
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 Shatil
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.

Barbara R. Foorman, David J. Francis, Jack M. Fletcher
University of Houston, University of Texas-Houston Medical School
Early reading interventions in Chapter 1 Schools.

Marcia Invernizzi, Connie Juel, Cathy Rosemary
University of Virginia
At-risk readers and community volunteers: A three-year perspective.

Robert Calfee, Roger Bruning
Stanford University, University of Nebraska
Beyond phonics: Teaching English orthography through the metaphonic principle.

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: Joanna Uhry, Fordham University

P-1 Janwillem Bast, Pieter Reitsma
Paedologisch Instituut, 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. Kammenui
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 Stodkilde-Jorgensen
University of Copenhagen, University Hospital-Arhus, Skejby 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. Cisero
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 rauding 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.

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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
A follow-up study of children with learning disabilities: Academic, cognitive, and psychosocial outcomes in adolescence.

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.

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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.

Frederick J. Morrison, Elizabeth A. Griffin

Loyola University of Chicago

Phonological memory and vocabulary growth: Is there a causal connection?

Catherine E. Snow, Zehava Weisman

Harvard University

Grade two reading comprehension: Contributions of home language experiences.

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.

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

Vital Issues

Mercury Rotunda, 3rd floor

Facilitator: Joanna Uhry, Fordham University

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

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(NO SMOKING IN ANY SESSION)