



Society for the Scientific Study of Reading

2002 Conference

June 27 – June 30, 2002

The Palmer House Hilton, Chicago

Times/Places and Session Assignments of Presentations

Ordered by Principal Investigator's Last Name

Akamatsu, Nobuhiko. *Effects of word-recognition training on automatization in English as a foreign language.*

Session Group: Learning Second Languages. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 1.

Al Otaiba, Stephanie. *"Non-responder": A synonym for reading disabled? Can third grade reading disabilities be predicted by responsiveness to early literacy treatment at kindergarten?*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 1.

Anthony, Jason L., and Christopher J. Lonigan. *Word sensitivity, syllable sensitivity, onset/rime sensitivity, phoneme sensitivity, analysis, synthesis, and sound categorization are all phonological awareness!*

Session Group: Phonological Processes and Decoding. **Time/Place:** Friday, 8-10 A.M., Wabash Room. **Order within Group:** 1.

Appleton, Amanda, and Donald L. Compton. *Exploring the relationship between two text leveling systems and reading fluency in students experiencing reading difficulties.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 2.

Assink, Egbert M. H., Stans de Haas, Petra Rendering, Sanne Rietberg, and Maaïke de Vries. *Development of orthographic processing in elementary and secondary school age readers*

Session Group: Lexical Processes. **Time/Place:** Sunday, 8-10 A.M., Wabash Room. **Order within Group:** 1.

Baker, Bettina, and John F. Sabatini. *A comparison of a phonologically-based, linguistically informed individualized reading program and a balanced literacy approach to teaching reading for struggling minority readers.*

Session Group: Instruction II. **Time/Place:** Saturday, 8-10 A.M., Wabash Room. **Order within Group:** 1.

Balass, Michal, Lesley A. Hart, and Charles A. Perfetti. *Reading skill differences in semantic, phonological, and orthographic processes: Behavioral and ERP evidence.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 3.

Bell, Nanci. *Concept imagery: A critical factor in reading comprehension.*

Session Group: Comprehension I. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 1.

Bernstein, Stuart E., and Rebecca Treiman. *Do children use consonantal context when learning the pronunciation of vowel graphemes?*

Session Group: Pronunciation and Spelling. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M., PDR 18. **Order within Group:** 1.

Betjemann, Rebecca S., Janice M. Keenan, Jonathan Potter, and Tedra A. Fazendeiro. *Comprehending the GORT without reading it.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 4.

Birgisdottir, Freyja, and Peter Bryant. *Pre-readers' awareness of onset, rime and coda and its relationship to reading and spelling development.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 5.

Boada, Richard, and Bruce F. Pennington. *Implicit phonological representations in children with dyslexia.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 6.

Bolger, Donald J., Julie Van Dyke, Nicole Landi, Charles A. Perfetti, and Barbara Foorman. *What errors can tell us about representation and process: Investigating a quantitative theory of reading acquisition.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 7.

Booth, James R., Yasu Harasaki, and Douglas D. Burman. *Development of lexical and sentence level context effects for dominant and subordinate word meanings of homonyms.*

Session Group: Lexical Processes. **Time/Place:** Sunday, 8-10 A.M., Wabash Room. **Order within Group:** 2.

Bos, Mieke, and Pieter Reitsma. *Effects of copying, writing-from-memory and reading on poor spellers.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 8.

Bowers, Patricia, and Karen Baker. *Characteristic errors of double deficit subtypes on the Quick Spell Test.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 9.

Bowman, Margo, and Rebecca Treiman. *The special status of word-initial letter names in connecting print and speech.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 10.

Brandão, Ana Carolina Perrusi, and Jane Oakhill. "How do we know the answer?" *Children's use of text data and general knowledge in story comprehension.*

Session Group: Comprehension II. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M.,

Wabash Room. **Order within Group:** 1.

Brown, Kathleen J., Darrell Morris, Matthew Fields, Stacey Lowe, Debbie Skidmore, Debbie Van Gorder, and Connie Weinstein. *Who can provide effective reading intervention after grade one? The role of teachers' aides in serving maximum numbers of struggling readers.*

Session Group: Instruction II. **Time/Place:** Saturday, 8-10 A.M., Wabash Room. **Order within Group:** 2.

Burman, Douglas D., and James R. Booth. *Learning to read unfamiliar words improves word perception.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 11.

Cain, Kate, Jane Oakhill, and Peter Bryant. *Individual differences in children's comprehension skills: Concurrent prediction by working memory and verbal ability.*

Session Group: Comprehension II. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M.,

Wabash Room. **Order within Group:** 2.

Caravolas, Marketa, and Jan Volin. *Predictors of reading and spelling achievement in Czech and in English.*

Session Group: Lexical Processes in Languages Other than English. **Time/Place:**

Friday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 1.

Cardoso-Martins, Cláudia. *The relative contribution of sensitivity to rhyme and phoneme to beginning reading acquisition in Brazilian Portuguese.*

Session Group: Lexical Processes in Languages Other than English. **Time/Place:**

Friday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 2.

Carlisle, Joanne F., Nicole Patton, Kay Gugisberg, and Katherine Strasser. *Phonological sensitivity as a cornerstone of language learning and literacy acquisition.*

Session Group: Phonological Processes and Decoding. **Time/Place:** Friday, 8-10 A.M., Wabash Room. **Order within Group:** 2.

Carroll, Julia, and Maggie Snowling. *The speech and language skills of children at risk of reading difficulties.*

Session Group: Dyslexia. **Time/Place:** Sunday, 8-10 A.M., PDR 18. **Order within Group:** 1.

Carver, Ronald P.. *Investigating the root causes of high and low reading achievement and the phonological deficit hypothesis.*

Session Group: Assessment. **Time/Place:** Saturday, 8-10 A.M., State Ballroom. **Order within Group:** 1.

Cashman, Soracha, and Victor vonDaal. *Effects of neighborhood frequency and instructional method on novel word learning.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 12.

Catts, Hugh W., and Tiffany Hogan. *The fourth grade slump: Later emerging poor readers.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 13.

Christensen, Carol. *The impact of collaborative writing compared with whole-class direct instruction in remediating writing disabilities.*

Session Group: Instruction II. **Time/Place:** Saturday, 8-10 A.M., Wabash Room. **Order within Group:** 3.

Coleman, Chris, Noel Gregg, Robert Stennett, Cheri Hoy, J. Mark Davis, Richard K. Olson, Sally J. Wadsworth, and John C. DeFries. *The Colorado Perceptual Speed Task as a measure of orthographic processing.*

Session Group: Lexical Processes. **Time/Place:** Sunday, 8-10 A.M., Wabash Room. **Order within Group:** 3.

Compton, Donald L.. *Modeling the relationship between growth in rapid naming speed and decoding skill in first-grade children.*

Session Group: Phonological Processes and Decoding. **Time/Place:** Friday, 8-10 A.M., Wabash Room. **Order within Group:** 3.

Connor, Carol McDonald, and Holly K. Craig. *Cultural-linguistically diverse preschoolers' responses to teachers' requests and effects on early reading skills.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 14.

Craig, Holly K., Connie A. Thompson, Julie A. Washington, and Stephanie L. Potter. *Dialectal variations from print by African American students.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 15.

Crane, Claudine, and M. Snowling. *On-line inference during children's reading of fairy tales: A developmental perspective.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 16.

Cronin, Virginia. *Rhyming, rapid naming, verbal fluency and reading acquisition.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 17.

Cross, Rebecca J., Chayna J. Davis, Sally J. Wadsworth, John C. DeFries, and Richard K. Olson. *Testing the evidence for a differential genetic etiology of reading disability subtypes.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 18.

Cunningham, Anne E., Kathryn E. Perry, Laura Rodriguez, Keith E. Stanovich, and Paula J. Stanovich. *How teachers spend their time teaching language arts: The mismatch between policy and practice.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 19.

Davis, Chayna J., Javier Gayan, Valerie S. Knopik, Shelley D. Smith, Lon R. Cardon, Bruce F. Pennington, Richard R. Olson, and John C. DeFries. *Genetic covariation between deficits in reading and rapid automatized naming.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 20.

de Jong, Peter F., and Aryan van der Leij. *Developmental changes in the manifestation of a phonological deficit in Dutch dyslexic children.*

Session Group: Dyslexia. **Time/Place:** Sunday, 8-10 A.M., PDR 18. **Order within**

Group: 2.

Deacon, S. Hélène, and Peter Bryant. *Young children's use of base morphemes to spell derived words.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.

Order within Group: 21.

Denton, Carolyn A., and Patricia G. Mathes. *Word identification strategies in two early reading intervention models.*

Session Group: Instruction I. **Time/Place:** Friday, 8-10 A.M., State Ballroom. **Order**

within Group: 1.

Dorit, Aram, and Iris Levin. *The role of maternal writing mediation in the child's literacy achievements in school: A longitudinal perspective from kindergarten to second grade.*

Session Group: Instruction II. **Time/Place:** Saturday, 8-10 A.M., Wabash Room. **Order within Group:** 4.

Ebner, Eva-Maria, Verena Thaler, and Heinz Wimmer. *Enhance reading fluency in German speaking dyslexics.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 22.

Elbro, Carsten, and Dorthe Klint Petersen. *Pre-school prediction of good and poor reading comprehension in grade 7.*

Session Group: Assessment. **Time/Place:** Saturday, 8-10 A.M., State Ballroom. **Order within Group:** 2.

Evans, Mary Ann, Deborah Shaw, Michelle Bell, Shelley Moretti, and Maureen Fox. *Shared book reading: A "yes" for vocabulary and phonological awareness; a "maybe" for beginning reading.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 23.

Evans, Michaela, and Richard Steffy. *Predicting performance in reading achievement: The unique contributions of orthographic/processing speed and phonological/working memory.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 24.

Fazendeiro, Tedra A., Janice M. Keenan, and Rebecca S. Betjemann. *Latent semantic analysis versus idea checklists: Methods for assessing passage recall and comprehension.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 25.

Figueredo, Lauren, and Connie Varnhagen. *Detecting a problem is half the battle: The relation between error type and spelling performance.*

Session Group: Pronunciation and Spelling. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M., PDR 18. **Order within Group:** 2.

Gerber, Michael M., Judy English, and Jill Leafstedt. *Cross language relationships of phonological processing abilities in young, emerging bilingual students.*

Session Group: Learning Second Languages. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 2.

Goetry, Vincent, and Philippe Mousty. *Do bilingual children activate the grapheme-phoneme correspondences of their two languages when reading in one?*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 28.

Gregg, Noël, Deborah Knight, Chris Coleman, Robert B. Stennett, Cheri Hoy, and Mark Davis. *Reading comprehension: The influence of task demands.*

Session Group: Assessment. **Time/Place:** Saturday, 8-10 A.M., State Ballroom. **Order within Group:** 3.

Griffin, Jennifer, Jason L. Anthony, Barbara R. Foorman, Christopher Schatschneider, and David Francis. *Word decodability as a function of context and repetition.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 29.

Griffiths, Yvonne, Peter Bailey, Nicholas Hill, and Margaret Snowling. *An examination of the evidence for basic auditory processing deficits in dyslexia: Frequency discrimination.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 30.

Hagtvet, Bente E., Erna Horn, and Sol A. H. Lyster. *Oral language precursors of reading difficulties: A longitudinal study of children of dyslexic parents.*

Session Group: Dyslexia. **Time/Place:** Sunday, 8-10 A.M., PDR 18. **Order within Group:** 3.

Hall, Kendra M., Joanna P. Williams, Kristen D. Lauer, K. Brooke Stafford, Laura A. DeSisto, and John S. deCani. *A study of the effect of text structure and content on at-risk second graders' comprehension of compare/contrast informational text.*

Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom. **Order within Group:** 26.

Hart, Lesley, Edward Wlotko, and Charles Perfetti. *Event related potential study of individual differences in learning.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 31.

Hauerwas, Laura Boynton, and Joanne Walker. *Spelling of inflectional morphemes: A study of phonological, morphological and orthographic influences on children's spelling.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 32.

Herden, Kristina, and Margaret J. Snowling. *The role of paired-associate learning in the development of reading skills.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 33.

Heuston, Benjamin, and Mark St. Andre. *A three-year study of the effectiveness of the Waterford Early Reading Program Level 1 in eight Idaho school districts.*

Session Group: Instruction I. **Time/Place:** Friday, 8-10 A.M., State Ballroom. **Order within Group:** 2.

Hogan, Tiffany, and Rochelle Harris. *Phonological awareness training in first graders and the later effects on word reading in their native and second language.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.

Order within Group: 34.

Hoxhallari, Lorenc, and Victor vonDaal. *Learning to read in Albanian: A skill easily acquired.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.

Order within Group: 35.

Hulslander, Jacqueline, Erik Willcutt, Joel Talcott, Caroline Witton, Bruce Pennington, and Richard Olson. *Reading ability, ADHD, and performance on visual and auditory psychophysical tasks.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.

Order within Group: 36.

Hutzler, Florian. *Different reading strategies in orthographies of different consistency: Evidence from an eye movement study.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.

Order within Group: 37.

Ishaik, Galit, Patricia G. Bowers, and Richard A. Steffy. *On the road to understanding good and poor reader accuracy differences for different word types.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.

Order within Group: 38.

Jenkins, Joseph R., Julia A. Peyton, Patricia F. Vadasy, and Liz Sanders. *Effects of more and less decodable text on reading development of at-risk first grade students.*

Session Group: Instruction I. **Time/Place:** Friday, 8-10 A.M., State Ballroom. **Order**

within Group: 3.

Jenner, Annette R., Katherine M. Quinn, Erin J. Sorey-Gregory, and Leonard Katz. *Make familiar words unfamiliar: A study of mixed-cAsE.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.

Order within Group: 39.

Johnston, Rhona S., Alan McNeil, and Hazel Scott. *Poor readers are impaired in using phonological coding in pictorial memory tasks.*

Session Group: Phonological Processes and Decoding. **Time/Place:** Friday, 8-10 A.M., Wabash Room. **Order within Group:** 4.

Katz, Lauren A., and Joanne F. Carlisle. *The making of close readers: Using word-analysis strategies to improve comprehension.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.

Order within Group: 40.

Keenan, Janice M., Rebecca Betjemann, and Tedra Fazendeiro. *Reading disability and inference deficits in listening comprehension.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 41.

Kemp, Nenagh. *Adults' spelling of pseudoword plurals: Not as good as you'd think.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 42.

Kessler, Brett, Rebecca Treiman, and Suzanne Bick. *Use by skilled spellers of context-sensitive patterns: Onsets and codas constrain the spelling of English vowels.*

Session Group: Pronunciation and Spelling. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M., PDR 18. **Order within Group:** 3.

Kirby, John R., and S. Hélène Deacon. *Comparing the roles of morphological and phonological awareness in children's reading.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 43.

Knudsen, Line, and Carsten Elbro. *The X-test: Knowledge of text genre may influence reading comprehension.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 44.

Landerl, Karin. *Arithmetic skills in children with dyslexia.*

Session Group: Dyslexia. **Time/Place:** Sunday, 8-10 A.M., PDR 18. **Order within Group:** 4.

Landi, Nicole, Julie Van Dyke, Charles A. Perfetti, and Barbara Foorman. *Causes and consequences of predictability.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 45.

Lauer, Kristen D., Joanna P. Williams, Kendra M. Hall, K. Brooke Stafford, and Laura A. DeSisto. *Are second grade students sensitive to informational texts: The relationship among structure, content, and ability.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 46.

Layng, T. V. Joe, Janet S. Twyman, and Kent R. Johnson. *Contingency adduction in a beginning reading program.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 47.

Lehtonen, Annukka, and Peter Bryant. *Awareness of phoneme duration predicts literacy skills.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 48.

LeVasseur, Valerie Marciarille, Paul Macaruso, Laura Conway Palumbo, and Donald Shankweiler. *Formatting text facilitates fluency in developing readers.*

Session Group: Comprehension II. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 3.

Litt, Deborah. *An exploration of the double deficit hypothesis in the reading recovery population.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 49.

Liu, Ying, Charles Perfetti, and Min Wang. *Learning to read in a new writing system: ERP evidence.*

Session Group: Learning Second Languages. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 3.

Lobo, Denis. *Scientific reading instruction meets MTV: Results from first year studies on Reading Upgrade.*

Session Group: Instruction II. **Time/Place:** Saturday, 8-10 A.M., Wabash Room. **Order within Group:** 5.

Lombardino, Linda J., Wayne M. King, Sarah T. Ahmed, and Simone Campbell. *Computerized program for evaluating accuracy and speed for nonword decoding, word recognition and spelling recognition tasks.*

Session Group: Assessment. **Time/Place:** Saturday, 8-10 A.M., State Ballroom. **Order within Group:** 4.

MacCoubrey, Sharon, Lesly Wade-Woolley, and Don A. Klingler. *Early identification of grade one French immersion students at-risk for future reading difficulties.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 50.

Manis, Frank, Kim Lindsey, and Caroline Bailey. *Early prediction of reading disabilities in Spanish-speaking children.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 51.

McBride, James R., and Steven P. Tardrew. *Mapping the development of pre-reading skills with STAR early literacy.*

Session Group: Assessment. **Time/Place:** Saturday, 8-10 A.M., State Ballroom. **Order within Group:** 5.

McBride-Chang, Catherine, Chun Pong Wat, and Yiping Zhong. *The role of morphological awareness in predicting Chinese character recognition in beginning readers.*

Session Group: Lexical Processes in Languages Other than English. **Time/Place:** Friday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 3.

McConkie, George W., and Shun-nan Yang. *How cognition affects eye movements in reading: An interaction/competition explanation.*

Session Group: Eye Movements, MRIs, and Genetics. **Time/Place:** Friday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 1.

Messaoud-Galusi, Souhila, René Carré, Liliane Sprenger-Charolles, Agnes Kipffer-Piquard, and Will Serniclaes. *Perceptual segregation of speech sounds by dyslexic children.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 52.

Messbauer, Vera C. S., and Peter F. de Jong. *The influence of visual and phonological distinctiveness on visual-verbal paired associate learning in Dutch dyslexic and normal readers.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 53.

Miller, Carlin J., George W. Hynd, and Scott R. Miller. *Using parental phonological processing and rapid naming ability to predict child decoding ability.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 54.

Morgan, Paul, Caresa Young, and Doug Fuchs. *Effects of tutoring on the reading performance of treatment resistant children.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 55.

Morrison, Frederick J., Carol McDonald Connor, and Leslie Katch. *Specificity in classroom instruction effects on first graders' reading outcomes.*

Session Group: Instruction I. **Time/Place:** Friday, 8-10 A.M., State Ballroom. **Order within Group:** 4.

Morrison, Louise, and Esther Geva. *Comprehension monitoring in first and second language reading.*

Session Group: Comprehension II. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 4.

Mostow, Jack, Greg Aist, Juliet Bey, Paul Burkhead, Andrew Cuneo, Brian Junker, Susan Rossbach, Brian Tobin, Joe Valeri, and Sara Wilson. *Independent practice versus computer-guided oral reading: Equal-time comparison of sustained silent reading to an automated reading tutor that listens.*

Session Group: Instruction II. **Time/Place:** Saturday, 8-10 A.M., Wabash Room. **Order within Group:** 6.

Muter, Valerie, Charles Hulme, Margaret Snowling, and Jim Stevenson. *Phonology, grammar and reading: Extending the phonology-reading model.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 56.

O'Rourke, Alyssa Goldberg, Beth O'Brien, Robin Morris, Maureen Lovett, and Maryanne Wolf. *Rethinking the role of intelligence measures in reading disability research and practice: Cognitive profiles of the double-deficit subtypes.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 57.

Olson, Richard K., Brian Byrne, and Stefan Samuelsson. *Preliminary results from an international longitudinal twin study of genetic and environmental influences on early reading development.*

Session Group: Eye Movements, MRIs, and Genetics. **Time/Place:** Friday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 2.

Parrila, Rauno, Mari Lokholm, and Hanne Nergård. *Phonological processing of high-performing adult dyslexics.*

Session Group: Phonological Processes and Decoding. **Time/Place:** Friday, 8-10 A.M., Wabash Room. **Order within Group:** 5.

Perin, Dolores. *Effects of language proficiency and text characteristics on the written summarization of urban adult remedial students.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 58.

Phillips, Linda M., and Stephen P. Norris. *University students' interpretations of media reports of science and their self-assessments of those interpretations.*

Session Group: Comprehension I. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 2.

Pullen, Paige C., Holly B. Lane, and John Wills Lloyd. *Early literacy intervention: Identifying effective intervention components.*

Session Group: Instruction I. **Time/Place:** Friday, 8-10 A.M., State Ballroom. **Order within Group:** 5.

Reitsma, Pieter. *Preparing the neighbourhood: Transfer of specific PA training on reading.*

Session Group: Instruction I. **Time/Place:** Friday, 8-10 A.M., State Ballroom. **Order within Group:** 6.

Ring, Jeremiah, and Jeffrey L. Black. *Correlates of treatment response in an alphabetic phonics dyslexia curriculum.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 59.

Rosa, João, and Terezinha Nunes. *Morphological priming effects in children's spelling.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 60.

Russell, Emily, and Susan Brady. *An examination of the nature of reading fluency*.
Session Group: Poster Sessions. **Time/Place:** Friday, 7-9:30 P.M., Grand Ballroom.
Order within Group: 27.

Sadoski, Mark, Ernest T. Goetz, Andrew G. Stricker, and Thomas K. Burdinski, Jr.. *New findings for concreteness and imagery effects in the composition of written definitions*
Session Group: Comprehension I. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 3.

Saiegh-Haddad, Elinor. *Linguistic distance and initial reading acquisition in Arabic diglossic context*.
Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 61.

Sainz, Javier S., Carmen Villalba, and Betty Moussikou. *Illusory word- and illusory object-conjunctions: Are the same brain mechanisms in use?*
Session Group: Eye Movements, MRIs, and Genetics. **Time/Place:** Friday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 3.

Sandak, Rebecca L., W. Einar Mencl, Stephen J. Frost, Justin Bates, Annette Jenner, Stephanie A. Mason, Jay G. Rueckl, Kenneth R. Pugh, and Leonard Katz. *The neurobiology of adaptive learning in reading: The effects of repetition and differential encoding of word stimuli*.
Session Group: Eye Movements, MRIs, and Genetics. **Time/Place:** Friday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 4.

Sandra, Dominiek, James Booth, Heike Martensen, Astrid Geudens, and Charles A. Perfetti. *Which factors cause the emergence of onset-rime effects in word reading? The role of grapheme-phoneme consistency, orthographic pattern frequency, and experimental task*.
Session Group: Lexical Processes. **Time/Place:** Sunday, 8-10 A.M., Wabash Room.
Order within Group: 4.

Saunders, Kathryn, and Anthony DeFulio. *Relationships among word attack and phonological-processing skills in individuals with mild mental retardation*.
Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 62.

Scarborough, Hollis S., Anne Charity, and Darion Griffin. *Is unfamiliarity with "school English" related to reading acquisition by African-American students?*
Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 63.

Schmidt, Barbara T., Loraine K. Opler, Linnea Ehri, and Martin Chodorow. *Evidence of dissociation between phonological processes and lexical processes*.
Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 64.

Seals, Latrice M., Barbara R. Foorman, and Jason L. Anthony. *Evaluation of a vocabulary enrichment program for at-risk third graders.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 65.

Serniclaes, Willy, Liliane Sprenger-Charolles, Caroline Bogliotti, Souhila Messaoud-Galusi, Sandra Vanheghe, Philippe Mousty, and René Carré. *Categorical perception deficit in dyslexia: Reliability and implications.*

Session Group: Dyslexia. **Time/Place:** Sunday, 8-10 A.M., PDR 18. **Order within Group:** 5.

Shany, Micahl, and Ilana Ben-Dror. *Surface and phonological reading—Evidence from Hebrew orthography.*

Session Group: Lexical Processes in Languages Other than English. **Time/Place:** Friday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 4.

Shimron, Joseph, and Vered Vaknin. *Access units in a Semitic language.*

Session Group: Lexical Processes. **Time/Place:** Sunday, 8-10 A.M., Wabash Room. **Order within Group:** 5.

Sidhu, Robindra, and Lesly Wade-Woolley. *The role of language-specific orthographic awareness, phonological awareness, and rapid automatized naming (RAN) in the word recognition of second grade French immersion students.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 66.

Snowling, Margaret J., Alison Gallagher, and Uta Frith. *Individual differences in the precursors of orthographic skill: Evidence from children at genetic risk of dyslexia.*

Session Group: Dyslexia. **Time/Place:** Sunday, 8-10 A.M., PDR 18. **Order within Group:** 6.

Spear-Swerling, Louise. *Comparing third graders' reading comprehension with their fluency in easy text.*

Session Group: Comprehension I. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 4.

Stainthorp, Rhona, and Diana Hughes. *"Matthew effects" in writing: Evidence from precocious readers.*

Session Group: Comprehension II. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 5.

Stringer, Ronald, Lisa French, Melanie Gotlieb, Mariam Haider, Shahrzad Irannejad, and Gail McCoubrey. *Analyzing the RAN with eye fixation duration and total task time.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom. **Order within Group:** 67.

Stringer, Tara, James Booth, Douglas D. Burman, Yasu Harasaki, and Frank W. VanSanten. *The influence of orthographically or phonologically inconsistent word pairs on intra-modal and cross-modal lexical judgment tasks.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 68.

Szucs, Carrie A., and Lesly Wade-Woolley. *Syllable and phoneme awareness as a predictor of word-reading in French immersion students.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 69.

Thompson, Connie A., and Holly K. Craig. *Relationships between vocabulary breadth, depth, flexibility and reading skills of elementary age African Americans.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 70.

Transler, Catherine, Ilse Jansma, and Pieter Reitsma. *Reading and spelling in profoundly deaf children.*

Session Group: Pronunciation and Spelling. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M., PDR 18. **Order within Group:** 4.

Treiman, Rebecca, Judy Bowey, and Derrick Bourassa. *Segmentation of spoken words into syllables by English-speaking children as compared to adults.*

Session Group: Pronunciation and Spelling. **Time/Place:** Sunday, 10:30 A.M.-12:10 P.M., PDR 18. **Order within Group:** 5.

Tunmer, William E., and James W. Chapman. *The relation of metalinguistic abilities, phonological recoding skill and the use of sentence context to beginning reading development: A longitudinal study.*

Session Group: Phonological Processes and Decoding. **Time/Place:** Friday, 8-10 A.M., Wabash Room. **Order within Group:** 6.

Uhry, Joanna K.. *The relationship between teachers' knowledge of phonology and their grade 1 students' progress in reading.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 71.

Vaknin, Vered, and Joseph Shimron. *The effect of prosodic change on inflection: Evidence from a Semitic language.*

Session Group: Lexical Processes in Languages Other than English. **Time/Place:** Friday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 5.

van Daal, Victor, Llinos Spencer, Soracha Cashman, and Lorenc Hoxhallari. *Orthographic processing in bilinguals.*

Session Group: Lexical Processes. **Time/Place:** Sunday, 8-10 A.M., Wabash Room.
Order within Group: 6.

Vellutino, Frank R., William Tunmer, Donna M. Scanlon, James Jaccard, and RuSan Chen. *The components of reading ability: Multivariate evidence for a convergent skills model of reading development.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 72.

Wade-Woolley, Lesly, and S. Helene Deacon. *Bilingual children's spelling development in L1 and L2.*

Session Group: Learning Second Languages. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 4.

Wang, Min, Charles A. Perfetti, and Ying Liu. *The implicit and explicit learning of orthographic structure of a new writing system.*

Session Group: Learning Second Languages. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., Wabash Room. **Order within Group:** 5.

Watson, Charles S., Gary R. Kidd, Phil J. Connell, David A. Eddins, Mary D. Gospel, Betty U. Watson, Douglas H. Horner, David A. Goss, Andrya Lowther, Bill B. Rainey, and Glenn Krueger. *Linguistic, cognitive and sensory-perceptual factors in the academic performance of elementary school children: The Beton-IU project.*

Session Group: Assessment. **Time/Place:** Saturday, 8-10 A.M., State Ballroom. **Order within Group:** 6.

Wauters, Loes, Wim van Bon, and Agnes Tellings. *Reading comprehension of deaf students in primary and secondary education.*

Session Group: Comprehension I. **Time/Place:** Saturday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 5.

Williams, Gareth, Dorothy Faulkner, and Clare Wood. *Temporal awareness and motor synchronisation systems in participants with dyslexia, developmental coordination disorder and a control group.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 73.

Witruk, Evelin, Juergen Finster, and Enschargal Schirtschinbaatar. *Reading automatization and use of mass media in primary school children.*

Session Group: Eye Movements, MRIs, and Genetics. **Time/Place:** Friday, 10:30 A.M.-12:10 P.M., State Ballroom. **Order within Group:** 5.

Worthington, John, and John Elkins. *Three perspectives of the literacy skills of young children.*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
Order within Group: 74.

Yuen, Yolanda W. S., Lesly Wade-Woolley, and Robindra Sidhu. *Does reading language dominance affect word reading in bilingual children?*

Session Group: Poster Sessions. **Time/Place:** Saturday, 5-7:30 P.M., Grand Ballroom.
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