND FROM THE AIRPORT

Get picked up at the airport by calling People Express in advance for a reservation at 1-800-321-2306. The cost is \$5.50 each way per person. The Star Airport shuttle is available at the airport with no prior arrangements and takes about one half hour. The cost is \$7.00 each way per person. A cab ride takes 15 minutes and the cost of \$12.00 each way would be the same for one to three people.

## 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 San Antonio. 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 San Antonio, 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.

## CANCELLATION POLICY:

Refunds on conference registration fees, less than \$25, will be made providing a written notice of cancellation is received by mail or fax (312-329-9131) by November 13, 1992. **NO REFUNDS AFTER NOVEMBER 13.**

## FUTURE NRC CONFERENCES

- **December 1 - December 4, 1993**  
The Omni Hotel at Charleston Place, Charleston, South Carolina
- **November 30 - December 3, 1994**  
Hotel del Coronado, Coronado, California

### SILENT AUCTION

for Professional Books in the Conference Reading Room

- WHO?** All NRC participants are encouraged to participate. Contact Jim Flood for additional details.
- WHAT?** A Silent Auction for bidding on the professional books in the Reading Room. Perhaps you'll "win" a book.
- WHEN?** Beginning at 8:00 a.m.  
Wednesday, December 2, 1992  
Ending at 12:00 noon  
Saturday, December 5, 1992
- WHERE?** The Reading Room
- WHY?** To enhance your professional library.  
To raise funds for NRC.
- HOW?** As you browse through the books in the Reading Room, you can bid on any books that you would like. The bids will be kept on a running list so that you know the last bid (the one that you have to "beat") The last bidder is the winner.

For Example:

J. JONES	\$10
L. SMITH	\$12
D. THOMAS	\$15
R. BROWN	\$20
S. MALLOY	\$23
J. JONES	\$25

The winners will be posted by 1:00 p.m. outside the Door of the Reading Room. Just go in, write your check, and the book will be yours.

**SPECIAL THANKS TO THE  
1992 Local Arrangements Committee**

**Rosalind Horowitz, Chair**

**Sandra Dallas, Mary Ann D'Armond, Ann Hall, Kathy Jongsma,  
Juan Lira, Sharon O'Neal, Edward Tobia, Peggy Tyler**

# Innovations in Education.

1993 READING TITLES!

*Cathy D. Collins*

## **TEACHING THE LANGUAGE ARTS: Expanding Thinking Through Student-Centered Instruction**

It's the first text to explain and demonstrate step-by-step how both thinking and communication competencies can be enhanced through instruction! The author includes substantive material on new types of assessment, multicultural issues, special student needs, listening development, and higher level thinking skill development.

*Dolores Durkin*

## **TEACHING THEM TO READ, 6/E**

Cohesive, engaging, and generously packed with carefully selected content, this market leader is a modern classic in the field. New to this edition are a chapter on children's literature, more examples of instruction, an expanded Instructor's Guide, and added emphasis on improving comprehension.

*C. Glennon Rowell*

## **ASSESSMENT AND CORRECTION IN THE ELEMENTARY LANGUAGE ARTS**

Addresses the critical problem of how to set up a systematic, workable way of teaching which meets both the developmental and special needs of students.

*Dorothy Rubin*

## **A PRACTICAL APPROACH TO TEACHING READING, 2/E**

Presents the knowledge, skills, and strategies that preservice and inservice teachers need to become effective teachers of reading.

*James L. Shanker*

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Based on the time-tested criteria of the informal reading inventory, this research-based, clinically verified textbook is the most coherent and comprehensive reading assessment instrument ever developed for all areas of reading.

*Carol Lynch-Brown & Carl M. Tomlinson*

## **ESSENTIALS OF CHILDREN'S LITERATURE**

With its straightforward approach, this introductory text provides students with the relevant information on children's literature. Clearly written, it is organized by genres and includes practical teaching suggestions in two separate chapters and extensive book lists.

*Harold L. Herber & Joan Nelson Herber*

## **TEACHING IN CONTENT AREAS: Reading, Writing and Reasoning**

Praised for its well-organized and logical format, this text is developed around a theory of instruction that is based on current psychological, linguistic, rhetorical, reading, and general teaching research and theory.

*Martha Rapp Ruddell*

## **TEACHING CONTENT READING AND WRITING**

Presents reading and writing instruction from a middle school and secondary school perspective. It features a strong focus on classroom instruction which teaches content and supports students' literacy abilities in the content areas.



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1991 322 pages paper 75803

### HANDBOOK OF READING RESEARCH

Volume II

Rebecca Barr, Michael L. Kamil, Peter Mosenthal, and P. David

Pearson, eds.

1991 1,086 pages hardcover 75942



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# THE ONLY RESOURCE AVAILABLE WITH EVERYTHING YOU NEED TO KNOW...

## HANDBOOK OF RESEARCH ON TEACHING THE ENGLISH LANGUAGE ARTS

*Sponsored by the International Reading Association and the National Council of Teachers of English*

Edited by JAMES FLOOD, JULIE JENSON, DIANE LAPP, and JAMES R. SQUIRE  
ISBN 0-02-922382-2 • 736 pages • \$65.00

Research is changing in all areas of education, and the English language arts is no exception. In fact, as more emphasis is placed on illiteracy, bilingual children, and children at risk, research in the English language arts has become one of the most innovative areas of education today, focusing on the broader aspects of language development. And the only way to comprehend these new trends in research is to have the *Handbook of Research on Teaching the English Language Arts*, a resource sponsored by a unique relationship between two educational associations that reflects the need for a more unified approach to teaching in the classroom.

Interest in the early years of language acquisition, attention to the multiple aspects of the language arts, extensive study of oral and written discourse, and computer applications to language learning are all recent issues in research reflected in this *Handbook*. Methodology has also become more broad, shifting from a quan-

titative approach to one that includes many different perspectives, such as anthropology and psychology. And, perhaps most importantly, research is being conducted in the classroom, on the job, in the community, creating more tests/assessment instruments and illustrating a more contemporary holistic approach to studying the ways in which people learn language.

Moreover, this *Handbook* is based on the idea that the teacher as the reporter is of primary importance. According to the editors, "This *Handbook* is a sign of change...it demonstrates a bridging of research and practice, of researcher and practitioner." More than just an assemblage of facts, the *Handbook* is intended for those teachers, administrators, and teacher educators who want to learn new ways of studying language acquisition. And, this *Handbook* is for educators who want to put new techniques to use.

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## Tuesday, December 1, 1992

3:00 p.m. - 5:00 p.m.	Board Meeting	Pecan
6:00 p.m. - 8:00 p.m.	Board Meeting	Pecan
5:00 p.m. - 8:00 p.m. Registration		Los Rios Foyer
9:00 p.m. - Midnight	VITAL ISSUES	Presidential Suite

## Wednesday December 2, 1992

7:45 a.m. - 9:00 a.m. Breakfast (Cash Buffet)		Regency Foyer & Garden Terrace
7:00 a.m. - 5:00 p.m. Registration		Los Rios Foyer
7:00 a.m. - 8:25 a.m.	Ad Hoc Committee on Long Range Planning Chair: Jerome C. Harste, Indiana University	Garden Terrace
8:00 a.m. - 6:00 p.m. The Reading Room Will Be Open.		Medina
8:00 a.m. - 8:25 a.m.	PROGRAM PREVIEW	Live Oak

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*

8:30 a.m. - 9:50 a.m.		Regency East 1
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1 SYMPOSIUM     *Redesigning Contexts for Literacy Learning in Special Education Settings:  
The Role of Activity, Teacher Scaffolding, and  
Peer Interaction*

Chair: Annemarie Sullivan Palincsar, University of Michigan

Redesigning the Context for Literacy Learning in a Primary Special Education Classroom: Examining Activity from an Emergent Literacy Perspective  
Laura Klenk and Amy Wilson, University of Michigan

Redesigning the Context for Literacy Learning in an Upper Elementary Special Education Classroom: Examining Teacher/Student and Student/Student Interaction Across Three Reading/Writing Activities  
Andrea Parecki, Annemarie S. Palincsar, University of Michigan, Carol Brozo, Ypsilanti Public Schools

Redesigning the Context for Literacy Learning in an Upper Elementary Special Education Classroom: Examining Cognitive/Motivational Variables  
Eric Anderman, Andrea Parecki, Annemarie S. Palincsar, University of Michigan

Redesigning the Context for Literacy Learning with Primary General and Special Education Students: Examining the Role of Teacher Scaffolding in Literary Text-related Discussions  
Tanja L. Bisesi, Joyce A. Urba, Virginia J. Goatley, Michigan State University

Discussant: Colette Daiute, Harvard University

# Wednesday, December 2, 1992

8:30 a.m. - 9:50 a.m.

Regency East 3

## 2 SYMPOSIUM

### *Learning Tasks and Participation Structures that Enhance Literacy Behaviors for Young Children*

Chair: Diane Tracey, Rutgers University

**Learning Tasks and Participation Structures in Kindergarten Classrooms Using Holistic Strategies**  
Susan B. Neuman, Temple University

**Examining the Influence of the Independent Reading and Writing Period as a Participation Structure that Promotes Literacy Behavior**  
Lesley Mandel Morrow, Rutgers University, Evelyn Sharkey, Temple University

**An Interactive and Collaborative Discussion Structure Improves the Comprehension of Third-Grade Below-Average Readers**  
Marsha Baumeister, Linda Gambrell, University of Maryland

Discussant: Michael Pressley, University of Maryland

8:30 a.m. - 9:50 a.m.

Nueces/Frio

## 3 PAPER SESSION

### *Literacy Development: Influences of Programs, Tasks, and Materials*

Chair: Connie Bridge, University of Kentucky

**Inner City Kindergartners' Vocabulary Development in Three Different Early Literacy Programs**  
Lynne R. Putnam, George Washington University

**Literacy Development in Preschool and Kindergarten Children: Patterns Between Groups and Across Tasks**  
Donald J. Richgels, June E. Barnhart, Northern Illinois University

**Literacy Development: Children's Magazines Can Play a Part**  
Jennifer A. Stevenson, Highlights for Children

8:30 a.m. - 9:50 a.m.

Llano/Pecos

## 4 SYMPOSIUM

### *Understanding the Constructs of Adult Literacy: With Implications for Policy, Theory, and Instruction*

Chair: Irwin S. Kirsch, Educational Testing Service

Presenters: Irwin S. Kirsch, Educational Testing Service, Peter B. Mosenthal, Syracuse University

The purpose of this symposium is to present the explanatory models which explain how adults, in general engage in document, prose and quantitative literacy tasks. Based on these models, various subpopulations' document, quantitative, and prose literacy abilities will be profiled and interpreted. The implications of these profiles will then be considered in detail as they relate to current literacy policy, instruction, and assessment practices in the United States.

# Wednesday, December 2, 1992

8:30 a.m. - 9:50 a.m.

Live Oak

## 5 PAPER SESSION

### *Talking About Books*

Chair: Norma Lopez-Reyna, University of Illinois-Chicago

**An Exploration of Meaning Construction by Less Proficient Readers During Book Sharing Sessions**  
Penny L. Beed, University of Iowa

**Spanish Literacy Development: A Descriptive Study of Four Bilingual Whole Language Classrooms**  
Bertha Perez, San Jose State University

**Effects of a Literacy-Based Intervention for Parents of At-Risk Preschoolers**  
Susan S. Robinson, Jann Nauman, Drake University

8:30 a.m. - 9:50 a.m.

Pecan

## 6 PAPER SESSION

### *Understanding Readers' Responses to Diverse Reading Events*

Chair: Nancy Williams, University of Houston

**Reading and Writing the "Lived-through Experience": Examining the Developing Responses of Adolescents to Three Novels**  
Mary Kooy, Simon Fraser University

**Effects of Strong Points of View on Responses to Text**  
Suzanne E. Wade, Audrey Thompson, University of Utah

**Is Reading a Transactional Process Only When Reading Literature? : Reading Mathematics as an Counter Example**  
Marjorie Siegel, University of Rochester

8:30 a.m. - 9:50 a.m.

Blanco

## 7 SYMPOSIUM

### *First Language/Second Language Literacy Relationships*

Chair: William Nagy, University of Illinois, Urbana-Champaign

**Testing the Interdependence Hypothesis: The Adult Basic Literacy Examination in Spanish and English**  
Elizabeth B. Bernhardt, Michael L. Kamil, The Ohio State University

**Do Second Language Reading and First Language Writing Equal Second Language Reading Comprehension? An Assessment Dilemma**  
Judith Brisbois, United States Air Force Academy

**Teacher Beliefs about Second Language Reading and its Instruction**  
Ellen Collie, The Ohio State University

8:30 a.m. - 9:50 a.m.

Regency East 2

## 8 ALTERNATIVE FORMAT

### *Seeking Ethical Praxis: The Politics of Literacy Research*

Chair: Lorri Neilsen, Mount Saint Vincent University

Facilitators: Lorri Neilsen, Mount Saint Vincent University, Susan Lytle, University of Pennsylvania

Drawing on their experiences as literacy researchers, the presenters will each briefly describe the evolution of the political perspective shaping their current inquiry and offer four premises guiding their research activities with marginalized communities. The remainder of the session will be devoted to small group discussion of participants' perspectives on these premises and their experiences seeking ethical praxis.



# Wednesday, December 2, 1992

8:30 a.m. - 9:05 a.m.

Garden Terrace

## 9 ROUND TABLE

Chair: Ruth Miller, Texas A&M University

- 9.1 **Disabled Readers Partner Up: Identifying Features of Successful Paired-Reading Sessions**  
Jean E. Hammons, Linda G. Fielding, University of Iowa
- 9.2 **Effects of Text Variables on Students' Retelling: Qualitative and Quantitative Analyses**  
Mirtha E. Hernandez-Miller, Judy Nichols Mitchell, Keith E. Meredith, University of Arizona  
Pi A. Irwin, Tucson Unified School District
- 9.3 **A Qualitative Study of 1st Grade Literacy Development**  
Roxanne L. Henkin, National-Louis University
- 9.4 **Literacy Needs of Limited-English Proficient Students: What Information is Available to Mainstream Teachers**  
Georgia Earnest Garcia, Jane A. Montes, Carole Janisch, Burydice Bouchereau, University of Illinois, Urbana-Champaign
- 9.5 **At-Risk Students: The Social Construction of Status**  
Susan M. Tancock, Ball State University
- 9.6 **The Relationship Between the Belief Systems and Instructional Interventions of Teachers Working with Children Experiencing Reading and Writing Difficulties**  
Rosemary Lonberger, Sarah D. Weidler, Buffalo State College, Kathy Broikou, SUNY-Geneseo

9:15 a.m. - 9:50 a.m.

Garden Terrace

## 10 ROUND TABLE

Chair: Ruth Miller, Texas A&M University

- 10.1 **Literacy Development of Urban At-Risk Children Through Literature-based Reading/Language Arts Instruction**  
Joan P. Gipe, John G. Barnitz, University of New Orleans, Janet C. Richards, University of Southern Mississippi
- 10.2 **Assessing the Predictive Validity of Prior Knowledge Assessment**  
Lauren Leslie, Paula Cooper, Marquette University
- 10.3 **Self, Meaning, and Literacy in a First Grade Classroom**  
Laurie M. MacGillivray, University of Houston
- 10.4 **Literacy Instructions for Special Education Students in the General Education Classroom: Do Basal Readers Provide the Tools?**  
Diane Haager, California State University-Los Angeles, Janette Kettmann Klingner, University of Miami
- 10.5 **Family Literacy Studies at Head Start**  
Susan F. Caroff, Purdue University
- 10.6 **Using Portfolio Assessment to Meet the Needs of a College Reading Clinic**  
Renee K. Weisberg, Beaver College, Marie B. Koals, Eastern College, Michael Koals, Keys Two

10:00 a.m. - 11:20 a.m.

Regency East 1

## 11 SYMPOSIUM

### *Engagement in Reading: Current Research, Emerging Principles and New Questions*

Chair: Patricia E. Enciso, University of Wisconsin-Madison

**Current Research: Engagement and Comprehension**  
Robert J. Tierney, Ohio State University

**Accounting for Engagement: Emerging Principles for Rethinking Reading Processes**  
Patricia E. Enciso, University of Wisconsin-Madison

**New Questions: Engagement and Cross-Cultural Reading**  
Patricia E. Enciso, Christine Jenkins, University of Wisconsin-Madison

Discussant: Jerome Harste, Indiana University

# Wednesday, December 2, 1992

10:00 a.m. - 11:20 a.m.

Regency East 3

## 12 SYMPOSIUM

### *Long Term Studies of Diverse Learners' Participation in Literature-Based Reading Instruction*

Chair: Richard W. Beach, University of Minnesota

**Balancing Personal Response with Skills and Strategies: A Case Study of Five Students as They Participated in Book Club over the Course of Their Fifth-Grade Year**

Susan McMahon, University of Wisconsin

**Mef's Journey into English Language Acquisition and Literacy Development: A Case Study from Third through Fifth Grade**  
Taffy Raphael, Cynthia H. Brock, Michigan State University

**A Learning Disabled Student Participating in a Regular Education Book Club: The Case of Stark**  
Virginia J. Goatley, Michigan State University

**Accommodating Diversity in the Elementary Classroom: A Look at Literature-Based Instruction in an Inner City School**  
Laura S. Pardo, Allen Street School

Discussant: Dorothy Strickland, Rutgers University

10:00 a.m. - 11:20 a.m.

Nueces-Frio

## 13 PAPER SESSION *Literacy in the Content Areas: How Adolescent Readers Approach their Reading And What Can Be Done to Foster More Strategic Engagement*

Chair: Rosalind Horowitz, University of Texas-San Antonio

**Literacy in the Chemistry Classroom: An Ethnographic Study of Effective Teaching**  
Elizabeth B. Moje, Purdue University

**Narrative and Expository Text Reading Strategies of Adolescent Students**  
Linda S. Bonorden, University of Wisconsin-Madison

**Engaging Students With Text**  
Margaret G. McKeown, Isabel L. Beck, Mary Jo Worthy, LRDC University of Pittsburgh

10:00 a.m. - 11:20 a.m.

Llano/Pecos

## 14 PAPER SESSION *Family and Community Contexts and Literacy Development*

Chair: Susan Caroff, Purdue University

**A Three-Year Study of the Effects of an Intergenerational Approach to Literacy on the Literacy Practices of Adults and their Children**  
Jeanne R. Paratore, Boston University

**Mothers' Understanding and Knowledge About Their Children's Schooling and Reading Instruction**  
Barbara E. Johnson, Cathryn Wimett, National-Louis University, Sandra M. Fox, Lake Forest College

**Constructing Meaning: Multigenerational Beliefs and Messages about Literacy and Access**  
Vivian L. Gadsden, University of Pennsylvania

# Wednesday, December 2, 1992

10:00 a.m. - 11:20 a.m.

Live Oak

## 15 PAPER SESSION

### *The Nature of Literacy Instruction*

Chair: Lucy Ann Dahlberg, Cleveland State University

**What is Scaffolded Instruction? Definitions, Distinguishing Features, and Misnomers**  
Debra K. Meyer, University of Texas-Austin

**Sharing the Ownership of Knowing: A Constructivist Concept of Motivation for Literacy**  
Penny Oldfather, University of Georgia

**Carol's Story: The Role of Caring in the Development of a Prospective Reading Teacher**  
Sandra J. Moore, Rosary V. Lalik, Virginia Polytechnical Institute

10:00 a.m. - 11:20 a.m.

Pecan

## 16 ALTERNATIVE FORMAT

### *The Role of the Researcher in School-Based Teacher-Researcher Collaboration*

Facilitators: Kathryn Meyer Reimer, Bertram Bruce, University of Illinois, Urbana-Champaign

This session will focus on the issues raised about the researcher's role in collaborative school-based research. The facilitators will share some dilemmas that have arisen out of their own research and invite discussion based on the participant's experiences with collaborative research. Questions will also be raised about what collaboration means in settings where the collaborators have different knowledge and power bases.

10:00 a.m. - 11:20 a.m.

Blanco

## 17 PAPER SESSION

### *Fo-neem-ik Uh-ware-nes*

Chair: Lee Gunderson, University of British Columbia

**The Relationship of Phonemic Awareness to Reading Level and the Effects of Phonemic Awareness Instruction on the Decoding Skills of Adult Disabled Readers**  
Molly E. Minus, University of Texas-Austin

**The Effects of Blending Instruction Versus Segmentation Instruction**  
W. Van Bon, R. Schreuder, University of Nijmegen

**Phonological Awareness: A Case Study of One Deaf Child**  
Patricia Natalie Chrosniak, Western Illinois University

**Wednesday, December 2, 1992**

**10:00 a.m. - 11:20 a.m.**

**Regency East 2**

**18 ALTERNATIVE FORMAT**

*Connecting Literacy, Culture and  
Disciplinary Content: Narratives from Urban School Classrooms*

**Chair: Anthony Cody, Bret Harte Junior High**

**Narrative Conversation I: Collaborating to Connect Literacy Instruction, Cultural Awareness, and Social Studies in an Urban Middle School**  
Sandra Hollingsworth, Nancy Standerford, Michigan State University; Patrick O'Meara, C.W. Otto Middle School

**Narrative Conversation II: Teacher Research of Urban School Literacy Instruction through Cross-Site Collaboration**  
Mary Dybdahl, Elsa Widenamann Elementary School, Leslie Minarik, Highland Elementary School,  
Jennifer Smallwood, Patterson Elementary School, Karen Teel, Portola Middle School

**Narrative Conversation III: Social Grouping Dynamics in Urban Content Area Classrooms: Gender and Special Education**  
Frances Boehnlein, Margaret Gallego, Michigan State University, Victoria Bohannon, Richard Bryce, C.W. Otto Middle School

**Discussant: Deborah Dillon, Purdue University**

It was the common vision of the teachers and university researchers in this symposium to reverse the failure rate of ethnic minorities in urban schools by connecting literacy, culture and disciplinary content. While their specific approaches to reverse the situation varied across contexts, the rationale behind them came from an examination of both the dilemmas and the promises for urban school reform found in the literature. In this alternative format, the chair will present an overview describing the range of approaches, and invite participants to discuss varying perspectives and approaches to connect literacy, culture and disciplinary content in urban schools. The groups and their narrative foci will be described. Near the end of symposium, the full audience will reassemble to interact with the discussant about the transformative features of this work.

# Wednesday, December 2, 1992

10:00 a.m. - 11:20 a.m.

Garden Terrace

## 19 JOINT ROUND TABLE **Chair: Joyce Jennings, Northeastern Illinois University**

- 19.1 **Facilitators:** Lorri Neilsen, Chair, Mount Saint Vincent University, Carolyn Colvin, University of Iowa, Linnea Ehrli, CUNY Graduate School, John Guthrie, University of Maryland, Sarah J. McCarthey, University of Texas-Austin, Jamie Myers, Pennsylvania State University, J. Michael Parker, New York University, Donna Alvermann, University of Georgia, James Flood, San Diego State University, John Konopak, Louisiana State University, Richard Anderson, University of Illinois, Urbana-Champaign, Ronald Carver, University of Missouri-Kansas City, Karen Feathers, Wayne State University, Susan Lytle, University of Pennsylvania

Critical Spaces. This Session will provide a forum for members to discuss the diversity of perspective on literacy research represented in the conference and publications of *NRC*, and an ongoing E-Mail dialogue.

- 19.2 **Facilitator:** Donald J. Leu, Syracuse University

**Using a Formative Experiment to Study How Computers Affect Reading and Writing in Classrooms**  
David Reinking, Michael Pickle, University of Georgia

**Examining News-Based, Videodisc Anchored Instruction to Enhance Main Idea Comprehension and Writing**  
Charles K. Kinzer, Vanderbilt University

- 19.3 **Facilitator:** Joyce A. Hieshima, Northwestern University

**When Classroom Instruction Includes Segmentation: Its Affect on First Grade Reading and Writing**  
Pamela J. T. Winsor, University of Lethbridge, Suzanne H. Weiner, University of Washington

**Effects of Phonemic Awareness Training on Low and Middle Achieving First Graders' Phonemic Awareness, Decoding, and Reading Ability**  
Suzanne H. Weiner, University of Washington

- 19.4 **Facilitator:** Mirtha Hernandez-Miller, University of Arizona

**The Development of Latino Students' Concept of Cognates**  
William E. Nagy, Georgia E. Garcia, University of Illinois, Urbana-Champaign

**The Effect of Semantic Field Vocabulary Instruction on EFL Students Reading and Listening**  
Sirinan Srinaowaratt, SriNakharinwirot University, Margaret S. Steffensen, Illinois State University

- 19.5 **Facilitator:** Mary Anne Doyle, University of Connecticut

**Instructional Conversations: A Way of Looking at One-to-One Remedial Interaction**  
Dorothy Deegan, Pennsylvania State University

**The Social Nature of "Remedial" Readers Transacting with Literature: A Teacher-Researcher Study**  
Daniel T. Holm, University of Arizona

- 19.6 **Facilitator:** Edward B. Fry, Rutgers University

**An Examination of Preservice Teachers' Beliefs and Attitudes about Reading and Learning in the Content Areas**  
Elizabeth K. Wilson, University of Alabama, Mary Margaret Mitchell, Centenary College of Louisiana

**Examining Beliefs and Practices about Content Area Reading: A Case Study of a Beginning Secondary Social Studies Teacher**  
Elizabeth K. Wilson, University of Alabama, Bonnie C. Konopak, Louisiana State University, John E. Readence, University of North Carolina-Greensboro

- 19.7 **Facilitators:** Patricia A. Alexander, Texas A & M University, Sherrie L. Nist, University of Georgia, Michael Pressley, University of Maryland, Diane L. Schallert, University of Texas-Austin, Michele L. Simpson, University of Georgia

Dialogue on Strategic Behavior Research: How Important is Domain Specific Knowledge? The purpose of this session is to permit more dialogue and interaction among individuals who have done research in the area of strategies and/or studying, or those who are interested in pursuing this area. Several researchers who published extensively in this area will serve as facilitators and pose discussion questions, but no facilitator will make a formal presentation.

# Wednesday, December 2, 1992

11:20 a.m. - 12:50 p.m.  
Lunch (Cash Buffet)

Regency Foyer  
& Garden Terrace

11:35 a.m. - 12:40 p.m.

## RESEARCH WORKSHOPS

Regency Corridor Center

Organizer: *Jamie Myers, Pennsylvania State University*  
(Workshop Limited to 15 Participants)

### Gender Issues in Literacy Research

Lorri Neilsen, Mt. St. Vincent University, Carolyn Colvin, University of Iowa

### Researching Cultural Aspects of Literacy

Katheryn H. Au, Kamehameha Schools, Roslinda Barrera, New Mexico State University

### Methods of Historical Research in Children's Literature

Violet Harris, University of Illinois, Urbana-Champaign

11:35 a.m. - 12:40 p.m.

## BIRDS OF A FEATHER

Garden Terrace

Attendees may organize their own discussion groups in the Garden Terrace area. A cash buffet will be available.

11:35 a.m. - 12:40 p.m.

Regency East 1

## ALTERNATIVE FORMAT

*Creating Communities of Inquiry:  
Teacher Educators Exploring Together Who We Are*

Chair: *Joyce Hood Boettcher, University of Wisconsin-Oshkosh*

Facilitators: *Teri Faulkner, Patricia Scanlan, University of Wisconsin-LaCrosse, Michael P. Ford, University of Wisconsin-Oshkosh, Maria Myerson, Marilyn Ohlhausen, University of Nevada-Las Vegas, Maureen Prenn, Mankato State University*

Realizing that teacher educators are seldom provided opportunities to learn together, this **ONGOING** session invites participants particularly interested in teacher education issues to become active members of a learning community. Using the conference as a context for learning, we will collaboratively explore who we are as learners, how our learning occurs, and what we have been learning from our participation in the conference. In the initial session, we will identify topics of interest and ways in which these topics can be explored throughout the conference. Subsequent meetings will provide opportunities to reflect, debrief, and share emerging issues, insights and ideas. A final session on Saturday (see Session 139) will focus on synthesizing not only what we have learned but how we have learned it. We will generate plans for connecting our learning to our own professional and personal contexts.

12:50 p.m. - 2:10 p.m.

Regency East 1

## 20 SYMPOSIUM

*Special Topics Within the Context of the IEA Reading Literacy Study*

Organizer: *Nadir M. Atash, Westat, Inc.*

Chair: *David L. Bayless, Westat, Inc.*

**Contextual Effects in the Assessment of Reading Literacy**  
*Nadir Atash, Westat, Inc.*

**Assessing Metacognition**  
*Barbara Kapinus, Maryland State Dept. of Education*

**Comparative Effects of Inservice and Preservice Training on Teaching Beliefs and Strategies**  
*Marilyn Binkley, National Center for Education Statistics-U.S. Department of Education*

**Assignment of Students to Special Reading Classes**  
*Trevor Williams, Westat, Inc.*

Discussants: *Ramsay Selden, CCSSO, Alan Farstrup, IRA*

**Wednesday, December 2, 1992**

**12:50 p.m. - 2:10 p.m.**

**Regency East 3**

**21 SYMPOSIUM**

***More Than We Bargained For? Unexpected Consequences of Increased Student Participation in Classroom Literacy Events***

**Chair: Susan Florio-Ruane, Michigan State University**

**Risks and Opportunities of Writing From Personal Experience**  
Sarah J. McCarthy, University of Texas-Austin

**Student-led Book Clubs: What Will Children Discuss When Given Opportunity to Interact Among Themselves About Text?**  
Susan I. McMahon, University of Wisconsin-Madison

**Peer Audience, Risk, and Writing in a Third Grade Writing Workshop**  
Timothy J. Lensmire, Washington University

**Discussants: Linda Anderson, Michigan State University, James Mosenthal, University of Vermont**

**12:50 p.m. - 2:10 p.m.**

**Nueces/Frio**

**22 PAPER SESSION**

***The Construction of Knowledge and Text in Facilitative Environments***

**Chair: Ellen Jampole, SUNY-Cortland**

**Tracing Paths Of Co-Constructed Knowledge During Collaborative Dialogues**  
David J. Scanlon, University of Kansas, MaryLou Duffy, University of Arizona

**The Roles of Particular Exemplars and Abstract Schemata in the Acquisition of Genre Knowledge**  
George A. Kamberelis, University of Illinois, Urbana-Champaign, Judy Greene, University of Michigan

**The Main Ideas Comprehension Processing of Teachers as Expert Readers**  
Bruce A. Wood, Western School Division, Beverly L. Zakaluk, University of Manitoba

**12:50 p.m. - 2:10 p.m.**

**Llano/Pecos**

**23 SYMPOSIUM**

***Building a Literacy Community:  
A Sociocultural Perspective on Literacy Development in the Classroom and the  
Inclusion of Students with Special Needs***

**Chair: Carol Sue Englert, Taffy E. Raphael, Michigan State University**

**The Sociocultural Parallels Between Inclusion and Literacy Learning: Examining Inclusion from an Instructional Perspective**  
Peggy S. Rittenhouse, Kathi L. Tarrant, Michigan State University

**Yours, Mine, and Ours: Teacher Beliefs about Literacy, Special Needs Students, and Inclusion**  
Kathi L. Tarrant, Peggy S. Rittenhouse, Michigan State University

**A Case of Inclusion in the Early Literacy Project: Teachers Collaboration to Develop a Community of Learners**  
Mary S. Rozendal, Fenice B. Boyd, Michigan State University

**Examining Children's Voices in General and Special Education: The Evolving Story of Erin**  
Fenice B. Boyd, Mary S. Rozendal, Michigan State University

**Discussant: Elfrieda Hiebert, University of Colorado at Boulder**

# Wednesday, December 2, 1992

12:50 p.m. - 2:10 p.m.

Live Oak

## 24 PAPER SESSION

### *Exploring Metacognitive, Motivational, and Cognitive Processes in Adult Learners*

Chair: JoyLynn H. Reed, St. Edward's University

**Learning and Schooling Autobiographies: Critical Narration of Our Learning Lives**  
Caroline Beverstock, Indiana University

**Do You Have To Know To Want To? Metacognition, Motivation, and Cognitive Processes While Reading Texts With Familiar and Unfamiliar Content**  
Duane F. Shell, Douglas Hamman, University of Texas-Austin

**The Growth and Development of Metacognition in Reading Through the Use of Process Journals**  
Karen M. Feathers, Wayne State University

12:50 p.m. - 2:10 p.m.

Pecan

## 25 SYMPOSIUM *Computer-Mediated Discourse: Written Conversation in the Electronic Age*

Chair: David Reinking, University of Georgia

**Telecommunications: Beyond the Dialogue Journal**  
Margaret A. Gallego, Michigan State University

**Computer-Mediated Discourse: Electric Journaling and Reflective Practice**  
Susan R. McIntyre, University of Wisconsin-Eau Claire

**Intertextuality and Community in Electronic Mail**  
Jamie M. Myers, Pennsylvania State University

Discussant: David Reinking, University of Georgia

12:50 p.m. - 2:10 p.m.

Blanco

## 26 SPECIAL

### *(Sponsored by the Publications Committee)* *Publishing in NRC Publications: Meet and Talk with the NRC Editors*

#### Participants:

#### Co-Editors of Journal of Reading Behavior:

Linda Gambrell, University of Maryland, Lesley Mandel Morrow, Rutgers University, Susan Neuman, Temple University,  
Michael Pressley, University of Maryland

#### Editorial Assistant for Journal of Reading Behavior:

Diane Tracey, Rutgers University

#### Co-Editors of the NRC Yearbook:

Chuck Kinzer, Vanderbilt University, Donald J. Leu, Syracuse University

#### Editorial Assistants for NRC Yearbook:

Laurie M. Ayre, Syracuse University, Jeanne A. Peter, Vanderbilt University

#### *Open Panel Discussion Followed by Audience Questions Will Focus on the Following Areas:*

- Overview of the Manuscript Review Process
- Two Authors' Recent Experiences With Editorial Review
- Important Questions Asked of Editors
- Future Directions for the Publications

*No Smoking in any Session*



# Wednesday, December 2, 1992

12:50 p.m. - 2:10 p.m.

Regency East 2

## 27 ALTERNATIVE FORMAT

### *Critical Reading: Examining the Construct and Identifying Needed Research*

**Presenters:** Michelle Commeyras, University of Georgia, Stephen P. Norris, Linda M. Phillips, Memorial University of Newfoundland

The purpose of this symposium is to examine the construct of critical reading from a variety of perspectives and to identify areas of needed research. The symposium will open with brief presentations: 1) Evolution of the concept of critical reading; 2) Critical reading and meaning construction; and 3) A feminist perspective on critical reading. The bulk of the time will be devoted to debating and discussing these perspectives and research directions needed in the area of critical reading. The discussion will be audio-taped and later a transcription will be made available to anyone who attended the session.

12:50 p.m. - 1:25 p.m.

Garden Terrace

## 28 ROUND TABLE

Chair: Sarah Mahurt, Purdue University

- 28.1 **School and District Reactions to Reading Recovery Implementation**  
Paul T. Wilson, Western Michigan University, David Ross, Hilary Ferguson, Michigan Reading Recovery Program
- 28.2 **Why the Doom and Gloom? A Different Perspective on Preservice Teachers' Response to Content Area Literacy**  
Karen S. Evans, Patricia L. Anders, University of Arizona
- 28.3 **Illiteracy Among Adolescents and Teenagers: Developmental Trends and Implications for the Future**  
Maribeth Cassidy Schmitt, Carol J. Hopkins, Purdue University
- 28.4 **The Power of "Story" in the ESL Classroom An Action Research Project**  
Chris Carger, DePaul University
- 28.5 **Professing, Power, and Discourse: Social Constructions of Teaching Selves in a College Classroom**  
James R. King, Margaret Holland, University of South Florida
- 28.6 **Effects of Manipulating Presentation Rate in Taped Books**  
Pieter Reitsma, Paedologisch Instituut Amsterdam

1:35 p.m. - 2:10 p.m.

Garden Terrace

## 29 ROUND TABLE

Chair: Sarah Mahurt, Purdue University

- 29.1 **A Descriptive Evaluation of Early Literacy Strategies Utilized in Gifted Programs**  
Jeanne M. Burns, Elizabeth M. Wadlington, Southeastern Louisiana University
- 29.2 **Importance of Repertoire of Experience for Teachers of Reading**  
Karen A. Becker, University of Illinois-Chicago
- 29.3 **Teacher's Knowledge of Children's Literature: Genre and Literacy Events**  
Martha H. Barry, USC-Aiken/BA Middle School, Susan P. Moskow, USC-Salkhatchie,  
Linda Randolph, USC-Aiken, Michaeleen Peck, Lexington 5 Schools
- 29.4 **A Study of the Teaching Effectiveness of Experienced Literacy Teachers: Connections Between Self Perceptions, Former Influential Teachers and Observed Teaching Performance**  
Robert B. Ruddell, University of California
- 29.5 **Comparing an Analogy and Phonics Approach to Word Recognition**  
Peter A. Dewitz, University of Toledo, Kathleen Snyder, Lori L. Coressel, Wauseon Schools
- 29.6 **The Relationship of Theoretical Orientation Toward Reading and Political Attitudes**  
Dallas H. Cheek, William H. Rupley, Victor L. Willson, Texas A&M University

# Wednesday, December 2, 1992

2:20 p.m. - 3:40 p.m.

Regency East 1

## 30 ALTERNATIVE FORMAT

### *Explaining Reading Comprehension: Student, Teacher and School Influences on the Development of Competence in Reading*

Chair: Emerson Elliott, National Center for Education Statistics

**Presenters:** Trevor H. Williams, Westat, Inc. and ACER, Marilyn R. Binkley, National Center for Education Statistics, Nadir M. Atash, Westat, Inc.

**Panel:** Jerome Harste, Indiana University, Barbara Kapinus, Maryland State Department of Education, Irwin Kirsch, Educational Testing Service, M. Trika Smith-Burke, New York University, Alan Farstrup, International Reading Association

The symposium is about the development, estimation and interpretation of models which capture the antecedents of reading comprehension among U.S. fourth and ninth grade students. The antecedents in question included the attributes and attitudes of students and their families, characteristics of teachers and their instructional practices, and aspects of the schools they attend.

2:20 p.m. - 3:40 p.m.

Regency East 3

## 31 SYMPOSIUM

### *From Three to Six: Home and Preschool Supports for Literacy Development Among Low-Income Children*

Chair: Elizabeth Sulzby, University of Michigan

**Oral Language Foundations for Literacy Development**  
Catherine E. Snow, Harvard Graduate School of Education

**Home Contributions to Early Language and Literacy Development**  
Diane E. Beals, Washington University, Jeanne DeTemple, Michelle Porche, Harvard Graduate School of Education

**Preschool Contributions to Early Language and Literacy Development**  
David K. Dickinson, Miriam W. Smith, Clark University

**Looking Through Both Lenses: Home and School Contributions**  
Patton O. Tabors, Harvard Graduate School of Education, David K. Dickinson, Clark University

**Discussant:** Victoria Purcell-Gates, Harvard Graduate School of Education

2:20 p.m. - 3:40 p.m.

Nueces\Frio

## 32 PAPER SESSION

### *Curricular Change: Integrated Curricula/Whole Language*

Chair: Marjorie Slegel, University of Rochester

**Multiple Roads Toward Developmentally Appropriate Literacy Instruction: A Dilemma for Teacher Educators**  
Richard P. Ambrose, Beverly J. Bruneau, Timothy V. Rasinski, Kent State University

**A Study of Social Action as a Vehicle for Supporting Literacy Development, Content Knowledge and Democratic Citizenry:  
One Use of Social Constructivism in Developing a Pedagogy**  
Rosary V. Lalik, George E. Glasson, Virginia Polytechnical Institute

**Direct Skills Instruction in Early Reading: A Longitudinal Analysis**  
Richard D. McCallum, St. Mary's College, Steven Moore, University of California-Berkeley, Robert F. Whitlow, Hayward Unified School District

# Wednesday, December 2, 1992

2:20 p.m. - 3:40 p.m.

Llano\Pecos

## 33 PAPER SESSION

### *Reading and Writing as the Curriculum of Lived Experience*

Chair: Brenda Dixey, Purdue University

**Literacy as a Sociocultural Process; Examining Reader Responses to Contemporary Education Texts**  
Mary Frances Linden, Texas A&M University

**Social Semiotics of Intention: The Content in the Context in an ESL Text**  
John P. Konopak, Gary Rice, Louisiana State University

**Writing: A Young Woman's Life**  
Heather E.B. Brunjes, University of Utah

2:20 p.m. - 3:40 p.m.

Live Oak

## 34 PAPER SESSION

### *Hit 'em Early, Hit 'em Hard (Early Intervention)*

Chair: Margaret Gallego, Michigan State University

**Collaborative Literacy Intervention Project: A Three Year Study**  
Lyndon W. Searfosa, Billie J. Enz, Arizona State University, Mary Lu Syllaba, Phoenix Country Day

**Early Intervention in Reading: Supplemental Instruction for Low-Achieving Students Provided by First Grade Teachers**  
Barbara Taylor, Mary Anne Medo, Jean Strait, University of Minnesota

**Creating an Interface Between an Early Intervention Program and the Regular Classroom**  
Barbara J. Frye, Susan Homan, Ruth A. Short, University of South Florida

2:20 p.m. - 3:40 p.m.

Pecan

## 35 PAPER SESSION

### *Teachers' Beliefs About Literacy Instruction*

Chair: Marilyn Ohlhausen, University of Nevada-Las Vegas

**I Teach What I Know: An Examination of Teachers' Beliefs About Whole Language Instruction in the Classroom**  
Deborah I. Tidwell, Jeannie L. Steele, University of Northern Iowa

**Teachers' Thought Processes in the Development of Classroom Literacy: A Review of Literature on Planning, Decision Making, Knowledge and Beliefs**  
Susan G. Madison, Tulane University, Richard B. Speaker, Jr. University of New Orleans

**Why Elementary Classroom Teachers Teach Reading the Way They Do: A Reflective Approach**  
Maria J. Meyerson, University of Nevada-Las Vegas

# Wednesday, December 2, 1992

2:20 p.m. - 3:40 p.m.

Blanco

## 36 PAPER SESSION

### *Improving College Students' Cognitive and Metacognitive Performance as they Interact With Text*

Chair: Virginia L. Phares, University of Georgia

**The Impact of Verbal Rehearsal on College Students' Cognitive and Metacognitive Performance**  
Michele L. Simpson, University of Georgia

**Expressive Writing Events to Improve Reading Comprehension and Abstract Thinking of Non-Proficient College Learners**  
Isabel Baker, Patricia I. Mulcahy-Ernt, Rutgers University

**A Field Test of the Effects of Phenomenological Marginal Gloss Upon College Student Comprehension and Retention**  
Roger A. Stewart, Tracy L. Cross, University of Wyoming

2:20 p.m. - 3:40 p.m.

Regency East. 2

## 37 ALTERNATIVE FORMAT *Making Visible the Invisible : Exploring the Construction of Communities of Writers in Classrooms*

Chair: Shelby Wolf, University of Colorado at Boulder

Facilitators: Mimi Bradley, Emily de la Cruz, Carol Dixon, Ana Floriani, Judith Green, Lichu Lin, Jeff Moss, University of California-Santa Barbara

This symposium uses an innovative, interactive format to examine how teachers and students in culturally and linguistically diverse classrooms construct literate communities. The symposium format will consist of three parts: presentation of a conceptual framework for viewing literacy as a process situated in the community activities of members of a class; small group discussion sessions that focus on the literate community construction process in one of three classrooms (first grade, sixth grade bilingual, and seventh grade English); and a large group discussion of the themes and elements involved in constructive literate communities. In the latter part of the symposium, participants will compare processes and issues raised in the small group sessions to explore whether general elements can be identified across the classes.

2:20 p.m. - 2:55 p.m.

Garden Terrace

## 38 ROUND TABLE

Chair: Dianna Anderson, Texas A&M University

- 38.1 **Understanding the Constructs of IRI Comprehension Questions**  
Peter B. Mosenthal, Marybeth Elliott, Syracuse University
- 38.2 **Use of Storybook Reading to Enhance Children's Attitudes Toward Reading and Expand Multicultural Awareness**  
Mary Ann Wham, University of Wisconsin-Whitewater, June E. Barnhart, Northern Illinois University
- 38.3 **The Effect of a Computer-Based Writing Program on the Attitudes and Performance of Students Acquiring English as a Second Language**  
Joanne M. Odenthal, San Diego State University
- 38.4 **What Does It Take to Ensure Implementation? A Content Literacy Dilemma**  
Cathleen D. Rafferty, Indiana State University
- 38.5 **Combining Technology and Telecommunications to Facilitate Methods Class Instruction**  
Lynne A. Smith, Northern Kentucky University
- 38.6 **The Impact of Television Viewing on Middle School Children's Reading and After School Activities**  
Janice V. Alessandra, San Diego State University-Clearmont, James Flood, Diane Lapp, San Diego State University

# Wednesday, December 2, 1992

3:05 p.m. - 3:40 p.m.

Garden Terrace

## 39 ROUND TABLE

Chair: Dianna Anderson, Texas A&M University

- 39.1 **Words and Spaces: The Relationship Between Concept of Written Word and Spelling in Beginning First Graders**  
Beth Roberts, Agnes Scott College
- 39.2 **The Effects of Dedicated Reading on ESL Writing**  
Timothy A. Micck, Margaret S. Steffensen, Illinois State University
- 39.3 **Exploring the Dynamic Process of Change in Literacy Curriculum and Assessment in a Collaborative Relationship**  
Sandra S. Michelsen, Michigan State University, Nina Yochum, University of Michigan-Flint, Teresa VanStratt, Elliot School
- 39.4 **Teacher Cognition: Evolving Reflections and Use of Reading Process Knowledge in the Classroom**  
Maryanne R. Bednar, LaSalle University
- 39.5 **Preservice Elementary Teachers' Evolving Perceptions of Portfolio Assessment**  
Deidra W. Frazier, Patsy S. Palmer, Mary A. Duchein, Christina Armato, Louisiana State University
- 39.6 **Activating Prior Knowledge as a Process-Oriented Strategy**  
Miriam Walraven, Pieter Reitsma, Paedologisch Instituut

3:50 p.m. - 5:10 p.m.

Regency East

## 40 FIRST PLENARY SESSION

### *Presidential Address and Annual Awards Presentation*

*Chair: James Flood, San Diego State University*

*Speaker: Donna E. Alvermann, University of Georgia*

*Researching the Literal: Of Muted Voices, Second Texts, and Cultural Representations*

5:10 p.m. - 6:05 p.m.

Regency Foyer

*(Cash Bar)*

### *RECEPTION HONORING NRC PRESIDENT AND AWARD WINNERS*

6:10 p.m. - 7:30 p.m.

**Field Council Committee Meeting**

Rio East

Chair: Martha Rapp Ruddell, Sonoma State University

8:00 p.m. - 9:00 p.m.

**RECEPTION FOR GRADUATE STUDENTS**

Chula Vista

9:00 p.m. - MIDNIGHT

**VITAL ISSUES**

Rio Grande Ballroom

# Thursday, December 3, 1992

7:00 a.m. - 8:25 a.m.	<b>Student Award Committee Meeting</b> Chair: Jill Fitzgerald, University of North Carolina at Chapel Hill	<b>Garden Terrace</b>
7:00 a.m. - 8:25 a.m.	<b>Ethics Committee: Subcommittee on Program Meeting</b> Chair: Marjorie Siegel, University of Rochester Subcommittee Chair: Connie A. Bridge, University of Kentucky	<b>Garden Terrace</b>
7:00 a.m. - 8:25 a.m.	<b>Ad Hoc Committee on the Structure of the Award Committee</b> Chair: Barbara M. Taylor, University of Minnesota	<b>Garden Terrace</b>
7:00 a.m. - 8:25 a.m.	<b>Ad Hoc Committee on Critical Spaces</b> Chair: Lorri Neilsen, Mentor Seminars and Mt. St. Vincent University	<b>Garden Terrace</b>
7:00 a.m. - 8:25 a.m.	<b>Ad Hoc Committee on Technology Meeting</b> Chair: David Reinking, University of Georgia	<b>Garden Terrace</b>
7:30 a.m. - 8:25 a.m.	<b>Journal of Reading Behavior Editorial Advisory Board Meeting</b> Editors: Linda B. Gambrell, Michael Pressley, University of Maryland, Lesley Mandel Morrow, Rutgers University, Susan B. Neuman, Temple University	<b>Regency East 2</b>
7:45 a.m. - 9:00 a.m.	<b>Breakfast (Cash Buffet)</b>	<b>Regency Foyer &amp; Garden Terrace</b>
8:00 a.m. - 5:00 p.m.	<b>Registration</b>	<b>Los Rios Foyer</b>
9:00 a.m. - 6:00 p.m.	<b>The Reading Room Will Be Open.</b>	<b>Medina</b>
8:30 a.m. - 9:50 a.m.		<b>Regency East 1</b>
<b>41 SYMPOSIUM</b>	<b><i>Exploring Children's Disposition to Learn: The Role of Motivation and Interest in Reading</i></b> Chair: Karin L. Dahl, The Ohio State University	
	<b>Motivation as a Contributing Factor in Literacy Achievement</b> Julianne Turner, University of Michigan	
	<b>Tracing the Disposition to Learn in Inner-City Classrooms</b> Karin L. Dahl, The Ohio State University	
	<b>Students' Perception of How They Became Interested in Reading</b> Kathryn Au, Kamehameha Schools	
	<b>Discussant: Diane Stephens, University of Hawaii</b>	

Thursday, December 3, 1992

8:30 a.m. - 9:50 a.m.

Regency East 3

42 PAPER SESSION

*Young Children's Response to Literature*

Chair: Laura B. Smolkin, University of New Mexico

**Intertextual Strategies for Accomplishing Classroom Events: Two-Year-Olds' and Teachers' Connections Between Books, Life Experiences, and Play**

Deborah Wells Rowe, Vanderbilt University

**Young Children's Response to Literature--Stories and Information Books**

Christine C. Pappas, University of Illinois-Chicago

**Young Children's Creative Solutions to Realistic and Fanciful Story Problems**

Patricia A. Alexander, Tamara L. Jetton, Steven H. White, James L. Parsons, Hsiao-Chin Liu, Kimla K. Cotropia, Texas A&M University

8:30 a.m. - 9:50 a.m.

Rio West

43 SYMPOSIUM

*Putting Books In Their Hands:  
Literature-based Instruction in Low-Income Schools*

Chair: Richard L. Allington, SUNY-Albany

**Access to Literacy Variations in Schools Serving Low Income Children**

Sherry Guice, Richard Allington, SUNY-Albany

**Literature-Based Instruction in Special Education Classrooms**

Kim Baker, SUNY, Albany

**A Case of Resistance to Literature-Based Instruction**

Nancy Michaelson, SUNY-Albany

**Contrastive Case Studies of Pre-kindergarten Sites**

Cynthia Lansford, Anne McGill-Franzen, SUNY-Albany

This symposium is a series of overlapping papers, each of which offers a multi-level perspective on the sources of variation in access to literature in school programs which serve substantial numbers of economically disadvantaged children. While the research sites are located in several communities, the studies are guided by a common theoretical framework and research methodology. The symposium will be organized so that each study is sketched initially in a 7-10 minute presentation. After this overview, presenters will move to four areas of the room for extended discussions of the studies (approx. 40 min.). Symposium participants will elect which of the four smaller group sessions to participate in. There will be no traditional summary discussion.

8:30 a.m. - 9:50 p.m.

Llano/Pecos

44 SYMPOSIUM

*From the Semiotics of Reading to the Semiotics of Curriculum*

Chair: Bridget M. Barton, Charles Sturt University

**Curriculum as Conversation**

Hester Hemmerling, Jerome C. Harste, Indiana University

**Supporting Reading Comprehension Through Transmediation**

Darren Smith, Yueh-Hung Tseng, Jerome C. Harste, Indiana University

**Moving Toward Aesthetic Literacy in First Grade**

Beth Berghoff, Indiana University

Discussant: Robert Carey, Rhode Island College

**Thursday, December 3, 1992**

**8:30 a.m. - 9:50 a.m.**

**Rio Center**

**45 SYMPOSIUM**

***Affective and Cognitive Dimensions of  
Literacy Learning for Diverse Students***

**Chair: Norma Linda Gonzalez, University of Iowa**

**Self-efficacy and Academic Achievement for Diverse Middle School Students**  
Carolyn Colvin, University of Iowa, Linda Kramer Schlosser, Pathways

**Acculturation and Reading Achievement**  
Enedina G. Vazquez, University of Iowa

**Restructuring Literacy Experiences for At-risk Third Graders**  
Kathy Everts Danielson, University of Nebraska-Omaha

**An Experimental Strategic Reading Program for At-risk Junior High Students**  
Pamela Ross, San Diego State University

**Discussant: Louise C. Moll, University of Arizona**

**8:30 a.m. - 9:50 a.m.**

**Pecan**

**46 SYMPOSIUM**

***Situated Literacy Learning Across the Life-Span:  
Continuities and Discontinuities***

**Chair: Daniel A. Wagner, University of Pennsylvania**

**Reading in the Home and Preschool: An Emergent Literacy Perspective**  
Elizabeth Sulzby, University of Michigan

**The Social Context of School-Based Reading Instruction: A Developmental Perspective**  
Lynne A. Ticke, City University of New York

**Workplace Literacy Programs: Variations of Approach and Limits of Impact**  
Larry J. Mikulecky, Indiana University

**Discussant: Vivian L. Gadsden, University of Pennsylvania**

**8:30 a.m. - 9:30 a.m.**

**Blanco**

**47 PAPER SESSION**

***The Acquisition of Word Recognition Across Grade Levels:  
With Implications for Understanding Reading Development***

**Chair: John T. Guthrie, University of Maryland**

**A Study of Chunking Capacity in Good and Poor Readers**  
Robert P. O'Reilly, Southwest Training/Assessment Center, Ruth Caswell, Texas Women's University

**Phonological and Orthographic Processors in Word Identification: Errors, Structure, and Relationship to Word Identification**  
Victor L. Willson, William H. Kennemer, Ruth Miller, Texas A&M University

**Determining When Word Recognition Is Important: Using Reading Theory to Modify the Simple View of Reading**  
Ronald P. Carver, University of Missouri-Kansas City



**Thursday, December 3, 1992**

**8:30 a.m. - 9:50 a.m.**

**Regency East 2 & Corridor**

**48 ALTERNATIVE FORMAT**

*Understanding Complexities-Part 2:  
A Dialogue About  
Qualitative Research Methodology*

**Chair: David G. O'Brien, Purdue University**

**Facilitators: Deborah R. Dillon, Elizabeth Moje, James R. King, University of South Florida, Roger A. Stewart, University of Wyoming**

This alternative format session will focus on facilitator and audience dialogue pertaining to important issues that qualitative researchers in literacy deal with such as the importance of theoretical frameworks, the role of the researcher and the issue of subjectivity, and the need for multiple perspectives and voices in research reports.

**Discussant: David G. O'Brien, Purdue University**

# Thursday, December 3, 1992

8:30 a.m. - 9:50 a.m.

Garden Terrace

## 49 JOINT ROUND TABLE

Chair: Jeanne Chaney, National-Louis University

49.1 **Facilitator:** Laurie Nelson-Gill, James Madison University

**Reading Incentive Programs: Beliefs and Practices**

Sharon A. Moore, Parker C. Fawson, Arizona State University

**Motivating Students' Unconstrained Reading: Challenging Assumptions of Elementary Reading Incentive Programs**

Parker C. Fawson, Sharon A. Moore, Arizona State University

49.2 **Facilitator:** Sharon O'Neal, Texas Education Agency

**An Investigation of the Efficacy of a District-wide Comprehensive Portfolio Assessment Program**

Jeanie L. Steele, University of Northern Iowa, Kurt S. Meredith, University of Iowa

**Using Writing to Gauge Pupils' Language Depth**

Joseph S. Aliyu, Ahmadu Bello University

49.3 **Facilitators:** Joel Taxel, University of Georgia, Jane West, JoBeth Allen, University of Georgia, Dorothy Rice, Jane Rodgers, Benton Elementary School

**Community Membership in Regular and Special Education Classes**

This joint round table will consist of two case study presentations by university-based researchers, each of which will be critiqued by two classroom teachers (who were directly involved in one of the studies), then opened to audience discussion. Case studies focus on learners with special needs who were involved in both regular education and resource classrooms. This symposium will address the issues surrounding "pull-out" programs designed to meet diverse learning needs, and their effects on students' membership in both classroom communities.

49.4 **Facilitator:** Kathy E. Danielson, University of Nebraska-Omaha,

**Teacher's Reactions to a Curricular Change in Teaching Reading**

Jan L. LaBonty, University of Southern Indiana

**Teacher Transitions in the Teaching of Reading: A Qualitative Study**

Susan C. Dauer, Western Oregon State College

49.5 **Facilitators:** Beth Ann Herrmann, Chair, University of South Carolina-Columbia, Cathy Collins-Block, Texas Christian University, Nancy Marshall, Florida International University

**The New Frontier: Improving Literacy Education through Russian-American Teacher Researcher Partnerships**

If you are interested in a first-hand account of the current state of Russian literacy education or exploring ideas for developing closer ties between American and Russian literacy educators and teachers educators/researchers, then this is the session for you. Having recently participated in a literacy delegation to Moscow and St. Petersburg, each of us will briefly share our experiences and impressions including slides from school visits and excerpts from correspondence and discussions with Russian teachers, teacher educators and education officials. We will then facilitate an informal discussion of issues, trends and needs in Russian literacy education. We are particularly interested in the experiences and impressions of others who have visited Russia or who are involved in Russian and American literacy education and in brainstorming ideas for establishing teacher-research partnerships and exchanges that would lead to improvement of literacy education in both countries.

49.6 **Facilitators:** Donna W. Emery, Chair, California State University-Northridge, Barbara Kapinus, Maryland State Department of Education, Martha Rapp Ruddell, Sonoma State University, Judy Nichols Mitchell, University of Arizona

**Researching Literacy From the Inside Out.** The aim of this joint round table is to gain some understanding of what it means to research literacy from the inside out by having the participants engage in reading and written reflection. We will briefly discuss the aims and methods of researching lived experience through written reflection together. Then, participants will read and write their own descriptions and interpretations of the nature of this lived experience of literacy. Last, we will contrast this work with other kinds of research, provide practical examples, describe how one might propose systematic study of this kind, and work in small groups to consider research agenda.

49.7 **Facilitator:** Roberta Buhle, National-Louis University

**The Role of School Book Clubs in Literacy Development**

Dorothy S. Strickland, Rutgers University, Sean A. Walmsley, SUNY-Albany

*No Smoking in any Session*

# Thursday, December 3, 1992

10:00 a.m. - 11:20 a.m.

Regency East

## 50 SECOND PLENARY SESSION

### Keynote Address

*Chair: Rebecca Barr, National-Louis University and The Spencer Foundation*

*Speaker: David K. Cohen, Michigan State University*

### Reading Policy

11:20 a.m. - 12:50 p.m.

Lunch (Cash Buffet)

Regency Foyer  
& Garden Terrace

11:35 a.m. - 12:40 p.m.

## RESEARCH WORKSHOPS

Regency Corridor Center

*Organizer: Jamie Myers, Pennsylvania State University*

(Workshop Limited to 15 Participants)

### Single Subject Experimental Methodology

Sandra McCormick, The Ohio State University, Susan Neuman, Temple University, Karen Wixson, University of Michigan, Marjorie Lipson, University of Vermont

### Teacher Research

Susan Lytle, University of Pennsylvania, Judy Buchanan, School District of Pennsylvania

### Researching the Functions of Reading and Writing

William McGinley, University of Colorado Boulder, George Kamberelis, University of Illinois

### Quantitative-Qualitative Distinctions

John Guthrie, University of Maryland, Sarah McCarthy, University of Texas-Austin

11:35 a.m. - 12:40 p.m.

## BIRDS OF A FEATHER

Garden Terrace

*Organizer: Karen M. Feathers, Wayne State University*

### Students at Risk

Pam Ross, San Diego State University

### English as a Second Language/Bilingual Education

Eleni Katsarou, University of Illinois-Chicago

12:50 p.m. - 2:10 p.m.

Regency East 1

## 51 SYMPOSIUM

### *The Meaning and Use of Portfolios in Different Literacy Contexts*

*Chair: Karen K. Wixson, University of Michigan*

### Symposium Overview and the Contexts for Assessment

Marjorie Youmans Lipson, University of Vermont

### Portfolio Assessment in Teacher Training

James Mosenthal, Jane Mekkelsen, University of Vermont

### Implementing Literacy Portfolios at the District and Classroom Level

Sheila Valencia, University of Washington, Nancy Place, Bellevue Schools

### The Meaning and Use of Portfolios in a Statewide Assessment Program

Susan C. Biggam, Vermont State Department of Education

*Discussant: Karen K. Wixson, University of Michigan*

12:50 p.m. - 2:10 p.m.

Regency East 3

52 SYMPOSIUM

*Examining Our Certainty in Teaching Research*

Chair: Cindy Jo Clark, Penn State University

**The Assumptions Preservice Teachers Examine**

Jamie Myers, Penn State University

**Autobiographic Projects in Teacher Education**

Cindy Jo Clark, Penn State University

**Rewriting the Reading of Children's Literature**

Ann Berget, Penn State University

**What is Praxis and How Can I Get Some?**

Patrick Shannon, Penn State University

12:50 p.m. - 2:10 p.m.

Rio West

53 PAPER SESSION

*Methodological Perspectives on Literacy Processes and Learning*

Chair: Carolyn Walker, Purdue University

**Textual Practices and The Politics of Doing Research**

Elaine Chin, University of Michigan

**Verbal Reports and Reading Research: Recent Accomplishments and Continuing Concerns**

Peter Afflerbach, Michael Pressley, University of Maryland

**What Are We Really Doing Here? A Discourse Analysis of Research in Teacher Education in Literacy**

Colleen P. Gilrane, University of Illinois, Urbana-Champaign

12:50 p.m. - 2:10 p.m.

Llano\Pecos

54 PAPER SESSION

*Voices Out of the Stream*

Chair: Carmen Coballes-Vega, University of Wisconsin-River Falls

**Critical Voices: Adults and Children Sharing Literate Communities**

Dan Madigan, Bowling Green State University

**A Microethnographic Analysis of Reading and Writing Lessons for Children with Severe Disabilities**

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

**And Then There Were Eleven: Stories of Dropping In and Dropping Out**

J. Michael Parker, New York University

**Thursday, December 3, 1992**

**12:50 p.m. - 2:10 p.m.**

**Rio Center**

**55 SYMPOSIUM**

***Building Shared Meaning:  
Responses to Literature in Grand Conversations,  
Discussions, and Dialogue Journals***

**Chair: Raylene Kos, Ohio State University-Lima**

**First Graders' Responses to Literature in Grand Conversations: Exploring Shared Meaning Construction**  
Lea M. McGee, Boston College

**From Basals to Books: An Exploration of Literature Conversations Conducted by Teachers Moving toward Literature-Based Reading Instruction**  
Patricia L. Scharer, The Ohio State University-Lima

**Shared Meaning: Whole Language Reader Response at the Secondary Level**  
Patricia A. Gross, Ursinus College

**Discussant: Theresa Rodgers, Ohio State University**

**12:50 p.m. - 2:10 p.m.**

**Pecan**

**56 PAPER SESSION**

***Exploring Literary Response***

**Chair: Mary Shake, University of Kentucky**

**An Examination of Literature Responses from a Transactional Perspective**  
Judy M. Wedman, Elizabeth Jared, Nancy Smith, University of Missouri-Columbia

**Literacy Response as an Actualization Process: Exploring Approaches to Literature, Purpose in Writing, and Complexity**  
Joyce E. Many, Donna L. Wiseman, Jennifer Altieri, Texas A&M University

**Response Based Instruction: At Risk Students Engaging in Literature**  
Jacqueline K. Gerla, Texas A&M University

**12:50 p.m. - 2:10 p.m.**

**Blanco**

**57 PAPER SESSION**

***Story Reading to Children: The Effects of Instructional  
Condition and Prior Knowledge***

**Chair: Carol L. Peterman, Portland State University**

**The Effects of Four Models of Group Interaction With Storybooks on the Literacy Growth of Developmentally Low Kindergarten Children**  
Diane C. Nielsen, University of Kansas

**An Exploration of the Effects of Structured Literacy Experiences on the Perceptions of Four-Year-Olds of Themselves as Readers and Writers**  
Sara A. Beach, Kay M. Kincade, University of Oklahoma

**Prior Reading and Text Factors in Emergent Readings by Low SES Preschoolers**  
Charles A. Elster, Purdue University

# Thursday, December 3, 1992

12:50 p.m. - 2:10 p.m.

Regency East 2

## 58 ALTERNATIVE FORMAT

### *Integrating Literature, Language Arts, and Science Instruction: Research Issues and Practices*

**Chairs:** Diane Lapp, James Flood, San Diego State University

**Presenters:** Diane Lapp and James Flood, San Diego State University; Juel Moore, San Diego Unified School District; Donna Ogle, National-Louis University, Judy McKee, Wilmette Public Schools

**Panelists:** Irene W. Gaskins, Benchmark School; Barbara Kapinus, Maryland State Department of Education; Mary Olson, University of North Carolina-Greensboro; D. Ray Reutzel, Brigham Young University; Diane Schallert, University of Texas-Austin, Nancy Farnan, San Diego State University; Patricia Kelly, California State University-San Bernadino

**Discussant:** Patricia A. Anders, University of Arizona

This session is designed to explore issues related to the integration of literature, language arts and science in the elementary classroom. Presentations focus on two studies related to the integration of science, literature and language arts. The panel will address issues raised from the study findings which are related to an integrated curriculum (e.g. teacher preparation, materials, time). Following the panel discussion, presenters and panel members will convene groups from the audience to further discuss these issues. Finally, Patty Anders will summarize the papers, panel and group presentations and add suggestions for future research.

12:50 p.m. - 1:25 p.m.

Garden Terrace

## 59 ROUND TABLE

**Chair:** Richard Harlan, East Texas State University

- 59.1 **Comprehension Strategies of Literary Engagement: A Study of Adolescent Readers**  
Sharon B. Kletzien, West Chester University, Sharon J. Taylor, Springfield School District
- 59.2 **Assessing Exposure to Print: Its Relationship to Cognitive Ability and Literacy Skills in Early Elementary Children**  
Judith A. McDowell, Liz Rothlein, University of Miami
- 59.3 **Characteristics of College Freshmen in Remedial Reading Classes in Texas**  
Elinor Duff, Rosalind Horowitz, University of Texas-San Antonio
- 59.4 **Digression and Intertextuality**  
Nancy R. Hinchliff, University of Illinois-Chicago
- 59.5 **Influences Upon Content Literacy Instruction: A Focus on the Interaction of Student Decisions, Teacher Decisions, and Classroom Context in Two Urban, Multicultural Social Studies Classes**  
Elizabeth G. Sturtevant, Marymount University
- 59.6 **The Effects of a Multicultural Literature Program on Literacy and Cultural Awareness: Year Three**  
Margaret A. Moore, Barbara J. Diamond, Eastern Michigan University

# Thursday, December 3, 1992

1:35 p.m. - 2:10 p.m.

Garden Terrace

## 60 ROUND TABLE

Chair: Richard Harlan, East Texas State University

- 60.1 **An Examination of the Applicability of Remedial Reading Clinical and Practicum Experiences Across Three States**  
Susan M. Watts, University of Minnesota, Diane M. Graham-Truscott, Eastern Montana College
- 60.2 **Literacy Development of Two Bilingual Ethnic-minority Children in a Kindergarten Program**  
Patricia R. Schmidt, Syracuse University
- 60.3 **A Preliminary Study of a Transcultural Reading Teacher Education Program: Saudi Arabian Graduate Students Adopt Current American Theories and Practices**  
Pamela M. Myette, Bonnie Roberts-Burke, Aurania A. Nichols, Jane I. MacKenzie, The George Washington University
- 60.4 **The Evolving Role of Researchers in a School/University Collaboration**  
Grace M. Shepperson, Robert J. Nistler, University of North Texas, Maria Gonzales, Lydia Werberg, Julia Hernandez, Fannin Elementary School
- 60.5 **Children's Uses of Print in Non-School Learning Contexts: Implications for Educators**  
Mark W.F. Condon, Jean Anne Clyde, University of Louisville
- 60.6 **First-Graders' Perceptions of Instructional Materials and Activities in their Reading/Language Arts Class**  
Janice M. Fisher, University of Georgia

2:20 p.m. - 3:40 p.m.

Regency East 1

## 61 SYMPOSIUM

*Restructuring Primary Classrooms to Eliminate Failure*

Chair: Patricia M. Cunningham, Wake Forest University

**Three Years of Multimethod Multilevel Instruction**  
Patricia M. Cunningham, Wake Forest University

**FROG (Facilitating Reading for Optimum Growth) in One "High-Risk" School**  
Connie Prevatte, Winston Salem/Forsyth Co. N.C. Schools

**The Same Teacher for First and Second Grade: Teacher, Student and Parent Perceptions**  
Dorothy P. Hall, Winston-Salem/Forsyth Co. N.C. Schools

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

2:20 p.m. - 3:40 p.m.

Regency East 3

## 62 PAPER SESSION

*Relationships Between Children's Knowledge and Play With Literacy and Emerging Reading*

Chair: Ann Hall, Southwest Texas State University

**Environmental Print, Phonemic Awareness, Letter Recognition and Word Recognition**  
Steven A. Stahl, Bruce A. Murray, University of Georgia

**The Effects of Play Interventions on Young Children's Reading of Environmental Print**  
Carol Vukelich, University of Delaware

**Dramatic Play and Literacy in a Head Start Classroom**  
Carolyn A. Walker, Purdue University

# Thursday, December 3, 1992

2:20 p.m. - 3:40 p.m.

Rio West

## 63 SPECIAL

*(Sponsored by the Ethics Committee)  
Exploring Professional Dilemmas*

Chair: Marjorie Siegel, University of Rochester

A Report on the Progress of the NRC Ethic Subcommittee by Michael Kamil, Subcommittee Chair, Ohio State University

Discussion of Cases that Pose Dilemmas for Professionals in Reading. Cases will deal with the following areas:

- Coauthoring with students
- Conducting and interpreting research related to groups different from ourselves
- Conflicts of interest due to consultancies or contracts with publisher of textbooks or tests
- Peer evaluation form promotion and tenure

### Committee Members:

Connie A. Bridge, Subcommittee Chair, University of Kentucky, Patricia Tefft Cousin, California State University-San Bernardino, William McGinley, University of Michigan, Richard D. Robinson, University of Missouri at Columbia, Martha Barry, University of South Carolina-Aiken/BA Middle School, Kathryn Meyer Reimer, Diane Stephens, University of Illinois, Urbana-Champaign

2:20 p.m. - 3:40 p.m.

Llano/Pecos

## 64 SYMPOSIUM

*Practitioners and Researchers in Collaboration Efforts:  
Examples and Reflections*

Chair: Woodrow Trathen, University of Utah

Shifts from Engagement to Critical Engagement: A Case Study of Young Readers' Responses to Julie of the Wolves  
Georgia Johnson, University of Utah, Mike Haluska, Western Hills Elementary School

Teaching Vocabulary within the Context of Literature: An Instructional Study  
Chris Sloan, Judge Memorial High School, Woodrow Trathen, Janice A. Dole, University of Utah

Reflection on Collaboration from Teachers' and Researchers' Perspectives  
Mike Haluska, Western Hills Elementary School, Chris Sloan, Judge Memorial High School, Woodrow Trathen, Georgia Johnson, Janice A. Dole, University of Utah

Discussant: John T. Guthrie, University of Maryland

2:20 p.m. - 3:40 p.m.

Rio Center

## 65 PAPER SESSION

*Smart or Lucky*

Chair: Ed Kameenui, University of Oregon

Reading, IQ, and Exceptionality: Removing IQ from the Development Model  
Victor Willson, Texas A&M University

Dyslexia and Hyperlexia in Siblings: Two Sides of a Coin?  
Mary Jo Worthy, University of Pittsburgh



**Thursday, December 3, 1992**

**2:20 p.m. - 3:40 p.m.**

**Pecan**

**66 PAPER SESSION**

***Understanding and Measuring Affect in Students'  
Engagement of Reading Tasks***

**Chair: Donald J. Len, Syracuse University**

**Differential Effects of Whole Language and Traditional Instruction on Reading Attitudes: A Modified Replication**

Michael C. McKenna, Beverly D. Stratton, Martha C. Grindler, Jennie Rahestraw, Stephen Jenkins, Georgia Southern University

**Involvement in a Reading Task and Its Relationship to Comprehensibility and Interestingness: Exploring Interrelationships and Validating a Measure of Involvement**

Diane L. Schallert, University of Texas-Austin, JoyLynn H. Reed, St. Edward's University, Ernest T. Goetz, Texas A&M University

**Motivation and Cognitive Strategy Use in Reading and Writing**

Eric M. Anderman, University of Michigan

**2:20 p.m. - 3:40 p.m.**

**Blanco**

**67 PAPER SESSION**

***Instruction and Assessment of Writing in  
Intermediate Grade Level Students***

**Chair: BetteJm Cates, University of Texas-Austin**

**An Analysis of Persuasive Discourse: Learning How to Take a Stand**

Ruth E. Knudson, University of California-Riverside

**Instruction in Two Structures: Effects on Understanding and Written Production of Expository Text by Elementary Students**

John A. McLaren, Valerie Anderson, Ontario Institute for Studies in Education

**Construct Validity of Structure, Coherence, and Quality Measures in Writing**

Sharon L. Spencer, North Carolina Central University, Jill Fitzgerald, University of North Carolina-Chapel Hill

**2:20 p.m. - 3:40 p.m.**

**Regency East 2 & Corridor**

**68 ALTERNATIVE FORMAT**

***Multiple Perspectives on the Reading that  
Occurs in Secondary Schools***

**Chair: David W. Moore, Arizona State University West**

**Presenters and Facilitators:** Mark Conley, Michigan State University, Kathleen Hinchman, Syracuse University, John Konopak, Louisiana State University, David O'Brien, Purdue University

This alternative-format symposium is designed for *NRC* members who want to come together in a semi-structured format to clarify points of view and research traditions used to study the reading that occurs in secondary schools, and outline future research directions. Four perspectives will be emphasized: (a) the culture of schools, (b) interactionist research on students' views, (c) community expectations, and (d) a critical social semiotic stance. Following a brief introduction and after reading an account of an actual secondary-school reading event, participants will join with each other and presenter-facilitators to discuss the event. Participants will have the opportunity to remain in one group or move to another. A whole-group summarizing activity will end the symposium.

# Thursday, December 3, 1992

2:20 p.m. - 2:55 p.m.

Garden Terrace

## 69 ROUND TABLE

Chair: Susan Britsch, Purdue University

- 69.1 **Reader Response to Interactive Computer Books: Examining Literary Responses in a Non-Traditional Reading Setting**  
Meci-Ling Chu, Texas A&M University
- 69.2 **Intertextual Connections and Exposure to Literature**  
Lisa L. Nickelow, Texas A&M University
- 69.3 **Assessing Mainstreamed Learning-Disabled Students' Comprehension of Science Passages**  
Joanne F. Carlisle, Northwestern University
- 69.4 **The Other Half: A Case Study of Asymmetrical Communication in Content Area Reading Student-Professor Dialogue Journals**  
Thomas W. Bean, Jan L. Zulich, University of Hawaii-Hilo
- 69.5 **So What's New in the "New" Basals?**  
James V. Hoffman, S. McCarthey, J. Abbott, C. Christian, L. Corman, C. Curry, J. Dressman,  
B. Elliott, D. Mathern, D. Stahley, University of Texas-Austin
- 69.6 **Responses to Reading Failure: Expansion of the Second System**  
Ruth S. Schick, Richard L. Allington, SUNY-Albany

3:05 p.m. - 3:40 p.m.

Garden Terrace

## 70 ROUND TABLE

Chair: Susan Britsch, Purdue University

- 70.1 **Using Reader Response Logs in Learning Literature: Nonstructured and Structured Approaches**  
June Harris, East Texas State University
- 70.2 **Through the Looking Glass: Parents' Interpretations of Literacy at Home and School**  
Vivian L. Gadsden, Joel Hardman, Ludo C.P. Scheffer, Deborah Jump, University of Pennsylvania
- 70.3 **A Qualitative Analysis of the Student-Teacher Interaction in an Adult Literacy Classroom Dominated by Small Group Instruction**  
Wanda Burns Hedrick, University of North Carolina-Chapel Hill
- 70.4 **How a Teacher's Beliefs and Goals Were Reflected in Her Teaching**  
Jeanne Swafford, Gayle Blackmon, Texas Tech University
- 70.5 **Looking Within: An Exploratory Study of Efforts to Improve a Reading Methods Course**  
Kathleen M. Heubach, Joan Pagnucco, Michelle Commeyras, David Reinking, University of Georgia
- 70.6 **The Impact of Various Social Contexts on Children's Response to a Storytelling Event**  
Olga G. Nelson, Eastern Michigan University

3:50 p.m. - 5:10 p.m.

Regency East 1

## 71 SYMPOSIUM

*Beyond Reading Recovery: Examinations of Cognitive Processes,  
Pragmatic Implications, and Language Translations*

Chair: Margaret M. Griffin, Texas Women's University

**The Sustained Effects of Reading Recovery Intervention on Second-Grade Children: A Look at Cognitive Behaviors of Children and Perceptions of Teachers**  
Billie J. Askew, Diane F. Frasier, Texas Woman's University

**The Influence of Text Introductions on the First Reading and Subsequent Reading of the Text**  
Dianne G. Frasier, Billie J. Askew, Texas Woman's University

**Reading Recovery in Spanish: Theoretical and Practical Comparisons with English Implementations**  
Diana Geisler, Carrollton-Farmers Branch Independent School District, Yvonne Rodriguez, Richardson Independent School District

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

# Thursday, December 3, 1992

3:50 p.m. - 5:10 p.m.

Regency East 3

## 72 SYMPOSIUM

### *Assessing Student Literacy Learning through Classroom Artifacts and Student Interviews*

Chair: Mary E. Brandt, Hawaii State Department

**Participants:** Robert Calfee, Stanford University, Nikola Filby, Far West Laboratory for Education Research, Chuck Giuli, Kamehameha Schools, Elfrieda Hiebert, University of Colorado-Boulder, Scott Paris, University of Michigan, P. David Pearson, University of Illinois, Urbana-Champaign, Sheila Valencia, University of Washington, Kenneth Wolf, University of Colorado-Boulder

**Discussant:** Mary E. Brandt, Hawaii State Department

This symposium provides a report and discussion of a project in which the participants worked together to devise a conceptual framework and methodology for using classroom artifacts and student interviews as a basis for assessing student literacy outcomes in the context of a program evaluation. The project is one component of a multi-year evaluation of the Kamehameha Elementary Education Program (KEEP), a whole-language based program of instruction in language arts. In the symposium, the participants will describe the system that was devised and discuss (with audience participation invited) key issues and decisions that were made.

3:50 p.m. - 5:10 p.m.

Rio West

## 73 SYMPOSIUM

### *Voices in Collaborative Literacy Reform: Overcoming History, Enabling Success*

Chair: Mark W. Conley, Michigan State University

**Voices in the Vision: Assumptions Versus Realities in School and Literacy Reform**  
Janet Johnson Navarro, Michigan State University

**Schools and Universities in Literacy Reform: A Case for Mutual Restructuring**  
Mark W. Conley, Michigan State University

**University Professors and Public School Teachers: A Case for Mutuality in Classroom-Based Collaborations**  
Laura R. Roehler, Michigan State University

**Discussant:** Judith L. Green, University of California-Santa Barbara

3:50 p.m. - 5:10 p.m.

Llano/Pecos

## 74 SYMPOSIUM

### *Content Area Learning: Meeting Diverse Student Needs in General Education Classrooms*

Chair: Jeanne Shay Schumm, University of Miami

**The Development of an Instructional Model for Meeting Diverse Student Needs**  
Alexandra G. Leavell, North Texas University, Linda Saumell, University of Miami

**Using the Instructional Pyramid in a Peer Support Model of Staff Development**  
Diane S. Haager, California State University-Los Angeles, Sharon Vaughn, University of Miami

**Professional Collaboration in Staff Development: Applications of Instructional Pyramid**  
Jane Gordon, Eastern Michigan University, Judy McDowell, University of Miami

**Discussant:** Candace S. Bos, University of Arizona

**Thursday, December 3, 1992**

**3:50 p.m. - 5:10 p.m.**

**Rio Center**

**75 PAPER SESSION**

***Teacher Beliefs and Knowledge Development***

**Chair: Irene W. Gaskins, Benchmark School**

**Cognitive Empathy: A Crucial Element in Collaborative Strategy Generation**

Valerie Anderson, Marsha L. Roit, Ontario Institute for the Studies in Education

**The Influence of Context, Community, and Culture: Contrasting Cases of Teacher Knowledge Development**

Dana L. Fox, University of Arizona

**Building the Literate Discourse Community at the Middle School Level: A Reflective Inquiry Case Study**

Elizabeth Willis, Westdale Middle School, Richard B. Speaker, Jr., University of New Orleans

**3:50 p.m. - 5:10 p.m.**

**Pecan**

**76 PAPER SESSION**

***Contextual Influences on Motivation in  
College Developmental Readers***

**Chair: Debra K. Meyer, University of Texas-Austin**

**Linking College Developmental Reading Courses to General Education Courses**

Robin S. Eanes, St. Edward's University

**Self-Evaluation and Self-Motivation for College Developmental Readers**

Nancy R. Stone, University of Wisconsin-Oshkosh

**Alternative Assessments that Foster Student Learning**

James R. Olson, Georgia State University

**3:50 p.m. - 5:10 p.m.**

**Blanco**

**77 ALTERNATIVE FORMAT *ERIC Debate: Whole Language and Research***

**Chair: Carl Smith, ERIC/RCS and Indiana University**

**Organizer: Warren Lewis, ERIC/RCS**

**The Adequacy of Whole Language Research**

Patrick Shannon, Penn State University, Susan Ohanian, Learning Magazine

**Whole Language Research: The Case for Caution**

Michael C. McKenna, Georgia Southern University, Richard D. Robinson, University of Missouri-Columbia,  
John W. Miller, Georgia Southern University

This session includes a review of the debate on the adequacy and appropriateness of whole language research. The symposium presents the views of two groups, each side presenting its basic statement followed by response from the other side. Time for audience questions and discussion will be available.

# Thursday, December 3, 1992

3:50 p.m. - 6:05 p.m.

Regency East 2 & Corridor

## 78 ALTERNATIVE FORMAT

### *Conceptual Change: A Discussion of Theoretical and Substantive Issues in the Restructuring of Knowledge*

Chair: Donna E. Alvermann, University of Georgia

Commentators: Cynthia R. Hynd, University of Georgia, Barbara J. Guzzetti, Arizona State University

Presenters: Katherine Maria, College of New Rochelle, Christine J. Gordon, University of Calgary, Nancy Marshall, Florida International University, Vera E. Woloshyn, Brock University

Panel: Richard C. Anderson, University of Illinois, Urbana-Champaign, Jan Dole, University of Utah, John T. Guthrie, University of Maryland, Marjorie Youmans Lipson, University of Vermont, Hector Mendez-Berrueta, University of Georgia, Rand J. Spiro, University of Illinois, Urbana-Champaign, Jeanne Swafford, Texas Tech University

The purpose of this symposium is to present theory and research about factors, including text, in the restricting of knowledge, to identify significant issues, and to discuss their implications for further study. Epistemological views that drive social science and science investigations will be reviewed, in-depth studies into the nature of conceptual change in science and the influence of culture, social interaction, reflection, text, and instruction will be presented, and important construct and methodological issues will be explored.

3:50 p.m. - 4:25 p.m.

Garden Terrace

## 79 ROUND TABLE

Chair: Lisa Nickelow, Texas A&M University

- 79.1 **Literary Meaning-Making by High School English Students: A Comparison of Computer Network Discussion and Oral Discussion**  
Joan C. Tornow, University of Texas-Austin
- 79.2 **The Effects of Parental Involvement and Cross-Age Tutoring on Young Children's Literacy Development**  
Eileen M. Carr, Diane Pickering, Judythe Patberg, University of Toledo
- 79.3 **A Comparison of the Effects of Three Teaching Strategies on the Reading Comprehension of ESL Adults**  
Lee Gunderson, University of British Columbia
- 79.4 **Analyzing Preservice Elementary and Secondary Teachers' Thinking About Literacy and Literacy Instruction**  
Nancy E. Hoffman, Rhonda S. Johnson, West Virginia University
- 79.5 **Literacy and Literature in Elementary Classrooms: Teachers' Beliefs and Practices**  
Barbara A. Lehman, Evelyn B. Freeman, Virginia G. Allen, Patricia L. Scharer, Ohio State University
- 79.6 **A Survey of Opinions on the Relative Merits of Cursive and Manuscript Writing**  
R. Scott Baldwin, Janette Kettmann Klingner, Kenneth Marquard, Linda Saumell, University of Miami

4:35 p.m. - 5:10 p.m.

Garden Terrace

## 80 ROUND TABLE

Chair: Lisa Nickelow, Texas A&M University

- 80.1 **Anglo and Hispanic Parent Presentation of Information vs. Story Books for Preschoolers**  
Laura B. Smolkin, Maria Mercado, University of New Mexico, David B. Yaden, University of Houston
- 80.2 **Learning to Inquire in Science: Effects of an Integrated Language Arts Curriculum in a Second Grade Classroom**  
Nancy D. Padak, Kent State University, Cheryl Feutz, New Philadelphia Schools
- 80.3 **The Nature of Word Retrieval Difficulties in the Classroom: A Qualitative Study**  
Francine C. Ross, University of Illinois-Chicago
- 80.4 **Elementary Classroom Teachers' Evaluation of Students' Reading Achievement Through Assessment Portfolios**  
Pamela J. Dunston, University of Georgia
- 80.5 **Perceptions and Attitudes of Content and Content Methods Instructors Toward a Required Reading in the Content Area Course**  
Peggy L. Daisey, Gail M. Shroyer, Kansas State University
- 80.6 **Social and Linguistic Sources of Gender Difference in Literacy: A Comparison of Chile, the United States and Sweden**  
Ruth S. Schick, University of SUNY-Albany

# Thursday, December 3, 1992

5:15 p.m. - 6:05 p.m.

## **BIRDS OF A FEATHER**

Garden Terrace

*Organizer: Karen M. Feathers, Wayne State University*

### **Emergent Literacy**

Carol Vukelich, University of Delaware

### **College of Reading**

Roger A. Stewart, University of Wyoming

### **Decoding & Vocabulary**

Suzanne H. Weiner, University of Washington

### **Assessment**

Jeannie Steele, University of Northern Iowa

### **Technology and Literacy**

Jamie Myers, Penn State University

### **Reader Response/Literature Groups**

Suzanne Wade, University of Utah

### **Research and Research Methods**

Judy Buchanan, Powell School, Philadelphia Writing Project, JoBeth Allen, University of Georgia

5:15 p.m. - 6:05 p.m.

## **Policy and Legislative Committee Meeting**

TBA By Chair

Chairs: Samuel D. Miller, University of North Carolina, Greensboro  
Sheila Valencia, University of Washington

5:15 p.m. - 6:05 p.m.

## **RECEPTION**

Rio East

Reception hosted by the Journal of Reading Behavior and NRC Yearbook editors for the Journal and Yearbook review boards.

6:10 p.m. - 7:30 p.m.

## **TOWN MEETING**

Regency East

*Facilitators: Rosary Lalik, Virginia Polytechnic Institute, Jerome C. Harste, Indiana University*

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.

8:00 p.m. - 9:00 p.m.

## **RECEPTION**

Presidential Suite

*Reception for International Members and Newcomers*

9:00 p.m. - MIDNIGHT

## **VITAL ISSUES**

Regency East Ballroom

# Friday, December 4, 1992

7:45 a.m. - 9:00 a.m.

**Breakfast (Cash Buffet)**

**Regency Foyer  
& Garden Terrace**

8:00 a.m. - 4:00 p.m.

**Registration**

**Regency East Foyer**

9:00 a.m. - 6:00 p.m.

**The Reading Room Will Be Open.**

**Medina**

8:30 a.m. - 9:50 a.m.

## **81 PAPER SESSION**

*Assessing Literacy through Authentic  
Situations and Family Literacy Programs*

**Chair: Billie Askew, Texas Women's University**

**Patterns of Development in Narrative Stories of Emergent Writers: Implications for Assessment**  
Mary Anne Domico, Westampton Township Schools

**Literacy Assessment in Kindergarten: A Longitudinal Study of Teachers' Use of Alternative Forms of Assessment**  
Carol A. Hodges, Buffalo State College

**Family Literacy in Public Schools: Exploring the Impact of One Program**  
Kathleen A. Hinchman, Syracuse University

**Regency East 1**

8:30 a.m. - 9:50 a.m.

## **82 SYMPOSIUM**

*A Neglected Research Paradigm in Reading Investigations:  
Using Single-Subject Experimental Methodologies*

**Chair: Marjorie Youmans Lipson, University of Vermont**

**Single Subject Experimental Research: Rationale, Tenets, and Basic Designs**  
Sandra McCormick, Ohio State University

**Single-Subject Experimental Research in Literacy Studies**  
Karen Wixson, University of Michigan

**Effects of Mediation on Interactions of Teenage Mothers and Children in Storybook Reading and Literacy Related Play: A Recently Completed Investigation within a Single-Subject Paradigm**  
Susan B. Neuman, Phyllis Gallager, Temple University

**Discussant: Annemarie S. Palincsar, University of Michigan**

**Regency East 3**

**Friday, December 4, 1992**

**8:30 a.m. - 9:50 p.m.**

**Rio West**

**83 SYMPOSIUM**

*There's Nothing New Under the Sun: Historical and Contemporary Perspectives on Text Commentary and Interpretation*

**Chair: Kathleen Ehrig-Loffin, Park College**

**Two Thousand Years of Interactive Readers: The Jewish Tradition of Text Study and Commentary**  
Ann J. Pace, University of Missouri-Kansas City

**The Dialectic Process: Medieval Model and Modern Methods**  
Anthony V. Manzo, University of Missouri-Kansas City

**Classroom Discourse as Text on Text**  
Rosalind Horowitz, University of Texas-San Antonio

**Discussant: Richard L. Venezky, University of Delaware**

**8:30 a.m. - 9:50 a.m.**

**Llano/Pecos**

**84 ALTERNATIVE FORMAT**

*Issues in Multicultural Literacy*

**Chair: Kathryn Au, Kamehameha Schools**

**Speakers:** Barbara Flores, California State University-San Bernadino, James Gee, University of Southern California and Literacies Institute, Violet Harris, University of Illinois, Urbana-Champaign

**Discussants:** Hal Adams, University of Illinois-Chicago, Judith Chin, New York City Board of Education, Joseph Suina, University of New Mexico

The three speakers will address key issues in multicultural literacy. These issues will include research biases and institutional deficits and myths, literature-based instruction and multicultural children's literature, and conflicts that arise in the contact between community and academic forms of discourse. The three discussants will respond from their perspectives as a parent educator, elementary school principal, and teacher educator, respectively. The speakers and discussants will then engage the audience in small group discussions. Finally, each small group will give a brief report back to the whole group.

**8:30 a.m. - 9:50 a.m.**

**Rio East**

**85 SYMPOSIUM**

*Unpacking the Debate: How is Literacy Taught in Effective Urban Classrooms?*

**Chair: Nancy L. Shanklin, University of Colorado-Denver**

**Student Outcomes as Indicators of Classroom Assessment**  
Alan Davis, University of Colorado-Denver

**How is Reading Taught in Effective Urban Classrooms?**  
Lynn K. Rhodes, University of Colorado-Denver

**How is Writing Taught in Effective Urban Classrooms?**  
Nancy L. Shanklin, University of Colorado-Denver

**Bilingual Urban Classroom Reading and Writing Instruction**  
Sally Nathenson-Mejia, University of Colorado-Denver



# Friday, December 4, 1992

8:30 a.m. - 9:50 a.m.

Pecan

## 86 PAPER SESSION

### *The Component Bases of Word Knowledge and Text Comprehension*

Chair: David Scanlon, University of Kansas

#### **Causal Relations and Their Effects on the Comprehension of Narrative Texts**

Wayne H. Slater, University of Maryland

#### **Cross Grade Path Analyses of Components of Reading Comprehension**

Charlotte O. Kennemer, Victor L. Willson, William H. Rupley, Texas A&M

#### **The Effects of Context and Dictionary Definitions on Varying Levels of Word Knowledge**

Sherrie L. Nist, University of Georgia

8:30 a.m. - 9:50 a.m.

Blanco

## 87 SYMPOSIUM

### *Using but Confusing: Instructional Cues from Invented Spelling*

Chair: Charles Read, University of Wisconsin-Madison

**Participants:** Marcia Invernizzi, Tom Gill, Mary Abouzeid, University of Virginia, Marcia Henry, San Jose State University

**Discussant:** Shane Templeton, University of Nevada-Reno

This presentation will discuss and demonstrate via video the instructional impact of developmental spelling theory. Children's writing will be analyzed for the diagnostic information yielded from invented spellings. Instructional strategies will be demonstrated with children in classroom settings, using the medium of VHS tape. Invented spellings will provide the cue for instructional intervention in classrooms K-12.

8:30 a.m. - 9:50 a.m.

Regency East 2

## 88 PAPER SESSION

### *Perspectives on Assessments*

Chair: Norma Lopez-Reyna, University of Illinois-Chicago

#### **Portfolios Empowering Teachers**

Roger A. Stewart, Edward E. Paradis, University of Wyoming, Julie Aegerter, Linford Elementary School

#### **The Politics of Improving Reading Instruction: Teachers' Responses to a State Framework for Literacy**

Nancy Suzanne Standerford, Michigan State University

# Friday, December 4, 1992

8:30 a.m. - 9:05 a.m.

Garden Terrace

## 89 ROUND TABLE

Chair: Dee Nichols, Texas A&M University

- 89.1 **Stalking the Silent E: The Case of a Transitional Speller**  
Jeanne E. Janson, University of Iowa
- 89.2 **Reading As Connections: A Study of Taiwanese Readers' Responses To Two English Short Stories**  
Feng-ming Chi, Indiana University
- 89.3 **Journal Writing Between Third and Sixth Grade Students**  
Elizabeth B. Goldman, James Flood, Diane Lapp, San Diego State University
- 89.4 **What Happens When We Let Them Talk?: The Intertwining of Language and Thought During First Grade Journal Writing**  
Jean E. Hammons, University of Iowa
- 89.5 **Teacher Attitudes, Personalities, and Self-Reported Practices in Reading and Writing Instruction**  
Janet K. Isenhardt, Mary Alice Barksdale-Ladd, Karen F. Thomas, West Virginia University
- 89.6 **Reading Policy-Continued**  
David K. Cohen, Michigan State University

9:15 a.m. - 9:50 a.m.

Garden Terrace

## 90 ROUND TABLE

Chair: Dee Nichols, Texas A&M University

- 90.1 **Emerging Holistic Teachers in Classrooms for Learning Disabled Children: The First Year**  
John E. Bertrand, Carol F. Stice, Tennessee State University
- 90.2 **Oral Reading Instruction: The Effect of Three Approaches on Reading Growth**  
D. Ray Reutzel, Paul M. Hollingsworth, J. Lloyd Eldredge, Brigham Young University
- 90.3 **Preservice Teachers' Epistemology and Certainty of Practice in the Teaching of Problem Readers**  
Kathy A. Roskos, John Carroll University, Barbara Walker, Eastern Montana College
- 90.4 **Ambiguity and Risk in Influential, NonInfluential and Student Teachers' Classrooms: How Teachers Guide Complex Constructions of Knowledge**  
Martha Rapp Ruddell, Sonoma State University
- 90.5 **Identifying Exemplary Strategies for Achieving the National Education Goal #5: Adult Literacy and Lifelong Learning**  
Eunice N. Askov, Lori Forlizzi, Penn State University, Institute for Study of Adult Literacy
- 90.6 **Sociocultural Considerations in English as a Second Language (ESL) Literacy Acquisition and Academic Achievement: Four Case Studies**  
Eleni K. Katsarou, University of Illinois-Chicago

# Friday, December 4, 1992

10:00 a.m. - 11:20 a.m.

Regency East

## 91 THIRD PLENARY SESSION

### Keynote Address

*Chair: Donna E. Alvermann, University of Georgia*

*Speaker: Ofelia Miramontes, University of Colorado at Boulder*

*Language and Learning: Exploring Schooling Issues that Impact Linguistically Diverse Students*

11:20 a.m. - 12:50 p.m.

Lunch (Cash Buffet)

Regency Foyer  
& Garden Terrace

11:35 a.m. - 12:40 p.m.

## RESEARCH WORKSHOPS

Regency Corridor Center

*Organizer: Jamie Myers, Pennsylvania State University*  
(Workshop Limited to 15 Participants)

### Cross Case Comparisons

Santa Barbara Classroom Discourse Group

### Conducting Critical Research about the Ideology of School

Patrick Shannon, The Pennsylvania State University, Rebecca Eller, Kentucky State University

### Researching Readers' Responses

Theresa Rodgers, The Ohio State University, Pat Enciso, University of Wisconsin, Ming Sui Cai, University of Northern Iowa

11:35 a.m. - 12:40 p.m.

## BIRDS OF A FEATHER

Garden Terrace

*Organizer: Karen M. Feathers, Wayne State University*

### Policy Issues

Rex Brown, Education Commission of the States, David Cohen, Michigan State University

### Spelling

Darrel Morris, Appalachian State University

### Multicultural Issues

Barbara Diamond, Margaret A. Moore, Eastern Michigan University

12:50 p.m. - 2:10 p.m.

Regency East 1

## 92 PAPER SESSION

### Perspectives on Discussion Groups

*Chair: Steven E. Tozer, University of Illinois, Urbana-Champaign*

*At the Intersection of Mind and Society: Synthesis of Research on Small Group Discussion About Text From A Sociocultural Perspective*  
John O'Flahavan, Lynne Erting, Tracey Marks, Ann W. Mintz, B. Joyce Wienock, University of Maryland

*A Study of Teachers' Participation in a Contemporary Multicultural Fiction Reading Discussion Group*  
James Flood, Diane Lapp, San Diego State University, Doris Alvarez, Alice Romero, Hoover High School

*Examining the Listening Silence in Teacher Study Groups: Investigating Literacy Issues Beyond Dialogue*  
Heather E.B. Brunjes, University of Utah

# Friday, December 4, 1992

12:50 p.m. - 2:10 p.m.

Regency East 3

## 93 SYMPOSIUM

### *The Language Minority Student in Transition: Defining Effective Instructional Practice in Reading Comprehension*

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

Presenters: Russell Gersten, Robert Jimenez, University of Oregon

Discussants: Georgia E. Garcia, Annemarie Palincsar, University of Michigan,  
P. David Pearson, University of Illinois, Urbana-Champaign

Little practical information is available for the increasing numbers of teachers speaking monolingual English or bilingual Spanish-English, who are asked to instruct language minority students. The purpose of this two-year qualitative research study was to identify effective instructional strategies and use these as a basis for professional development activities for teachers in the area of reading comprehension. This symposium will present findings from the study and show the evolution of the framework for analysis of effective instruction. Panelists will comment on the findings from the perspectives of scaffolded instruction (Palincsar), bilingual education (Garcia) and relationship of background knowledge to instruction (Pearson).

12:50 p.m. - 2:10 p.m.

Rio West

## 94 SYMPOSIUM

### *Developmental Perspectives on Reading-Spelling Connection in Monolingual and Bilingual Children*

Chair: Dale M. Willows, The Ontario Institute for Studies in Education

Symposium Organizer: Esther Geva, The Ontario Institute for Studies in Education

Spelling Development in Normal and Disabled Readers  
Linnea C. Ehri, CUNY Graduate School

Children's Retention of Word Spellings in Relation to Reading Ability  
Lois G. Dreyer, Donald Shankweiler, Stephen D. Luke, University of Connecticut and Haskins Laboratories

The Early Spelling Development of Bilingual Children: Transfer and Interference  
Louis J. Ferrol, Rockford College, Timothy Shanahan, University of Illinois-Chicago

The Concurrent Development of Spelling and Decoding in Two Different Orthographies  
Esther Geva, Lesly Wade-Wolley, Michal Shany, The Ontario Institute for Studies in Education

Discussant: Dale M. Willows, The Ontario Institute for Studies in Education

12:50 p.m. - 2:10 p.m.

Llano\Pecos

## 95 PAPER SESSION

### *Imagery, Illustrations, and Text in Young Children's Reading*

Chair: Sherrie Nist, University of Georgia

The Effect of Guided Imagery Procedures on the Narrative Writing of Third Grade Students  
Nancy L. Williams, University of Houston, Louise Hamilton, Charlotte-Mecklenburg Public Elementary Schools

Development of a Vividness of Imagery Questionnaire in Grades 3-6  
Dawn E. Sheveland, University of California-Riverside

Towards a Semiotic Analysis of Illustrated Children's Books: Multiplanar View and Topomorphs  
Richard B. Speaker, Lia D. Kushnir, John G. Barnitz, University of New Orleans

# Friday, December 4, 1992

12:50 p.m. - 2:10 p.m.

Rio East

## 96 SYMPOSIUM

### *Narrative and Literacy Development: A Focus on Cultural Differences*

Chair: Victoria Purcell-Gates, Harvard Graduate School of Education

**Learning to Tell Stories Autonomously: Contributions of Dinner Table Talk to Children's Literacy**  
Catherine E. Snow, Harvard Graduate School of Education, Shoshana Blum-Kulka, Hebrew University

**Becoming a Storyteller, Becoming a Reader: Divergent Pathways to Literacy?**  
Patton O. Tabors, Harvard Graduate School of Education

**Chameleon Readers: What Multicultural Literacy Programs Might Do With Cultural Differences in Narrative Structure**  
Alyssa McCabe, Harvard Graduate School of Education and Tufts University, Ana Maria Rodino, National Open University

**Adolescents' Oral Narrative Styles and Responses to Literature**  
Lowry Hemphill, Mary Ann La Bue, Harvard Graduate School of Education

12:50 p.m. - 2:10 p.m.

Pecan

## 97 PAPER SESSION

### *Young Children Reading Information Text: What They Do And What Could Help Them*

Chair: Patricia S. Koskinen, University of Maryland

**Prediction As A Factor In Modifying Incorrect Prior Knowledge During Reading**  
Dorsey Hammond, Oakland University, William J. Devers, Huron Valley Schools

**Literacy Development Strategies Represented in Early Childhood Science Texts**  
Kathleen Cunningham, Highland Park N.J. Public Schools, Melody M. Olsen, Linden N.J. Public Schools,  
Lesley Mandel Morrow, Rutgers University

**Information-Driven Versus Story-Driven: What Children Remember When They Read Informational Stories**  
Tamara L. Jetton, Texas A&M University

12:50 p.m. - 2:10 p.m.

Blanco

## 98 PAPER SESSION

### *Potpourri*

Chair: Arlene Adams, Coastal Carolina College

**What Makes Chapter I Special: Perceptions of Reading Specialists, Classroom Teacher, and Principals**  
Rita M. Bean, Charlene Trovato, University of Pittsburgh, Rebecca L. Hamilton, Pittsburgh Public Schools

**A Comparison of the Comprehension Monitoring Skills of Proficient and Less Skilled Adult Readers**  
Lori Forlizzi, Pennsylvania State University

**Interdisciplinary Teaming and Its Effect on the Achievement and Attitudes of At-Risk Adolescent Readers**  
Joseph L. Vaughan, East Texas State University, Gwen T. Schroth, Bob N. Dunbar, Greenville Middle School

# Friday, December 4, 1992

12:50 p.m. - 2:10 p.m.

Regency East 2

## 99 ALTERNATIVE FORMAT

### *Developmental and Longitudinal Perspectives of Kindergarten and First Grade Children's Acquisition of Literacy in Whole Language and Basal Environments*

Chair: David B. Yaden, Jr., University of Houston

Presenters: Laurie MacGillivray, University of Houston, Penny A. Freppon, University of Cincinnati,  
Ellen McIntyre, University of Louisville

Discussant: Shane Templeton, University of Nevada-Reno

Three educational ethnographies will offer an extended view of young children's reading and writing behavior and the social contexts in which they develop. After an overview of the symposium and selected research highlights (20 minutes), the audience will break into two or three research roundtables in which the presenters will informally interact with participants for about 40 minutes. Following the break out sessions, the participants will reassemble for a discussant's critique of the studies. After the critique, general discussion from the floor will conclude the session.

12:50 p.m. - 1:25 p.m.

Garden Terrace

## 100 ROUND TABLE

Chair: Shelle Felber, San Diego State University

- 100.1 **Literacy Development of Children Prenatally Exposed to Crack or Cocaine**  
Diane M. Barone, University of Nevada-Las Vegas
- 100.2 **The Transition from Traditional to Whole Language Instruction: The Restructures, the Reviewers, and the Resisters**  
Karyn E. Schweiker, Mary Alice Barksdale-Ladd, West Virginia University
- 100.3 **Practice What You Teach**  
Cathy M. Roller, University of Iowa
- 100.4 **Shared Authority During Teacher-Led Read Alouds: Alternatives to the IRE Pattern**  
Celia Oyler, University of Illinois-Chicago, Anne Barry, Jungman Elementary School
- 100.5 **Ethics in Collaborative and Non-collaborative Classroom Research: Continuing the Discussion**  
JoBeth Allen, University of Georgia, Judy Buchanan, Philadelphia Writing Project, Carole Edelsky, Arizona State University
- 100.6 **Vocabulary Teaching and Learning in Middle School Literature Study Groups**  
Peter J.L. Fisher, Camille L.Z. Blachowicz, National-Louis University, Lisa Pozzi, Itasca Schools, Mardene Costa, Winnetka Schools

1:35 p.m. - 2:10 p.m.

Garden Terrace

## 101 ROUND TABLE

Chair: Shelle Felber, San Diego State University

- 101.1 **Parent-Child Picture Book Readings in Rural Hispanic Communities**  
Laura B. Smolkin, Maria Mercado, University of New Mexico, David B. Yaden Jr., University of Houston
- 101.2 **Evaluating Teacher Performance in Integrated, Holistic Classrooms: Mismatched Paradigms, the Status Quo, and Missed Opportunities**  
Billie J. Enz, Lyndon W. Searfoss, Arizona State University
- 101.3 **Teacher-Directed Reading Instruction in a Second-Grade Whole Language Classroom**  
Linda G. Fielding, Jean Hammons, Jeanne Janson, University of Iowa
- 101.4 **Using Illustrated Literature Within a Sixth-Grade Interdisciplinary Curriculum: A Semiotic Perspective of One Reading Event**  
Elizabeth L. Willis, Westdale Middle School
- 101.5 **Exploring Issues and Solutions in Literacy Development for Linguistically Diverse Students**  
Ofelia B. Miramontes, University of Colorado-Boulder
- 101.6 **An Urban Literacy Intervention: Teacher Reflections on School Change**  
Marilyn Bizar, National-Louis University, Rebecca Barr, National-Louis University and The Spencer Foundation

Friday, December 4, 1992

2:20 p.m. - 3:40 p.m.

Regency East 1

102 SPECIAL

*(Sponsored by the Policy and Legislative Committee)*  
*The New Literacy and Its Implication for Teaching and System Change*

**Presenters:** Rex Brown, Education Commission of the States, Denver, CO  
Shelia Valencia, University of Washington  
Samuel D. Miller, University of North Carolina-Greensboro

The New Literacy goes far beyond mere ability to read or write, decode or encode. It embraces, but goes beyond, the catch-word literacies: cultural, civic, computer, information, media, scientific, or technological literacy, for instance. It is, above all, an active process of making meaning and negotiating it with others. It is a way people come to know, understand, and change their lives and the conditions in which they find themselves. The knowledge upon which it rests is personal and contingent, as well as objective and fixed. Literate people are engaged in the constant creation, interpretation and reinterpretation of knowledge, weaving it in and out of personal and societal narratives about the most fundamental human concerns. If taken as a serious goal of education—for all students, not just a privileged few—such a definition of literacy requires profound changes in our classrooms, schools and systems of education.

2:20 p.m. - 3:40 p.m.

Regency East 3

103 SYMPOSIUM

*Computers and the Transition from  
Emergent to Conventional Literacy*

**Chair:** Arnetha Ball, University of Michigan

**Writing On and Off the Computer: Will Technology Mask Developmental Conflicts?**  
Elizabeth Sulzby, University of Michigan

**Issues in Human-Computer Interface: What Young Children Show Us**  
Jeff Spitulnik, University of Michigan

**Storybook Reading: On-Screen and in the Lap**  
Monique Juan, Lessie Thomas, University of Michigan

**Discussant:** David Dickinson, Clark University

2:20 p.m. - 3:40 p.m.

Rio West

104 PAPER SESSION

*Creating Communities of Readers in the  
Classrooms of Young Adolescents*

**Chair:** John M. Ponder, Arkansas State University

**Readers, Texts, and Contexts in a Sixth-Grade Community of Readers**  
Sherry L. Guice, SUNY-Albany

**Making Literacy Meaningful: Classroom Computer Networking Across the Continent**  
Anthony J. Scheffler, Cynthia S. Sunal, Dennis Sunal, University of Alabama

**Constructing Meaning from Literature in Departmentalized, Multidisciplinary, and Interdisciplinary Contexts**  
Joyce E. Many, Lisa L. Nickelow, Texas A&M University, Rebecca Hutchingson, Jane Long Middle School

**Friday, December 4, 1992**

**2:20 p.m. - 3:40 p.m.**

**Llano/Pecos**

**105 PAPER SESSION**

***Teachers' Beliefs and Practices***

**Chair: Jimmie Russell, Oklahoma Baptist University**

**Teacher Epistemology and Practice: Enactments in the Elementary Language Arts Classroom**  
Dana L. Grisham, University of California-Riverside

**Can Teachers' Images of Good Writing Conflict with Goals of Process Writing**  
Sarah J. McCarthey, University of Texas-Austin

**Homework: What is its Role in Reading and School Success**  
Rosalind Horowitz, Lucy Frontera, University of Texas-San Antonio

**2:20 p.m. - 3:40 p.m.**

**Rio East**

**106 PAPER SESSION**

***Historical, Theoretical, and Empirical Perspectives on  
Reader Response in Younger and Older Readers***

**Chair: Sandra Bierman, East Texas State University**

**The Face in the Mirror: Changing Perceptions of the Reader in Twentieth Century Research on Response to Literature**  
Karen Armstrong, University of British Columbia

**Reader Stance: Whose Choice Is It?**  
Jacqueline K. Peck, Kent State University

**Development of Response to Literature: First Grade to Adult**  
Virginia Goatley, Tanja Bisesi, Joyce A. Urba, Michigan State University

**2:20 p.m. - 3:40 p.m.**

**Pecan**

**107 ALTERNATIVE FORMAT**

***Teacher Research at  
Santa Fe Indian School***

**Co-Chairs: P. David Pearson, Arlette L. Willis, University of Illinois, Urbana-Champaign,  
Wallace C. Strong, Santa Fe Indian School**

**Facilitators: Linda Lippitt, Susan Carter, Santa Fe Indian School**

**Discussants: Mary Bunker, Paul Bunker, Emily Cheromiah, Sally Ann Dean, Ann Dozier Enos, Mark G. Erickson, Felisa A. Guilbert,  
Judy Hendrickson, Kenneth Kambeitz, Kim Krall, Ronald Lovato, Helen Manzanillo, Glenda Moffitt, Guy Monroe,  
Albenita A. Moguino, Louise Naranjo, Terrill Nickerson, Harold D. Pourier, Patrick L. Quiver, Kelvin Rodriguez,  
Holger S. Schultz, Wilfred Star, Santa Fe Indian School**

The purpose of this symposium is to share collaborative literacy research that emphasizes understanding of, and respect for, both Native American culture and contemporary Western culture by examining the ways in which the "Indian Perspective" and the Anglo education standard have been melded at the Santa Fe Indian School. This "teacher-as-researcher" mode was used to create literacy strategies, resources, and programs that permit both ways of knowing and thinking to exist.



**Friday, December 4, 1992**

**2:20 p.m. - 3:40 p.m.**

**Blanco**

**108 SYMPOSIUM**

***Learning to Spell in the Third Grade Classroom***

**Chair: Darrell Morris, Appalachian State University**

**Is there an "Instructional Level" in Spelling?: A Review of the Literature**  
Darrell Morris, Appalachian State University

**Examining Spelling Instruction and Student Spelling Performance in Four Third Grade Classrooms (Year 1)**  
William Blanton, Appalachian State University

**Teaching Low-achieving Third Grade Spellers at their "Instructional Level:" An Intervention Study (Year 2)**  
Jane Nowacek, Appalachian State University

**Discussant: Robert Schlagal, Spring Hill College**

**2:20 p.m. - 3:40 p.m.**

**Regency East**

**109 PAPER SESSION**

***Emerging Literacy Development in  
Exceptional Young Children***

**Chair: Timothy Rasinski, Kent State University**

**Precocious Literacy Learners Among At-Risk Preschoolers**  
Susan S. Robinson, Drake University

**Reconceptualizing the Relationship between Oral Language Development and Language Acquisition and Early Literacy Development of  
Profoundly Deaf Preschool Children**  
Cheri L. Williams, University of Cincinnati

**Literacy Lost: A Qualitative Analysis of the Early Literacy Experiences of Young Children With Severe Speech and Physical Impairments**  
Patsy P. Coleman, University of North Carolina-Chapel Hill/Carolina Literacy Center

**2:20 p.m. - 2:55 p.m.**

**Garden Terrace**

**110 ROUND TABLE**

**Chair: Steven White, Texas A&M University**

**110.1 The Mismatch Between Content and Problems in Statistics Textbooks: The Case of the Central Limit Theorem**  
Hector Mendez-Berrueta, University of Georgia

**110.2 The Effect of Three Study Strategies on Student Performance in a College History Survey Course**  
Teresa K. Tillery, University of California-Riverside

**110.3 Mexican-American Bilingual Kindergartners Talk About Stories: A Collaboration in Meaning Making**  
Jennifer L. Battle, University of Texas-Austin

**110.4 The Role of Parents in the Development of Young Fluent Readers**  
Carol A. Evans, University of Arizona

**110.5 Problems and Possibilities in Literature-Based Curriculum: A Comparison of Teacher and Principal Study Groups**  
Kathleen G. Short, University of Arizona

**3:05 p.m. - 3:40 p.m.**

**Garden Terrace**

**111 ROUND TABLE**

**Chair: Steven White Texas A&M University**

- 111.1 **The Effects of Text Structure on Fifth Graders' Comprehension**  
Sandra J. Troyer, University of California-Riverside
- 111.2 **Repeated Reading of Predictable Texts: A Descriptive Study of Six First Grade Children**  
Herbert D. Simons, University of California-Berkeley
- 111.3 **Teacher Expectations, Teacher Efficacy, and Instruction Strategies: Impacting the Achievement of Culturally Diverse Students**  
Deneese L. Jones, Robert W. Gaskins, University of Kentucky
- 111.4 **Family Literacy in Australia**  
Julie H. Spreadbury, Queensland University of Technology, John Elkins, University of Queensland
- 111.5 **Captioned Television and the Incidental Learning of Word Meanings**  
Patricia S. Koskinen, University of Maryland, James Knable, Maryland Correctional Institute

**3:50 p.m. - 5:10 p.m.**

**Regency East 1**

**112 SYMPOSIUM**

***Research in Second Language Reading:  
Studies in English, Spanish and Hindi***

**Chair: Caroline Beverstock, Indiana University**

- Performance-Based Assessment of a Computer-Assisted Foreign Language Reading Program**  
Cira Torruella, University of Delaware
- Wholistic Assessment of Proficient Second Language Readers**  
Paul Michael Chandler, University of Hawaii
- New Script, New Language--Learning to Read Hindi**  
David Red, Foreign Service Institute, Department of State

**Discussant: Elizabeth B. Bernhardt, Ohio State University**

**3:50 p.m. - 5:10 p.m.**

**Regency East 3**

**113 SYMPOSIUM**

***Powerful Teaching of High Risk Students***

**Chair: Diane DeFord, Ohio State University**

- Working for Powerful Decision Making in Teaching Reading**  
Gay Su Pinnell, Ohio State University
  - Teaching For Writing Strategies**  
Diane De Ford, Ohio State University
  - Teachers Learning How To Teach Through Following**  
Carol A. Lyons, Ohio State University
- Discussant: Margaret M. Griffin, Texas Women's University**

# Friday, December 4, 1992

3:50 p.m. - 5:10 p.m.

Rio West

## 114 PAPER SESSION

### *Spelling Development in Young Children*

Chair: Lois G. Dreyer, Southern Connecticut State University, Haskins Laboratories

#### **Kindergarten Children's Developing Understanding of the Alphabetic Principle**

Priscilla L. Griffith, Janell P. Klesius, University of South Florida

#### **Effect of Phoneme Awareness on the Invented Spelling of Kindergarten and First Grade Children and on Standard Spelling of First and Second Grade Children**

Darlene M. Tangel, Oriskany Central Schools

#### **Writing, Letter Tiles, and Computer: Which Condition is Most Effective for Teaching Spelling to Students With and Without Learning Disabilities**

Jane Gordon, Eastern Michigan University, Sharon Vaughn, Jeanne Shay Schumm, University of Miami

3:50 p.m. - 5:50 p.m.

Llanos/Pecos

## 115 PAPER SESSION

### *Experimenting With Instruction*

Chair: Martha Barry, University of South Carolina, Aiken/BA Middle School

#### **How Complex Literacy Tasks Influence Achievement Test Performances, Retention, and Special Education Referrals**

Samuel D. Miller, University of North Carolina-Greensboro

#### **Open Word Sorts: Helping Third Grade Students Become Strategic Spellers**

Mary Jo Fresch, Ohio State University-Newark, Aileen Wheaton, Dublin City Schools

#### **Promoting Independent Literacy Abilities and Motivation to Learn by Developing Complex Literacy Assignments**

Samuel D. Miller, Judith Meece, University of North Carolina

3:50 p.m. - 5:10 p.m.

Rio East

## 116 PAPER SESSION

### *New Perspectives and Findings About Learning from Content Area Text*

Chair: Cathleen D. Rafferty, Indiana State University

#### **The Recall of History Text: Text Design and Theoretical Implications**

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

#### **Learning Form Texts: Effects of Similar and Dissimilar Features of Analogies in Study Guides**

Monica Wyatt, David A. Hayes, University of Georgia

#### **Prior Knowledge for Adjunct Maps in Text Learning**

Stephen A. Sivo, William A. Kealy, Texas A&M University

# 1992 CONFERENCE EVALUATION FORM

## NATIONAL READING CONFERENCE

The Hyatt Regency, San Antonio, Texas

December 2 - December 5, 1992

Tear Out and Return to: *National Reading Conference* in the Los Rios Foyer

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 Hyatt or to *NRC* Headquarters at 11 E. 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, numbers 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 suggested 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.)

**REGISTRATION FORM  
1992 NATIONAL READING CONFERENCE**

**The Hyatt Regency, San Antonio, Texas**

**December 2 - December 5, 1992**

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

**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)

**City** **State/Province/Country** **Postal Code**

Office Phone: ( ) \_\_\_\_\_ Home Phone: ( ) \_\_\_\_\_

Fax: ( ) \_\_\_\_\_ Electronic Mail: ( ) \_\_\_\_\_

Include my name/address on mailing lists which may be provided/sold to members or other organizations. . . . . ( ) YES ( ) NO  
 I am a new NRC member . . . . . ( ) YES ( ) NO  
**HOST PROGRAM:** Would you like to have a host meet with you at the conference (see pg. 1)? If so, Check "yes" . . . . . ( ) YES

**CONFERENCE REGISTRATION**

(Full Registration includes the yearbook)

CATEGORY	ADVANCED	ON SITE	DAILY	AMOUNT
	Received by Nov. 13	After Nov. 13	Specify Day: _____	
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	\$ _____

**MEMBERSHIP**

You may take this opportunity to join NRC or to renew your membership. I wish to ( ) join NRC or ( ) renew my NRC membership.  
 Membership includes a subscription of the JRB (one per family) and voting rights for all members but students. Consider the following categories with the understanding that a range of variables will account for where you place yourself in this voluntary or regular structure.  
 Please choose one out of the following categories.

TYPE	ANNUAL DUES	AMOUNT
Regular No voluntary contribution	\$ 70.00	\$ _____
Regular Including voluntary contribution:		\$ _____
• Well established in field	\$ 170.00	\$ _____
• Average to above average earnings	\$ 130.00	\$ _____
• Entry level position	\$ 100.00	\$ _____
Second Family Member	\$ 45.00	\$ _____
Student	\$ 35.00	\$ _____
Emeritus	\$ 50.00	\$ _____
Additional Voluntary Contribution	\$ _____	\$ _____

**TOTAL AMOUNT**

(Conference/Membership) (U.S. Funds Please) . . . . . \$ \_\_\_\_\_

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: \_\_\_\_\_

Yes, you may charge it on: VISA, MASTERCARD, OR AMERICAN EXPRESS (circle one)

Credit card number \_\_\_\_\_ Exp. date \_\_\_\_\_ / \_\_\_\_\_ (month/year)

Signature of Card Holder \_\_\_\_\_

Note: You may copy this form for multiple registrations.

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

**HOTEL RESERVATION FORM  
NATIONAL READING CONFERENCE**

**PLEASE MAIL TO: THE HYATT REGENCY SAN ANTONIO  
123 LOSOYA STREET  
SAN ANTONIO, TEXAS 78205  
1(800)233-1234**

Mr./Ms. \_\_\_\_\_  
Affiliation: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Bus. Phone \_\_\_\_\_ Home Phone: \_\_\_\_\_  
Share with: \_\_\_\_\_

Arrival date/time: \_\_\_\_\_ Departure date/time: \_\_\_\_\_

**ALL RESERVATIONS MUST BE RECEIVED BY NOVEMBER 1, 1992.**

REQUESTS PRIOR TO AND AFTER CONFERENCE DATES WILL BE ACCEPTED ON A SPACE AVAILABLE BASIS ONLY

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

**PLEASE CHECK DESIRED ACCOMMODATION**

_____ SINGLE (one person) \$ 98.00	_____ DOUBLE (two people) \$ 98.00
_____ TRIPLE (three people) \$ 118.00	_____ QUAD (four people) \$ 118.00

RATES ARE SUBJECT TO 13% SALES TAX.

Special Requests: \_\_\_\_\_

If you are interested in sharing a room, phone **Dorothy Frooman** at *NRC* Headquarters (312)329-2512.

**GUARANTEE**

Reservations not guaranteed by an Advance Deposit or Major Credit Card will be cancelled at 4:00 p.m. on day of arrival. To accommodate travel schedule, it is highly recommended that all reservations be guaranteed as follows:

**ADVANCE DEPOSIT** Please enclose one night's room rate as the deposit. Applicable taxes will be charged upon arrival. Deposits are refundable if cancelled within 48 hours of arrival date. **Make checks payable to the Hyatt Regency San Antonio.**

**CREDIT CARDS** Please circle: American Express, Carte Blanche, Diner's Club, MasterCard, Visa, JCB, Discover, and fill in card number, name of cardholder, and expiration date in space below:

Cardholder's name: \_\_\_\_\_  
Card number: \_\_\_\_\_ Expiration date: \_\_\_\_\_  
Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_

**HOSPITALITIES**

To comply with Texas Alcoholic Beverage Commission Law, all hospitality arrangements involving alcoholic beverage **must** be arranged in advance through our Room Service Department. Our Room Service Manager will be happy to coordinate all Food and Beverage functions in your suite. Simply call 512-222-1234 and ask for Room Service.

# 1992 MEMBERSHIP PARTICIPATION

## NATIONAL READING CONFERENCE

The Hyatt Regency, San Antonio, Texas

December 2 - December 5, 1992

Tear Out and Return to: *National Reading Conference* in the Los Rios Foyer

### Nomination of Officers

At the San Antonio conferences, 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 San Antonio by 3:00 p.m., Thursday.

### Nominations for Vice-President-Elect

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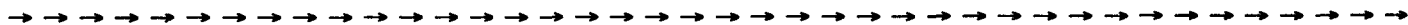
### Nominations for Board Members

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Are you interested in serving on a committee or assisting on the conference program? New members are selected for committees in the months prior to each conference. If you are interested in being considered for membership on one of *NRC's* standing committees, please fill in the following information and leave at the *NRC* registration desk.

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Work ( ) \_\_\_\_\_ Home ( ) \_\_\_\_\_ E-Mail ( ) \_\_\_\_\_

If you are especially interested in serving on one of the standing committees, circle your preference below.

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

If you are interested in serving on the Conference Program Committee as chair of a session, please check below.

\_\_\_\_\_ Chair Session

**Friday, December 4, 1992**

**3:50 p.m. - 5:10 p.m.**

**Pecan**

**117 PAPER SESSION**

*The Importance and Nature of  
Search Strategies in Large Text Domains*

**Chair: James Martin-Rehrmann, Westfield State College**

**Text Search Task Performance**

Mariam Jean Dreher, University of Maryland

**Readers' Text Processing Behaviors During Search and Lookback Tasks**

Rachel A. Grant, University of Maryland

**Search and Comprehension of Text and Multiple Representations**

John T. Guthrie, Rebecca Bell Sammons, Peggy Van Meter, Linda Yokoi, University of Maryland

**3:50 p.m. - 5:10 p.m.**

**Blanco**

**118 PAPER SESSION**

*Reading a Non-native Language*

**Chair: Yillim Sun, Ontario Institute for Studies in Education**

**The Acquisition of Literacy in a Second Language by Adult Learners with Limited First Language Literacy**

Barbara D. Sinclair, Boston University

**Reading in English as a Translation Task: Fluent Deaf Young Adult Bilingual**

Patricia Natalie Chrosniak, Western Illinois University

**The Effects of Punctuation Deletion on Reading Strategies by Native and Non-native Readers of Japanese Texts**

Yoshiko Saito-Abbott, University of Texas-Austin



# Friday, December 4, 1992

3:50 p.m. - 6:05 p.m.

Regency East 2

## 119 ALTERNATIVE FORMAT

### *Understanding and Enhancing Literature Discussion in Elementary Classrooms*

Chair: Kathleen Jongsma, Northside Independent School District

- Language to Literacy Project:** Nancy Roser, James Hoffman, Miriam Martinez, Judy Abbott, Jennifer Battle, Cheryl Christian, Laura Corman, Catherine Curry, University of Texas-Austin, Nora Forester, Archdiocese of San Antonio
- The Literature Circles Project:** Kathleen G. Short, University of Arizona, Sandy Kaser, Leslie Kahn, Tucson Unified School District
- The Reflective Thinking Project:** Richard C. Anderson, Clark Chinn, Anne Stallman, Martha Waggoner, University of Illinois, Urbana-Champaign, Michelle Commeyras, University of Georgia, Ian Wilkinson, University of Auckland
- The First Grade Grand Conversations Project:** Lea M. McGee, Fran Loftus, Elizabeth Figlock, Boston College
- The Conversational Discussion Groups Project:** John F. O'Flahavan, University of Maryland, Carole Stein, Forest Edge Elementary, Fairfax County Schools
- The Book Club Project:** Susan I. McMahon, University of Wisconsin-Madison, Taffy E. Raphael, Virginia S. Goatley, Fenice B. Boyd, Michigan State University, Laura S. Pardo, Allen Street School
- Discussants-School Based:** Linda Fry, Sylvia Lopez, Cindy Sloan, Ronnie Gonzalez, Julie Jordan, Diane McAdams, Kay Montgomery, Northside ISD, San Antonio
- Discussants-University Based:** Victoria Hare, University of Illinois at Chicago, Annemarie Palinscar, The University of Michigan, Diane Lapp, San Diego State University, Deborah Wells, Slippery Rock University, Joanne Golden, University of Delaware

Through the symposium, we intend to explore six programs of research that have as their focus on the nature and characteristics of literature discussion in elementary classrooms. Research overviews, project descriptions, video-tape demonstrations, and small group discussion will be used to establish perspectives, clarify procedures, and involve the audience.

3:50 p.m. - 4:25 p.m.

Garden Terrace

## 120 ROUND TABLE

Chair: Charlotte Kennemer, Texas A&M University

- 120.1 **Relationships Among Reading Attitude, Achievement, and Home Literacy Environment in Urban Elementary Grades**  
Wayne M. Linck, East Texas State University
- 120.2 **Using Students' Imagery to Study Meaning Development Across Individual and Shared Readings of a Short Story**  
Bonnie C. Konopak, Louisiana State University, Nancy L. Williams, University of Houston, Ellen S. Jampole, SUNY-Cortland
- 120.3 **Up to BAT: A Parent-Child Intervention Program with Books and Tapes**  
Mary F. Graham, Mary B. McCormac, Kathleen Wills, Virginia Hadd, Beverly D. Juster, Arlington Public Schools
- 120.4 **Introducing Literature-Based Process Writing to Special Education Settings: An Exploratory Study**  
Carol E. Sharp, University of Texas
- 120.5 **Young Children's Metacognitive Knowledge About Reading and Writing**  
Linda B. Gambrell, Barbara M. Palmer, University of Maryland
- 120.6 **Toward Defining Learning Strategies and Studying: A Synthesis from the Literature**  
YeVette McWhorter, University of Georgia

# Friday, December 4, 1992

4:35 p.m. - 5:10 p.m.

Garden Terrace

## 121 ROUND TABLE

Chair: Jack Fields, Texas A&M University

- 121.1 **Children's Out-of-School Activities**  
Patricia Whitney, University of British Columbia
- 121.2 **Training Readers to Interpret Character Emotions: How Emotional Transactions Can Lead to Story Comprehension**  
James F. Barton, University of Rhode Island
- 121.3 **The Utility of Spelling-Sound Correspondences in Higher Frequency Words and in Beginning Reading Text**  
John Shefelbine, California State University-Sacramento
- 121.4 **Journal Writing as a Means of Communication for Young, Linguistically Different Children**  
Jeanne H. Peter, Vanderbilt University
- 121.5 **Charting the History of College Reading Instruction: An Analysis of 65 Years of Dissertation Research**  
Norman A. Stahl, Northern Illinois University, Cynthia R. Hynd, University of Georgia,  
William G. Brozo, Eastern Michigan University
- 121.6 **Good and Poor Readers' and Writers' Use of Strategies in Comprehending and Composing**  
Robert H. Pritchard, Gail E. Tompkins, California State University-Fresno

5:15 p.m. - 6:05 p.m.

## ***BIRDS OF A FEATHER***

Garden Terrace

Organizer: Karen Feathers, Wayne State University

### **Teacher Growth and Development**

Karen Thomas, West Virginia University

### **Content Reading**

Jeanne Shay Schumm, University of Miami

### **Reading Process/Comprehension**

Duane Shell, University of Texas at Austin

### **Instructional Methods**

Nancy Shanklin, University of Colorado

### **Teacher Beliefs**

Rosemary Lonberger, Buffalo State College

### **Special Needs Students**

Diane Haager, California State University at Los Angeles

# Friday, December 4, 1992

5:15 p.m. - 6:05 p.m.

**Publications Committee Meeting**  
Chair: Jerome A. Niles, Virginia Polytechnic Institute

**Blanco**

5:15 p.m. - 6:05 p.m.

**Ad Hoc Committee on Multicultural Issues Meeting**  
Co-Chairs: Kathryn H. An, Kamehameha Schools, Margaret Gallego, Michigan State University

**TBA By Chair**

5:15 p.m. - 6:05 p.m.

**Ethics Committee: Subcommittee on  
Ethics Statement Meeting**  
Chair: Marjorie Siegel, University of Rochester  
Subcommittee Chair: Michael Kamil, Ohio State University

**Pecan**

6:10 p.m. - 7:30 p.m.

## ***BUSINESS MEETING***

**Regency East**

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.

9:00 p.m. - 10:00 p.m.

## ***THE LIGHTER SIDE OF NRC***

**Rio Ballroom**

Organizer: James Hoffman, University of Texas-Austin

10:00 p.m. - **MIDNIGHT**

## ***VITAL ISSUES***

**Regency East Ballroom**

# Saturday, December 5, 1992

**7:00 a.m. - 8:25 a.m.**

**Joint Publications and Technology Committee Meeting**

**Garden Terrace**

Chair: Jerome Niles, Virginia Polytechnical Institute

Chair: David Reinking, University of Georgia

**7:45 a.m. - 9:00 a.m.**

**Breakfast (Cash Buffet)**

**Regency Foyer  
& Garden Terrace**

**8:00 a.m. - 10:00 a.m.**

**Registration**

**Regency East Foyer**

**9:00 a.m. - 2:00 p.m.**

**The Reading Room Will Be Open.**

**Medina**

**8:30 a.m. - 9:50 a.m.**

**Regency East 1**

**122 PAPER SESSION**

***Changing Preservice Teachers' Beliefs About  
Language and Literacy***

Chair: Carol J. Hopkins, Purdue University

**Exploring Preservice Students' Perceptions of Literacy Instruction: An Initial Step in Curricular Change**

Kay S. Dunlap, Shaker Heights Schools, Beverly J. Bruneau, Richard P. Ambrose, Donna Ruttan, Kent State University

**The Emerging Beliefs and Instructional Practices of Preservice English as a Second Language Teachers During the Practicum**

Karen E. Johnson, Pennsylvania State University

**Reading Beliefs of Preservice Teachers Through Student Teaching**

Leonie M. Rose, Central Michigan University

**8:30 a.m. - 9:50 a.m.**

**Regency East 3**

**123 PAPER SESSION**

***The Complex Nature of  
Young Readers' Response to Literature***

Chair: Robert J. Johnson, Texas A&M University

**The Flight of Reading: Instruction, Orchestration and Attitudes**

Shelby A. Wolf, University of Colorado at Boulder

**Listener Response: The Complex Nature of Children's Images in Response to a Storytelling Event**

Olga G. Nelson, Eastern Michigan University

**Exploring the Role of Illustrations in Children's Responses to Literature**

Dianna D. Anderson, Victor L. Willson, William H. Rupley, Texas A&M University

# Saturday, December 5, 1992

8:30 a.m. - 9:50 a.m.

Llano

## 124 SYMPOSIUM

### *How Text Design Influences Communication Between Readers and Writers*

Chair: James F. Barton, University of Rhode Island

#### Comprehenders and Composers as Text Designers

Robert C. Calfee, Marilyn J. Chambliss, Stanford University

#### Good Readers Comprehending Lengthy Written Arguments: The Effect of Text Design

Marilyn J. Chambliss, Stanford University

#### Text Design and Writer's Intentions: Understanding the African American Adolescent's Perspective

Arneha F. Ball, University of Michigan

#### Comprehending Science Texts: The Effects of Text Structure Knowledge

Andrea K. Whittaker, Stanford University

Discussants: Ruth A. Garner, Washington State University, Janice A. Dole, University of Utah

8:30 a.m. - 9:50 a.m.

Pecos

## 125 PAPER SESSION

### *Metacognitive Correlates of Academic Success*

Chair: Patricia R. Kelly, California State University

#### I'm Glad You Asked that Question: The Role of Student Self-Scaffolding During Whole-Class Instruction

Debra K. Meyer, University of Texas-Austin

#### Metacognitive Training Affects College Students' Application of Learning Strategies But Not Academic Performance

William W. Latimer IV, University of Rhode Island

#### Vee Diagrams as a Metacognitive Tool for Learning

Marino C. Alvarez, Tennessee State University

8:30 a.m. - 9:50 a.m.

Live Oak

## 126 SYMPOSIUM

### *Intertextuality and the Construction of Literacy: Expanding the Social Context*

Chair: Carolyn P. Panofsky, Rhode Island College

#### Acquiring a "Discourse of Power": Connecting with Preferred Forms of Sense Making During Parent-Child Book Reading Activity

Carolyn P. Panofsky, Rhode Island College

#### Intertextuality and Reading Instruction for "Successful" Teachers and their Students

Eleanor Handerman, Old Dominion University

#### The Socio-Cultural Construction of Intertextuality: "At-risk" First Graders Making Sense of Instruction in the Classroom and in an Early Intervention Program

Nora White, University of Alaska-Fairbanks

Discussant: Kathleen G. Short, University of Arizona

# Saturday, December 5, 1992

8:30 a.m. - 9:50 a.m.

Pecan

## 127 ALTERNATIVE FORMAT

### *Researchers as Readers*

**Facilitators:** Jane Hansen, University of New Hampshire; Cathy Roller, University of Iowa; JoBeth Allen, University of Georgia

If you wish to participate in this session, you are asked to bring your favorite adult literature to San Antonio. Plan to share a piece or several pieces of literature you have recently read. You may wish to choose beforehand a short (1/2 page) passage to read to the group as part of the way to initiate response to your book. If you keep a response journal, you may want to read from it when you share. By participating in this experience, you will have the opportunity to act as reader and responder, as well as collaborative researcher when you reflect with other participants on multiple aspects of the process.

8:30 a.m. - 9:50 a.m.

Director's

## 128 PAPER SESSION

### *Social Contexts of Early Literacy Learning Inside and Outside of School*

**Chair:** Susan Britsch, Purdue University

**"Good" Groups: The Search for Social Equity and Instructional Excellence Through First Grade Literacy Groupings**  
Greta K. Nagel, San Diego State University

**The Effect of Mixed-Message Instruction on Hispanic Kindergartners' Emergent Literacy In and Out of School**  
Margaret M. Mulhern, University of Illinois-Chicago

**A Theoretical Framework for Written Language Development**  
Richard J. Meyer, University of Arizona

8:30 a.m. - 9:50 a.m.

Regency East 2

## 129 ALTERNATIVE FORMAT *Is Transactional Strategy Instruction Real?*

**Organizer:** Cathy Collins-Block, Texas Christian University

**Participants:** Valerie Anderson, Ontario Institute for Studies in Education, Cathy Collins-Block, Texas Christian University, Lisa Delpit, Morgan State University, Gerald G. Duffy, Whitworth College, Irene W. Gaskins, Benchmark School, Violet Harris, University of Illinois, Urbana-Champaign, Michael Pressley, University of Maryland

The purpose of this symposium is to compare and contrast seven types of strategic instruction. All types of strategic instruction will be analyzed as to the effects upon student's reading abilities, student/teacher perceived values for strategy instruction, and the degree to which instruction transfers to self-initiated strategy use. Videotape clips demonstrating each strategic instruction program in action with students in classroom settings will be shown. The audience will have the opportunity to note similarities and dissimilarities among them. These same clips will have been previously analyzed by the participants and the results on quality of instruction will be discussed.

# Saturday, December 5, 1992

8:30 a.m. - 9:50 a.m.

Garden Terrace

## 130 JOINT ROUND TABLE Chair: Ruth Freedman, National-Louis University

130.1 Facilitator: Kathleen A. Hinchman, Syracuse University

**Changes to Children's Literature Appearing in Basal Texts: A Description and Analysis of the Consequences for Comprehension and Response**

Laurie M. Ayre, Donald J. Leu, Syracuse University

**Factor Structure of the Repetitive Features in Big Books**

Cynthia B. Leung, University of Delaware

130.2 Facilitator: Sarah J. McCarthy, University of Texas-Austin

**Socio-Cognitive Conflict: Recognition and Resolution Within Varying Participation Structures**

Janice F. Almasi, University of Maryland

**The Nature of Talk About Three Types of Text During Peer Group Discussions**

Dorothy J. Leal, University of South Alabama

130.3 Facilitators: Robert A. Truax, University of Cincinnati, Lennie Rhys, University of Southwestern Louisiana

**Preschool Hearing-Impaired Children's Response to Storybook Reading: A Comparison to Preschool Hearing Children's Response**

Cheri L. Williams, University of Cincinnati

**Writing Development of Prekindergarten Hearing-Impaired Children**

Rosie Isak, S. J. Montgomery Elementary Schools

**Literacy Development of Pre-kindergarten Hearing-Impaired Children in a Whole Language Classroom**

Claire L. Rottenberg, University of Southwestern Louisiana

130.4 Facilitator: Charles Sentell, National-Louis University

**Becoming 'Literacy Experts': Children Learn to Observe, Link, and Wonder Through Their Experiences With Books**

Kathryn Button, Cynthia Farest, Texas Tech University

**Written Conversations About Literature: Using Dialogue Journals to Invite Literary Response**

Cynthia Farest, Kathryn Button, Texas Tech University

130.5 Facilitator: Barbara Johnson, National-Louis University

**First Steps Toward Implementing Case-Based Instruction in Reading Education Classes: Students' Perceptions of Instruction and Instructional Needs**

Charles K. Kinzer, Victoria Risko, Janice L. Carson, Laurie Meltzer, Fred Bigenho, Vanderbilt University

**An Argument for Video-Based Case Methodology for the Redesign of Reading Methods Courses**

Victoria J. Risko, Charles K. Kinzer, Fred Bigenho, Laurie Meltzer, Janice L. Carson, Vanderbilt University

130.6 Facilitator: James Baumann, University of Georgia

**A Critical Look at "At Risk"**

Patrick W. Shannon, Pennsylvania State University

**Literacy, Schooling, and Diversity: Do We Need Dichotomies or Not?**

Charles A. Elster, Elizabeth B. Moje, Purdue University

# Saturday, December 5, 1992

10:00 a.m. - 11:20 a.m.

Regency East

## 131 FOURTH PLENARY SESSION

*Research Address*

*Chair: Jerome A. Niles, Virginia Polytechnical Institute*

*Speaker: Peter Johnston, SUNY at Albany*

*The Language of Assessment and the Assessment of Language*

11:20 a.m. - 12:50 p.m.

Lunch (Cash Buffet)

Regency Foyer  
& Garden Terrace

11:35 a.m. - 12:40 p.m.

## RESEARCH WORKSHOPS

Regency Corridor Center

*Organizer: Jamie Myers, Pennsylvania State University*  
(Workshop Limited to 15 Participants)

### Adult Literacy Research

Eunice Askov, The Pennsylvania State University, Caroline Beverstock, Indiana University

### Researching to Inform Our Own Teaching Practice

Diane Stephens, University of Hawaii

### Statistical Methods for Analyzing Qualitative Data

JoLynn Reed, Debra Meyer, University of Texas

11:35 a.m. - 12:40 p.m.

## BIRDS OF A FEATHER

Garden Terrace

Attendees may organize their own discussion groups in the Garden Terrace area. A cash buffet will be available.

12:50 p.m. - 2:10 p.m.

Regency East 1

## 132 PAPER SESSION

*Parents' Roles, Decisions, and Involvement in  
Early Literacy Development*

*Chair: Patricia A. Edwards, Michigan State University*

### A Portrait of Parents of Successful Readers

Dixie L. Spiegel, University of North Carolina-Chapel Hill

### Parent Decision Making in Reading Aloud to First Graders

Eileen Kane Owens, Hawthorne School District

### Enhancing Parental Involvement in Children's Emergent Literacy Activities at Head Start

Kathy Roskos, John Carroll University



**Saturday, December 5, 1992**

**12:50 p.m. - 2:10 p.m.**

**Regency East 3**

**133 PAPER SESSION**

***Factors that Influence How College-Level Readers  
Understand Naturally Occurring Prose***

**Chair: Nancy Farnan, San Diego State University**

**Readers' Reactions to Brief News Articles**

Ernest T. Goetz, Zhalch Fatemi, Rebecca Bush, Texas A&M University

**Motivating From Without: The Effect of Including Personally-Involving Information in Content Area Texts**

Tamara L. Jetton, Patricia A. Alexander, Steven H. White, Texas A&M University

**Effects of Discrete Vocabulary Knowledge on Reading Comprehension of Authentic Texts**

Dieter Waeltermann, Carnegie Mellon University

**12:50 p.m. - 2:10 p.m.**

**Llano**

**134 PAPER SESSION**

***The Role of Text in Science Instruction***

**Chair: Donna Emery, California State University-Northridge**

**Science Instruction with Text in a Supportive Role: Developing and Maintaining Conceptual Understanding**

Alicia R. Wilson, Ruth M. Caswell, Texas Woman's University

**Students Speak Out: What Different Groups of Students Think of Textbook Adaptations**

Jeanne Shay Schumm, Sharon Vaughn, Linda Saumell, Janette Kettmann Klingner, University of Miami

**Teachers' Perceptions of the Role of Text in Conceptually Oriented Science Instruction**

Ruth M. Caswell, Texas Woman's University

**12:50 p.m. - 2:10 p.m.**

**Pecos**

**135 PAPER SESSION**

***Relationships between Self Maintaining and Comprehension***

**Chair: James F. Barton, University of Rhode Island**

**Monitoring Test Preparedness, Test Performance, and Main Idea Comprehension in the Context of an Actual Course with Actual Course Materials**

Peggy Van Meter, Michael Pressley, University of Maryland

**A Study of Metacognition as an Enabler or Immobilizer of Learning**

Christine J. Gordon, University of Calgary

**Relationships between Content, Topical, and Word Knowledge in Comprehension of Narrative and Expository Text**

William H. Rupley, Victor L. Willson, Texas A&M University, John Logan, Wheeling School District

# Saturday, December 5, 1992

12:50 p.m. - 2:10 p.m.

Live Oak

## 136 PAPER SESSION

### *Teacher Change*

Chair: Jerome A. Niles, Virginia Polytechnic Institute

#### **Towards Understanding Teacher Change**

Diane L. Stephens, University of Hawaii-Honolulu, Janelle L. Weinzierl, University of Illinois, Urbana-Champaign

#### **Developing Collaborative Relationships with Teachers: Self-Reflections of a Teacher Educator**

Beverly J. Bruncau, Kent State University

#### **Teacher Empowerment and the Development of Approaches to Reading Instruction**

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

12:50 p.m. - 2:10 p.m.

Pecan

## 137 SYMPOSIUM

### *Classroom as Text: Four Perspectives on Constructing Meaning*

Chair: Eileen S. Oboler, University of Arizona

#### **Classroom Lessons as Text: Contrasting Academic and Social Meaning**

Ann G. Batchelder, University of Texas-El Paso

#### **Instructional Conversations as Text: Using Conversational Theory to Interpret Academic Text**

Jill L. Keller, University of Arizona

#### **Composing Text: The Role of Elaborative Processing in Intertextuality and Discourse Synthesis**

Ann L. Schlumberger, Pima Community College

#### **Comprehension Text: Retelling to Understand Narrative and Expository Text**

Judy Nichols Mitchell, University of Arizona

Discussant: To Be Named

12:50 p.m. - 2:10 p.m.

Director's

## 138 ALTERNATIVE FORMAT

### *Teacher Beliefs, Knowledge, Attitudes and Decisions About Literacy Instruction and Assessment*

Chair: Nancy D. Padak, Kent State University

Facilitators: Elizabeth G. Sturtevant, Marymount University, Wayne M. Linek, East Texas State University,  
Elizabeth G. Pryor, Revere Local School District

This symposium will focus upon how teachers' beliefs about literacy instruction and assessment are formed, are affected by the context in which they teach and, in turn, affect their classroom decisions. The format will include brief presentations of research on first grade teachers' beliefs and decisions about literacy assessments (Pryor), intermediate-grade teachers' beliefs, values, attitudes and theoretical orientation to reading (Linek) and influences on high school content teacher's beliefs and decisions about content literacy instruction (Sturtevant). Ample time for audience/presenter interaction will follow the presentations.

**Saturday, December 5, 1992**

**12:50 p.m. - 2:10 p.m.**

**Regency East 2**

**139 ALTERNATIVE FORMAT**

*(Continuation from Wednesday, 11:35 - 12:40, Garden Terrace)  
Creating Communities of Inquiry: Teacher Educators Exploring Together Who We Are*

**Chair:** Joyce Hood Boettcher, University of Wisconsin-Oshkosh

**Facilitators:** Teri Faulkner, Patricia Scanlan, University of Wisconsin-LaCrosse, Michael P. Ford, University of Wisconsin-Oshkosh, Maria Myerson, Marilyn Ohlhausen, University of Nevada-Las Vegas, Maureen Prenn, Mankato State University

Realizing that teacher educators are seldom provided opportunities to learn together, this ONGOING session invites participants particularly interested in teacher education issues to become active members of a learning community. Using the conference as a context for learning, we will collaboratively explore who we are as learners, how our learning occurs, and what we have been learning from our participation in the conference. In the initial session, we will identify topics of interest and ways in which these topics can be explored throughout the conference. Subsequent meetings will provide opportunities to reflect, debrief, and share emerging issues, insights and ideas. This final session will focus on synthesizing not only what we have learned but how we have learned it. We will generate plans for connecting our learning to our own professional and personal contexts.

**12:50 p.m. - 3:00 p.m.**

**Garden Terrace**

**140 SPECIAL**

*(Sponsored by Ad Hoc Committee on Technology)  
Technology in Qualitative Research*

**Chair:** David Reinking, University of Georgia

**Data Maps: A Hypertext Technique for Visualizing, Analyzing and Presenting Qualitative Data**  
Mark Horney, University of Oregon

**Real-time Analysis of the Reading/Writing Process**  
Cathy Radziemski and Jay Blanchard, Arizona State University

**Qualitative Data Analysis Using Ethnograph**  
Barbara Guzzetti, Arizona State University

**Using Technology to Gather Qualitative Data in Classrooms: Practical Problems and Solutions**  
David G. O'Brien, Purdue University

**Discussant:** Deborah Dillon, Purdue University

This session will be divided into four 20-minute blocks. The first block will operate as a poster session with each presenter displaying information related to her/his topic and informally interacting with participants. For the next 20 minutes each presenter will lead a more structured roundtable discussion for those participants who wish to pursue in more depth the information available during the poster session. During the next 20 minute block, a discussant will address the issue of whether technology is a help or hindrance to qualitative researchers. The final time period will be devoted to an open discussion involving everyone attending the session.

# Saturday, December 5, 1992

**2:20 p.m. - 4:00 p.m.**

**Regency East 1**

**141 SPECIAL**

***Outgrowing Ourselves: Reflections and Extensions***  
CO-CHAIRS: Donna Ogle, Camille Blachowicz, National-Louis 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.

**2:20 p.m. - 4:00 p.m.**

**Director's**

**Ad Hoc Committee on Contributions and Donations Meeting**  
Chair: M. Trika Smith-Burke, New York University  
Subcommittee Chair (Fundraising): P. David Pearson, University of Illinois, Urbana-Champaign  
Subcommittee Chair (Conceptualizing): James Hoffman, University of Texas-Austin

**4:00 p.m. - 8:00 p.m.**

**Board Meeting**

**Pecos**

**9:00 p.m. - MIDNIGHT**

**VITAL ISSUES**

**Presidential Suite**

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<b>White, Nora,</b> .....	126
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<b>Wolf, Shelby,</b> .....	37, 123
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<b>Worthy, Mary Jo</b> , .....	13, 65
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<b>Yokol, Linda</b> , .....	117
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## Conference at a Glance Wednesday, December 2, 1992

	Regency East 1	Regency East 3	Nueces/Frio	Llano/Pecos	Live Oak	Pecan	Blanco	Regency East 2	Garden Terrace
8:00-8:25am					Program Preview				
8:30-9:05am									9 RT
8:30-9:50am	1 S-Redefining Contents for Literacy Learning in Special Education Settings...	2 S-Learning Tasks and Participation Structures that Enhance...	3 PS-Literacy Development: Influences of Programs, Tasks and Materials	4 S-Understanding the Constructs of Adult Literacy: With Implications...	5 PS-Talking About Books	6 PS-Understanding Readers' Responses to Diverse Reading Events	7 S-First/Second Lang. Literacy Relationships	8 AF-Seeking Ethical Praxis: The Politics of Literacy Research	
9:15-9:50am									10 RT
10:00-11:20am	11 S-Engagement in Reading: Current Research...	12 S-Long Term Studies of Diverse Learners' Participation...	13 PS-Literacy in the Content Areas: How Adolescent Readers...	14 PS-Family and Community Contents and Literacy Development	15 PS-The Nature of Literacy Instruction	16 AF-The Role of the Researcher in School-Based Teacher-Researcher Collaboration	17 PS-Fo-neem-ik Uh-ware-nea	18 AF-Connecting Literacy, Culture and Disciplinary Content...	19 JRT
11:20am-12:50pm	Lunch (Cash Buffet)				••	Regency Foyer and Garden Terrace			
11:35am-12:40pm	Research Workshops				••	Regency Ballroom Center			
11:35am-12:40pm	Birds of a Feather				••	Garden Terrace			
11:35am-12:40pm	AF-Creating Communities of Inquiry: Teacher Educators Exploring...				••	Regency East 1			
12:50-1:25pm									28 RT
12:50-2:10pm	20 S-Special Topics Within the Contents of the IEA Reading Literacy Study	21 S-More than We Bargained for? Unexpected Consequences...	22 PS-The Construction of Knowledge and Text in Facilitative Environments	23 S-Building a Literacy Community: A Sociocultural Perspective on Literacy Development	24 PS-Exploring Metacognitive, Motivational, and Cognitive Processes in Adult Learners	25 S-Computer Mediated Discourse: Written Conversation in the Electronic Age	26 SP-Publishing in NRC Publications: Meet and Talk with the NRC Editors	27 AF-Critical Reading: Examining the Construct and Identifying Needed Research	
1:35-2:10pm									29 RT
2:20-2:55pm									38 RT
2:20-3:40pm	30 AF-Explaining Reading Comprehension: Student, Teacher and School Influences...	31 S-From Three to Six: Home and Preschool Supports for Literacy Development...	32 PS-Curricular Change: Integrated Curricula/Whole Language	33 PS-Reading and Writing as the Curriculum of Lived Experience	34 PS-Hit'em Early, Hit'em Hard(Early Intervention)	35 PS-Teachers' Beliefs About Literacy Instruction	36 PS-Improving College Students' Cognitive and Metacognitive Performance as they Interact with Text	37 AF-Making Visible the Invisible: Exploring the Construction of Communities of Writers in Classrooms	
3:05-3:40pm									39 RT
3:50-5:10pm	40 First Plenary Session - Presidential Address				••	Regency East			
5:10-6:05pm	Reception Honoring NRC President & Award Winners				••	Regency Foyer			
6:10-7:30pm	Field Council Committee Meeting				••	Rio East			
8:00-9:00pm	Reception for Graduate Students				••	Chula Vista			
9:00-Midnight	Vital Issues				••	Rio Grande Ballroom			

AF: Alternative Format, JRT: Joint Round Table, PS: Paper Session, RT: Round Table, SP: Special, S: Symposium

Thursday, December 3, 1992

	Regency East 1	Regency East 3	Rio West	Llano/Pecos	Rio Center	Pecan	Blanco	Regency East 2	Garden Terrace
8:30-9:50am	41 S-Exploring Children's Disposition to Learn: The Role of Motivation and Interest in Reading	42 PS-Young Children's Response to Literature	43 S-Putting Books in Their Hands: Literature-Based Instruction in Low Income Schools	44 S-From the Semiotics of Reading to the Semiotics of Curriculum	45 S-Affective and Cognitive Dimensions of Literacy Learning for Diverse Students	46 S-Situated Literacy Learning Across the Life-Span: Continuities and Discontinuities	47 PS-The Acquisition of Word Recognition Across Grade Levels...	48 AF-Understanding Complexities-Part 2: A Dialogue About Qualitative Research Methodology	49 JRT
10:00-11:20am	50 Second Plenary Session - Keynote Address				..	Regency East			
11:20am-12:50pm	Lunch (Cash Buffet)				..	Regency Foyer & Garden Terrace			
11:35am-12:40pm	Research Workshops				..	Regency Ballroom Center			
11:35am-12:40pm	Birds of a Feather				..	Garden Terrace			
12:50-1:25pm									59 RT
12:50-2:10pm	51 S-The Meaning and Use of Portfolios in Different Literacy Contexts	52 S-Examining Our Certainty in Teaching Research	53 PS-Methodological Perspectives on Literacy Processes and Learning	54 PS-Voices Out of the Stream	55 S-Building Shared Meaning: Responses to Literature in Grand Conversations, Discussions, and Dialogue Journals	56 PS-Exploring Literary Response	57 PS-Story Reading to Children: The Effects of Instructional Condition...	58 AF-Integrating Literature, Language Arts, and Science Instruction: Research Issues and Practices	
1:35-2:10pm									60 RT
2:20-2:55pm									69 RT
2:20-3:40pm	61 S-Restructuring Primary Classrooms to Eliminate Failure	62 PS-Relationships Between Children's Knowledge and Play with Literacy and Emerging Reading	63 SP-Exploring Professional Dilemmas	64 S-Practitioners and Researchers and Collaboration Efforts: Examples and Reflections	65 PS-Smart or Lucky	66 PS-Understanding and Measuring Effect in Students' A Engagement of Reading Tasks	67 PS-Instruction and Assessment of Writing...	68 AF-Multiple Perspectives on the Reading that Occurs in Secondary Schools	
3:05-3:40pm									70 RT
3:50-4:25pm									79 RT
3:50-5:10pm	71 S-Beyond Reading Recovery: Examinations of Cognitive Processes	72 S-Assessing Student Literacy Learning Through Classroom Artifacts	73 S-Voices in Collaborative Literacy Reform: Overcoming History...	74 S-Content Area Learning: Meeting Diverse Student Needs in General Education...	75 PS-Teacher Beliefs and Knowledge Development	76 PS-Contextual Influences on Motivation in College Developmental...	77 AF-ERIC Debate: Whole Language and Research		
3:50-6:05pm								78 AF-Conceptual Change: A Discussion of Theoretical and Substantive Issues...	
4:35-5:10pm									80 RT
5:15-6:05pm	Birds of a Feather				..	Garden Terrace			
5:15-6:05pm	Reception - Hosted by the JRB and NRC Yearbook Editors				..	Rio East			
6:10-7:30pm	Town Meeting				..	Regency East			
8:00-9:00pm	Reception - For International Members and Newcomers				..	Presidential Suite			
9:00-Midnight	Vital Issues				..	Regency East Ballroom			

AF: Alternative Format, JRT: Joint Round Table, PS Paper Session, RT: Round Table, SP: Special, S: Symposium

Friday, December 4, 1992

No Smoking in any Session

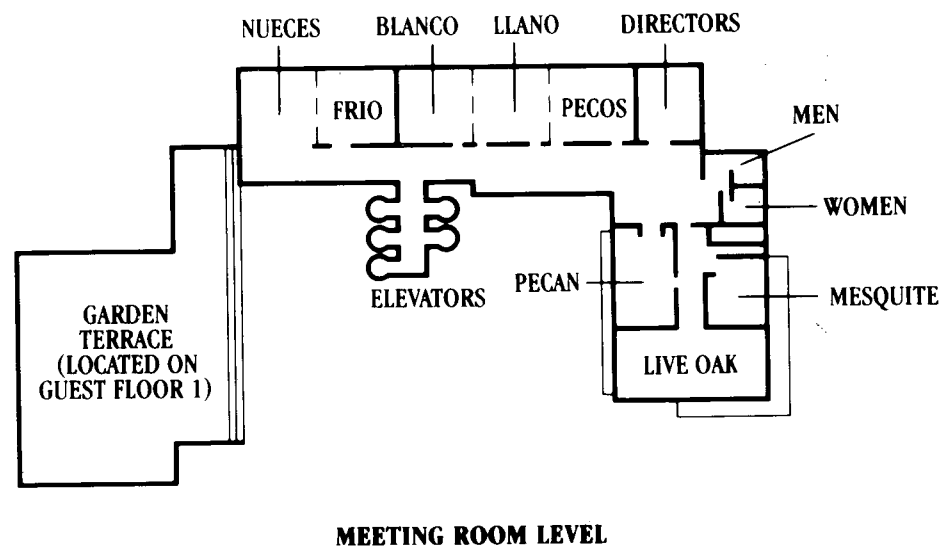
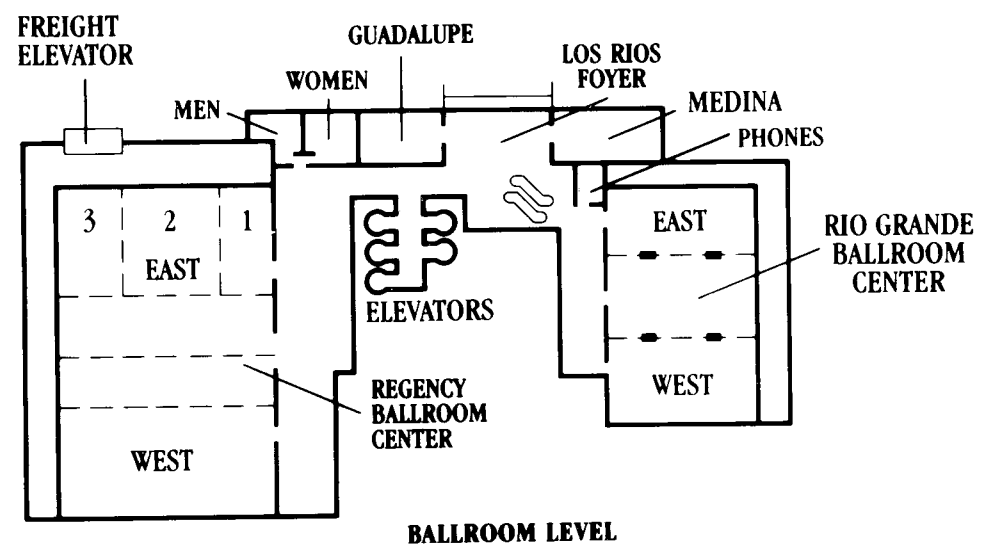
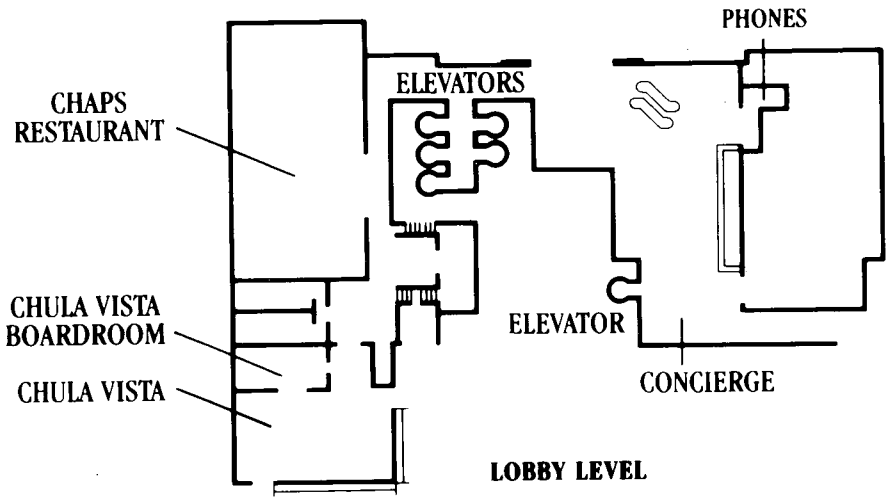
	Regency East 1	Regency East 3	Rio West	Llano/Pecos	Rio East	Pecan	Blanco	Regency East 2	Garden Terrace
8:30-9:05am									89 RT-
8:30-9:50am	81 PS-Assessing Literacy through Authentic Situations and Family Literacy Programs	82 S-A Neglected Research Paradigm in Reading in Investigations...	83 S-There's Nothing New Under the Sun: Historical and Contemporary...	84 AF-Issues in Multicultural Literacy	85 S-Unpacking the Debate: How is Literacy Taught in Effective Urban Classrooms?	86 P-The Component Bases of Word Knowledge and Text Comprehension	87 S-Using but Confusing: Instructional Cues from Invented Spelling	88 P-Perspectives on Assessments	
9:15-9:50am									90 RT-
10:00-11:20am	91 Third Plenary Session - Keynote Address				••	Regency East			
11:20am-12:50pm	Lunch (Cash Buffet)				••	Regency Foyer & Garden Terrace			
11:35am-12:40pm	Research Workshops				••	Regency Corridor Center			
11:35am-12:40pm	Birds of a Feather				••	Garden Terrace			
12:50-1:25pm									100 RT-
12:50-2:10pm	92 PS -Perspectives on Discussion Groups	93 S-The Language Minority Student in Transition: Defining Effective Instructional Practice	94 S- Developmental Perspectives on Reading-Spelling Connection...	95 PS-Imagery, Illustrations, and Text in Young Children's Reading	96 S-Narrative and Literacy Development: A Focus on Cultural Differences	97 PS-Young Children Reading Information Text: What They Do...	98 PS-Potpourri	99 AF- Developmental and Longitudinal Perspectives of Kindergarten and First Grade Children's...	
1:35-2:10pm									101 RT-
2:20-2:55pm									110 RT-
2:20-3:40pm	102 SP-The New Literacy and Its Implication for Teaching and System Change	103 S-Computers and the Transition from Emergent to Conventional Literacy	104 PS-Creating Communities of Readers in the Classrooms of Young Adolescents	105 PS-Teachers' Beliefs and Practices	106 PS-Historical, Theoretical, and Empirical Perspectives on Reader Response...	107 AF-Teacher Research at Santa Fe Indian School	108 S-Learning to Spell in the Third Grade Classroom	109 PS-Emerging Literacy Development in Exceptional Young Children	
3:05-3:40pm									111 RT-
3:50-4:25pm									120 RT-
3:50-5:10pm	112 S-Research in Second Language Reading: Studies in English, Spanish and Hindi	113 S-Powerful Teaching of High Risk Students	114 PS-Spelling Development in Young Children	115 PS- Experimenting with Instruction	116 PS-New Perspectives and Findings About Learning from Content Area Text	117 PS-The Importance and Nature of Search Strategies in Large Text Domains	118 PS- Reading a Non-native Language	119 AF- Understanding and Enhancing Literature Discussion in Elementary Classrooms	
4:35-5:10pm									121 RT-
5:15-6:05pm	Birds of a Feather				••	Garden Terrace			
6:10-7:30pm	Business Meeting				••	Regency East			
9:00-10:00pm	The Lighter Side of NRC				••	Rio Ballroom			
10:00-Midnight	Vital Issues				••	Regency East Ballroom			

AF: Alternative Format, JRT: Joint Round Table, PS: Paper Session, RT: Round Table, SP: Special, S: Symposium

**Saturday, December 5, 1992**

	Regency East 1	Regency East 3	Llano	Pecos	Live Oak	Pecan	Director's	Regency East 2	Garden Terrace
8:30-9:50am	122 PS- <b>Changing Preservice Teachers' Beliefs About Language and Literacy</b>	123 PS- <b>The Complex Nature of Young Readers' Response to Literature</b>	124 S- <b>How Text Design Influences Communication Between Readers and Writers</b>	125 PS- <b>Metacognitive Correlates of Academic Success</b>	126 S- <b>Intertextuality and the Construction of Literacy: Expanding the Social Context</b>	127 AF- <b>Researchers as Readers</b>	128 PS- <b>Social Contexts of Early Literacy Learning Inside and Outside of School</b>	129 AF- <b>Is Transactional Strategy Instruction Real?</b>	130 JRT-
10:00-11:20am	131 Fourth Plenary Session - Research Address				..	Regency East			
11:20am-12:50pm	Lunch (Cash Buffet)				..	Regency Foyer & Garden Terrace			
11:35am-12:40pm	Research Workshops				..	Regency Corridor Center			
11:35am-12:40pm	Birds of a Feather				..	Garden Terrace			
12:50-2:10pm	132 PS- <b>Parents' Roles, Decisions, and Involvement in Early Literacy Development</b>	133 PS- <b>Factors that Influence How College-Level Readers Understand Naturally Occurring Prose</b>	134 PS- <b>The Role of Text in Science Instruction</b>	135 PS- <b>Relationships Between Self Maintaining and Comprehension</b>	136 PS- <b>Teacher Change</b>	137 S- <b>Classroom as Text: Four Perspectives on Constructing Meaning</b>	138 AF- <b>Teacher Beliefs, Knowledge, Attitudes and Decisions About Literacy Instruction and Assessment</b>	139 AF- <b>Creating Communities of Inquiry: Teacher Educators Exploring Together Who We Are</b>	
12:50-3:00pm	Special Session: Technology in Qualitative Research				..	Garden Terrace			
2:20-4:00pm	Special Session: Outgrowing Ourselves: Reflections and Extensions				..	Regency East 1			
4:00-8:00pm	Board Meeting				..	Pecos			
9:00-Midnight	Vital Issues				..	Presidential Suite			

AF: Alternative Format, JRT: Joint Round Table, PS: Paper Session, RT: Round Table, SP: Special, S: Symposium





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