Friday, April 12, 1996

1:00 p.m. - 6:30 p.m.  Registration  
East Promenade, Mercury Ballroom, 3rd floor

3:00 p.m. - 4:30 p.m.  Plenary Session  
Mercury Ballroom, 3rd floor

Chair: Anne Cunningham, University of California-Berkeley
Stephen R. Burgess, Christopher J. Lonigan, Jason L. Anthony,  Ted Barker  
Florida State University  
Predictors of the development of emergent literacy skills in preschool-aged children: Evidence from a longitudinal study.
Iris Levin, David Share, Evelyn Shati  
Tel Aviv University, Haifa University  
A qualitative-quantitative study of preschool writing: Its development and contribution to school literacy.
Pieter Reitsma  
Paedologisch Instituut Amsterdam/Duivendrecht  
Computer-aided phonological skill training in preparing children for learning to read.

3:00 p.m. - 4:30 p.m.  Plenary Session  
Mercury Ballroom, 3rd floor

Chair: Joanna Uhry, Fordham University

P-1 Janwillem Bast, Pieter Reitsma  
Paedologisch Instituut Amsterdam, Amsterdam  
Matthew effects in reading: Results from a Dutch longitudinal study.
P-2 Zvia Breznitz  
University of Haifa  
Speed of processing as an underlying factor in dyslexia.

4:45 p.m. - 6:15 p.m.  Poster Presentations  
Mercury Ballroom, 3rd floor

Materials should be posted on boards either between 2:30 and 3:00 p.m. or between 4:30 and 4:45 p.m.

Chair: Virginia Berninger, University of Washington

P-1 Janwillem Bast, Pieter Reitsma  
Paedologisch Instituut Amsterdam, Amsterdam  
Matthew effects in reading: Results from a Dutch longitudinal study.
P-2 Zvia Breznitz  
University of Haifa  
Speed of processing as an underlying factor in dyslexia.

Saturday, April 13, 1996

1:00 p.m. - 2:00 p.m.  Plenary Session (continued)  
Patricia Greig Bowers  
University of Waterloo

The effects of single and double deficits in phonemic awareness and naming speed on new tests of orthographic knowledge.
David J. Chard, Edward J. Kamnenu  
Boston University, University of Oregon  
Classroom word recognition instruction: Implications for students at-risk for reading failure.

2:10 p.m. - 3:10 p.m.  Concurrent Session A  
Mercury Ballroom, 3rd floor

Chair: Lois Dreyer, Southern Connecticut State University
Carsten Elbro, Morgens A. Dalby, Hans Stokdikle-Jorgensen  
University of Copenhagen, University Hospital-Arhus, Skjøby Hospital-Arhus  
Temporal cortex asymmetry and dyslexia: An in-vivo study using MRI.
Hanneke W.M.J. Wentink, Wim H.J. van Bon, Robert Schreuder  
University of Nijmegen, The Netherlands  
Training of poor reader's phonological decoding skills: Evidence for syllable-bound processing.
James M. Royer, Cheryl A. Ciser  
University of Massachusetts, Wayne State University  
The LATAS Model: An assessment driven approach to the remediation of reading disabilities.

2:10 p.m. - 3:10 p.m.  Concurrent Session B  
Clinton Suite, 2nd floor

Chair: Rose Marie Weber, SUNY Albany
Sandra Stotsky  
Harvard University  
The cultural contents of grades 4 and 6 readers in six leading reading instructional series.
Margaret S. Steffensen, Max Gulias, Jeffrey Hecht  
Illinois State University  
Affective responses evoked by literature in non-standard and standard dialects.
Robert J. Scholes  
University of Florida  
Oral and Literate Grammars of English.

3:10 p.m. - 3:30 p.m.  Coffee Break

Saturday, April 13, 1996

10:45 a.m. - 11:45 a.m.  Concurrent Session A  
Mercury Ballroom, 3rd floor

Chair: Virginia Berninger, University of Washington
R. Malatesha Joshi, P. G. Aaron  
Oklahoma State University, Indiana State University  
Word knowledge and word recognition as confounding factors of spelling.
James M. Hodgson  
Massachusetts General Hospital  
How good is the reading of poor spellers? Evidence on the functional dissociation of reading and spelling in specific developmental dysgraphia.
Victor L. Willson, William H. Rupley  
Texas A & M University  
The relationships among orthographic components of word recognition and spelling for grades 1 - 6.
10:45 a.m. - 11:45 a.m. Concurrent Session B  Clinton Suite, 2nd floor

**Chair:** Andrew Biemiller, University of Toronto

Jane Oakhill, Kate Cain, Marcia Barnes  
*University of Sussex, McMaster University & The Hospital for Sick Children*  
Comprehension skill, inference making ability and their relation to knowledge.

Kate Cain, Jane Oakhill  
*University of Sussex*  
Phonological skills and comprehension failure: A test of the phonological processing deficit hypothesis.

Ronald P. Carver, Susan W. Clark  
*University of Missouri-Kansas City, Longview Community College*  
Investigating reading disabilities using the rasziing diagnostic system.

11:45 a.m. - 1:00 p.m.  
Lunch

1:00 p.m. - 2:00 p.m. Plenary Session  
Mercury Ballroom, 3rd floor

**Chair:** Hugh Catts, University of Kansas

Maryanne Wolf, Kathleen Biddle, Cynthia King  
*Tufts University*  
Evaluating the double-deficit hypothesis for developmental reading disabilities.

Franklin R. Manis, Lisa M. Doi, Bhakawahr Bhadha  
*University of Southern California*  
Naming speed and reading: Associations with orthographic skill, letter-sound knowledge and word reading in first graders.

---

**Friday, April 12, 1996**

---

**P-3** Roger Bruning, Barbara Schweiger  
*University of Nebraska, Omaha Public Schools*  
Strategies for assessing literacy-related growth and motivation in an upper-level elementary school intervention program.

**P-4** Maria S. Carlo, Ellen Skilton Sylvester  
*National Center on Adult Literacy, University of Pennsylvania*  
The role of low level reading components in adult ESL reading.

**P-5** Marie Cassar, Rebecca Treiman  
*Wayne State University*  
Is early spelling only phonetic? Young children's knowledge about letter patterns.

**P-6** Elissa D. Clark, Patricia Greig Bowers, Betty Ann Levy  
*University of Waterloo, McMaster University*  
Effects of intellectual ability on the acquisition and retention of word recognition skills in prereaders.

**P-7** Barbara DiBenedetto, Ellis Richardson, Linnea Ehri  
*ISM Teaching Systems, CUNY Graduate School*  
Analogous nonword reading in normal and poor decoders: Effects of reading level and remediation.

**P-8** Lisa M. Doi, Franklin R. Manis  
*University of Southern California*  
The impact of speeded naming ability on reading performance.

**P-9** Rhona Johnston  
*St. Andrews University*  
Preschool alphabetic skills are a better predictor of later reading skill than rhyme and phonemic awareness skills.

**P-10** Che Kan Leong  
*University of Saskatchewan*  
Structural relations of spelling real and pseudo English words.

**P-11** Wen-Hui Lu, Nancy Ewald Jackson  
*Providence University, Taiwan, University of Iowa*  
Cognitive profiles of poor readers of Chinese.

**P-12** Hollis S. Scarborough, Jennifer Layfer  
*Brooklyn College of CUNY, Bryn Mawr College*  

**P-13** Joseph Torgesen, Richard K. Wagner, Stephen Burgess, Carol Rashotte  
*Florida State University*  
Predicting phonologically based reading disabilities: What is gained by waiting a year?

**P-14** Connie K. Varnhagen  
*University of Alberta*  
A microgenetic study of spelling for inflected words.

---

4:45 p.m. - 6:15 p.m.  
**Poster Presentations (continued)**

**P-15** Ralph Wesseling, Pieter Reitsma  
*Paedologisch Instituut Amsterdam*  
Letter recoding and blending: Are these skills sufficient for decoding a regular script?

**P-16** Diane Po Lan Sham  
*Hong Kong Institute*  
A bilingual dual coding model of processing Chinese as second language.

6:30 p.m. - 9:00 p.m.  
**Board Meeting - Ehri suite, Sheraton Hotel**

8:00 p.m. - 12:00 p.m.  
**Vital Issues - Carnegie Deli, rear dining room**  
854 7th Avenue @ 55th Street

**Facilitator:** Joanna Uhry, Fordham University

---

**Saturday, April 13, 1996**

---

7:30 a.m. - 3:30 p.m.  
**Registration**  
East Promenade, Mercury Ballroom, 3rd floor

8:00 a.m. - 9:15 a.m.  
**Plenary Session**  
Mercury Ballroom, 3rd floor

**Chair:** William Nagy, University of Illinois

Mark Sadoski, Ernest T. Goetz, William A. Kealy, Allan Paivio  
*Texas A & M University, University of Western Ontario*  
Effects of word concreteness on the production of written definitions.

Alexandra Gottardo, Linda Siegel, Keith Stanovich  
*Ontario Institute for Studies in Education*  
The relationships between phonological sensitivity, syntactic processing and vocabulary knowledge.
Saturday, April 13, 1996

8:00 a.m. - 9:15 s.m.  
Plenary Session (continued)
David K. Dickinson, Miriam W. Smith  
Education Development Center, Clark University  
Grade two reading comprehension: Contributions of preschool, kindergarten, and grade one experiences.

9:15 a.m. - 9:35 a.m.  
Coffee Break

9:35 a.m. - 10:35 a.m.  
Concurrent Session A  
Mercury Ballroom, 3rd floor
Chair: Gale Sinatra, University of Utah
Linda Gambrell  
University of Maryland  
The effects of literature infusion on young children's motivation to read.
Ula Manzo, Anthony Manzo, Barbara Ashby  
Central Missouri State University, University of Missouri-Kansas City, Kansas City Public Schools  
The impact of a cognitive enrichment reading program on the reading of at-risk fourth graders.
Peter Dewitz  
University of Virginia  
Learning in complex domains: A medical doctors metacognitive problems.

9:35 a.m. - 10:35 a.m.  
Concurrent Session B Clinton Suite, 2nd floor
Chair: Jamie Metsala, University of Maryland
William H. Rupley, Victor L. Willson, Sandra Mergen, Maximo Rodriguez  
Texas A & M University  
Effects of structural features of words in predicting word recognition and comprehension performance.
Egbert Assink  
Utrecht University  
Reading ability and attention to letters in words: Phonological, morphological and syntactic cues.
P. G. Aaron, R. M. Joshi  
Indiana State University, Oklahoma State University  
The nature of word-specific memory: Evidence from the deaf.

Saturday, April 13, 1996

3:30 p.m. - 5:00 p.m.  
Plenary Session - Awards Addresses  
Mercury Ballroom, 3rd floor
Chair: Marilyn Jager Adams, Bolt, Beranck & Newman
George McConkie  
University of Illinois  
Studying reading via eye movements: Some personal history and reflections.
Keith Rayner  
University of Massachusetts, Amherst  
Understanding eye movements in reading.

5:10 p.m. - 6:10 p.m.  
Business Meeting  
Mercury Ballroom, 3rd floor

7:45 p.m. - 9:00 p.m.  
Plenary Session  
Mercury Ballroom, 3rd floor
Chair: Keith Stanovich, Ontario Institute for Studies in Education
Linda S. Siegel, Anne Kerr  
Ontario Institute for Studies in Education  
An analysis of the reading errors of good and poor beginning readers.
Philip B. Gough, Nicole E. Deneen  
University of Texas at Austin  
What ends the first stage of reading acquisition?
David Share  
University of Haifa  
Phonological recoding as a self-Haifa teaching mechanism in learning to read: A direct test of the self-teaching hypothesis.
Anna M. T. Bosman, Guy C. Van Orden  
Arizona State University  
A common framework for reading and spelling.
Charles Perfetti  
University of Pittsburgh  
The universal phonological principal.

Sunday, April 14, 1996

8:30 a.m. - 11:00 a.m.  
Board Meeting - Ehri suite, Sheraton Hotel
PROGRAM

Third Annual Meeting

Society for the Scientific Study of Reading

April 12, 13, 1996
New York Hilton Hotel
1335 Avenue of Americas (6th Ave.)
New York City
(212)586-7000

Program Committee: Co-Chairs Connie Juel & Linnea Ehri

President
Linnea C. Ehri

President Elect
Connie Juel

Vice-President
Ralph Reynolds

Treasurer
Joseph K. Torgesen

Secretary
Nancy E. Jackson

Historian
Barbara R. Foorman

Publications Chair
Mark Sadoski

Elected
Board Members

Marilyn Jager Adams
Keith Stanovich
Robert C. Calfee

Conference Coordinator
Dolores Perin

International Coordinator
Pieter Reitsma

Past President
Ronald P. Carver

(NO SMOKING IN ANY SESSION)