

Saturday, April 2

5:00 p.m. - 7:00 p.m.

Registration - SSSR Suite

7:00 p.m. - 9:00 p.m.

Board Meeting - SSSR Suite

9:00 p.m. - 12:00 pm.

Vital Issues - SSSR Suite

Sunday, April 3

7:30 a.m. - 9:30 p.m.

Registration - SSSR Suite

(Note: Ask for the location of the meeting room for the 5 Paper Sessions at the hotel.)

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

Paper Session #1

Carver, Ronald P.

University of Missouri-Kansas City

Predicting improvement in reading ability using
rauding theory.

Berninger, Virginia W.

University of Washington at Seattle

Application of growth curve analysis to instructional
research in reading: Analyzing results for individuals
and groups.

Morrison, Frederick J.

Loyola University

A method for examining the unique impact of
schooling on growth of literacy skills.

Willson, Victor L.

Texas A & M University

Reading development: Testing the decoding-
comprehension interaction hypothesis.

Young, Arlene and Bowers, Patricia *University of
Waterloo*

Acquisition of reading fluency and expressiveness:
Integrating higher and lower level determinants.

Sunday, April 3

8:00 a.m. - 10:00 am. (continued)

Nicholson, Tom

University of Auckland

"Struggletown" New Zealand: Some survey data on
reading achievement.

Rupley, Wm. H. and Willson, Victor L. *Texas A & M
University*

Cross-grade path analysis of comprehension:

Variables contributing to a developmental model.

10:15 a.m. - 12:15 p.m.

Paper Session #2

Gough, Philip B.

University of Texas at Austin

On the distinction between orthographic and
phonological processing.

Hodgson, James M.

Massachusetts General Hospital

Lexical processing in adult dyslexics.

Manis, Frank.

University of Southern California

Phonological processing in disabled readers.

Wolf, Maryanne

Tufts University

The double-deficit hypothesis for developmental
dyslexia: Cross-linguistic evidence.

Swan, Denise and Goswami, Usha C.

Cambridge University

Picture naming skills in good and poor readers.

Williams, Joanna P.

Teachers College, Columbia University

Getting the point: Why do students with learning
disabilities have trouble?

Sunday, April 3

10:15 a.m. - 12:15 p.m. (continued)

Wimmer, Heinz

Salzburg University

Dyslexia in a regular writing system: A longitudinal
study from grade one to grade four.

1:00 p.m. - 3:00 p.m.

Paper Session #3

Rothkopf, Ernst Z.

Columbia University

Text and mathemagenic activities.

Reynolds, Ralph

University of Utah

Selective attention and prose learning.

Drum, Priscilla

University of California at Santa Barbara

Effects of summer activities on content area
comprehension.

Marshall, Nancy

Florida International University

Setting a research agenda for reader/text
interactions: Planning to step back to move forward.

Hayes, David A.

University of Georgia

Instructional utility in dissimilarity between features
of prose content and explanatory analogies.

Caswell, Ruth M.

Texas Women's University

The changing role of reading in conceptually-
oriented science instruction.

3:15 p.m. - 5:15 p.m.

Paper Session #4

Manzo, Anthony V.

University of Missouri-Kansas City

Computer simulated research possibilities.

Sunday, April 3

3:15 p.m. - 5:15 p.m. (continued)

Dreher, Mariam J.

University of Maryland

Children's reading to locate information.

Wagner, W. James

Brock University

Implicit and explicit memory for words and the parts
of words during their acquisition as reading
vocabulary.

Scholes, Robert J.

University of Florida

The linguistic analysis of speech and writing.

Kincade, Kay M.

University of Oklahoma

Strategic reading: A synthesis of three studies.

Bean, Thomas W.

University of Hawaii

Preservice content area teachers' selection and use of
promising reading/writing strategies.

Taylor, Stanford E.

ICT/Taylor Associates

Oculo-motor recording of the fundamental reading
process with the ober 2: visagraph system.

5:20 p.m. - 6:00 p.m.

Business Meeting - Location TBA

7:00 p.m. - 9:00 p.m.
Paper Session #5

Juel, Connie L. and Marcia Invernizzi
University of Virginia

Effective first grade intervention: who, what, when.

Sunday, April 3

7:00 p.m. - 9:00 p.m. (continued)

Stotsky, Sandra L.
Harvard University

An analysis of ethnic content in 7 - 12 readers and literature anthologies from a civic perspective.

Cox, Beverly Griffin
Purdue University

Correspondences between young children's knowledge & control of the literate register in their emerging literacy.

McKenna, Michael and Come, Barbara
Georgia Southern University

Effects of reading recovery on the reading attitudes of first-grade students.

Gambrell, Linda B. and Almasi, Janice
*University of Maryland and
University of Pittsburgh*

Increasing urban first-graders motivation to read: First steps.

Brady, Susan

University of Rhode Island

Reading ability, vocabulary acquisition, and phonological processes.

9:00 p.m. - 12:00 midnight
Vital Issues - SSSR suite

Monday, April 4

9:30 a.m. - 11:30 a.m.

Board meeting - SSSR Suite

9:00 p.m. - 12:00 midnight

Vital Issues - SSSR Suite

PROGRAM

First Annual Meeting

**Society for the
Scientific Study
of Reading**

April 2 - 4, 1994
Westin Canal Place Hotel
New Orleans, Louisiana

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(NO SMOKING IN ANY SESSION)