

Sixth Annual Meeting
Society for the Scientific Study of Reading

April 23-25, 1999

Crowne Plaza Metro Hotel

Montreal, Quebec, Canada

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NO SMOKING IN ANY SESSION

REGISTRATION INFORMATION

Crowne Plaza Metro Hotel

(Registration table will be set up in the Foyer on the Mezzanine Level)

Thursday, April 22, 1999, 4:00 P.M. - 8:00 P.M.

Friday, April 23, 1999, 8:30 A.M. - 5:30 P.M.

Saturday, 8:30A.M. - 12:00 PM

THURSDAY, APRIL 22, 1999

SSSR BOARD MEETING

Ralph E. Reynolds' Suite, Crowne Plaza Metro

FRIDAY, APRIL 23, 1999
8:15 A.M. - 9:45 A.M.: Joint SSSR - AERA Symposium
Sheraton Hotel, Salle de Bal West, Level 4

Up from Reading Fundamentals: Points of Elusion
[See AERA program or SSSR Registration area for location of symposium in an AERA Hotel]
Chair: Margaret McKeown, University of Pittsburgh

Victoria Purcell-Gates, Harvard University. *Where do the cognitive and socio-cultural perspectives meet?*
Anne Cunningham, University of California @ Berkeley. *Beyond word recognition: Links to reading fluency*
Connie Juel, University of Virginia. *What is the role of "artful teaching"?*

DISCUSSANT: Isabel Beck, University of Pittsburgh

Friday, 10:30 A.M. - 12:25 P.M.
Themes in Reading Research, Van Gogh/Renoir Room - Mezzanine Level
Chair, Charles Hulme, University of York

- 10:30-10:45 Philip B. Gough, University of Texas at Austin. *The boat in the basement revisited: The effect of typographical errors on reading time*
- 10:50-11:05 Frank Manis, University of Southern California. *Phonological and surface dyslexia: A two-year longitudinal study*
- 11:10-11:25 Esther Geva, Zohreh Yaghoubzadeh, and Barbara Schuster, University of Toronto. *A not so simple view of ESL reading*
- 11:30-11:45 Betty Ann Levy, McMaster University. *Learning to read: Context doesn't matter*
- 11:50-12:05 Iris Berent, Florida Atlantic University. *Can connectionist models of visual-word pronunciation account for phonology?*
- 12:10-12:20 Jane Oakhill, Kate Cain, and Peter Bryant, University of Sussex(1), University of Oxford(2). *Children's problems in text comprehension: Issues of causality*

Friday, 1:30 P.M. - 3:25 P.M.
Reading Disability I, Van Gogh/Renoir Room - Mezzanine Level
Chair, Margaret Snowling, University of York

- 1:30-1:45 Rhona S. Johnston, University of St. Andrews. *Are nonword reading deficits the core problem for poor readers?*
- 1:50-2:05 Hollis S. Scarborough and Jennifer Mirak, Brooklyn College and Haskins Laboratories(1), Bryn Mawr College. *The "second wave" of reading disabilities: What kinds of reading problems are not identified until grade 4 or later?*
- 2:10-2:25 Joanne Carlisle and C. Addison Stone, Northwestern University. *Do students with reading disabilities have particular problems reading words with suffixes?*
- 2:30-2:45 Ron Borowsky, Patricia McDougall, G. E. MacKinnon, and Shelley Hymel, University of Saskatchewan(1,2) University of Waterloo (3), University of British Columbia(4). *Measuring reliance on sight vocabulary and phonetic decoding during real word recognition: Implications for the diagnosis of surface and phonological dyslexias*
- 2:50-3:00 Karin Landerl, University of Salzburg. *The double-deficit hypothesis: Evidence from German children*
- 3:05-3:20 Deborah L. Speece, Lisa Pericola Case, and Dawn Eddy Molloy, University of Maryland. *A comparison of two methods to identify early reading disability*

Friday, 1:30 P.M. - 3:25 P.M.
Spelling, Riopelle/Gagnon Room - 1st Floor

Chair, Egbert Assink, Utrecht University

- 1:30-1:45 Che Kan Leong, University of Saskatchewan. *Processing of subsyllabic onset-rime and peak-coda units and children's spelling*
- 1:50-2:05 Markéta Caravolas, Margaret Snowling, and Charles Hulme, University of York. *Emergent spelling: Initial skills and concurrent predictors*
- 2:10-2:25 Connie K. Varnhagen, Patricia M. Boechler, and Dorothy J. Steffler, University of Alberta. *When does a word look right?*
- 2:30-2:45 Rebecca Treiman and Derrick Bourassa, Wayne State University. *Written and oral spelling in children: The pencil is mightier than the mouth*
- 2:50-3:00 Joanna K. Uhry, Fordham University. *Phonological and orthographic development in first and second graders' spelling*
- 3:05-3:20 P.G. Aaron and Malatesha Joshi, Indiana State University(1), Oklahoma State University(2). *The ontology and phylogeny of writing*

3:25 - 3:35 Refreshments served in the Foyer

Friday, 3:35 P.M. - 5:30 P.M.

Language Factors in Reading & Reading Disability, Van Gogh/Renoir Room - Mezzanine

Chair, Pierre Cormier, University of Moncton, New Brunswick

- 3:35-3:45 David Dickinson and Anne Wolf, Center for Children and Families, EDC. *Phonemic Awareness development in Spanish-English bilingual preschool children*
- 3:50-4:05 Ilana Ben-Dror and Michal Shany, Hebrew University(1), Haifa University(2). *Persistence of phonological and orthographic deficits among dyslexic adults: Comparison between Hebrew and English dyslexic adults*
- 4:10-4:25 Evelin Witruk and Connie S.H. Ho, University of Leipzig(1), Chinese University of Hong Kong(2). *Dyslexia and working memory in different language systems*
- 4:30-4:45 Connie S.H. Ho and Daphne N.C. Lai, Chinese University of Hong Kong. *Naming-speed deficits and phonological memory deficits in Chinese developmental dyslexia*
- 4:50-5:05 Theresa A. Deeney, Maryanne Wolf, Calvin Gidney, and R. Morris, Tufts University(1,2,3), Georgia State University(4). *Phonological Processes of African-American reading disabled students*
- 5:10-5:25 Alexandra Gottardo, Bernice Yan, Lesly Wade-Woolley, and Linda S. Siegel, Grand Valley State University(1), University of British Columbia(2,4), Queen's University(3). *Predictors of English reading in children with Chinese as a first language*

Friday, 3:35 P.M. - 5:30 P.M.

Literacy Environments, Schooling and Teachers, Riopelle/Gagnon Room - 1st Floor

Chair, Nancy Jackson, University of Iowa

- 3:35-3:50 Frederick J. Morrison and Sara E. Williams, Loyola University Chicago. *When is schooling the "great equalizer"?*
- 3:55-4:10 David H. Cooper, Deborah L. Speece, and Froma P. Roth, University of Maryland. *Language before literacy: The linguistic foundations of early reading*
- 4:15-4:30 Louise Spear-Swerling, Southern Connecticut State University. *Teachers' knowledge base in two domains involved in literacy instruction*
- 4:35-4:45 Victor L. Willson, William H. Rupley, Sandra Mergen, Maximo Rodriguez, and Yeonhee Kim, Texas A&M University. *Teachers' use of strategies for reading instruction and student reading outcomes*
- 4:50-5:05 Deborah McCutchen and Robert D. Abbott, University of Washington. *Beginning literacy: Changing teacher knowledge and student learning*
- 5:10-5:25 Rhona Stainthorp, London University. *Student teachers' performance on a phonological awareness test*

Friday, 5:40 P.M. - 7:10 P.M.
Interactive Poster Session I, Monet - 4th Floor
(Cash Bar Open)

Group 1: Components of Reading Skill.

Facilitator, Keith Stanovich, Ontario Institute for Studies in Education

1. Nicole J. Conrad and Betty Ann Levy, McMaster University. *Implicit indicators of memorial representations of words: Good and poor readers*
2. Donna Salmen, Inita Lyon, and Ralph E. Reynolds, University of Utah. *Good and poor reader differences in using the selective attention strategy during reading*
3. Nancy Ewald Jackson, Heidi Doellinger, Patricia Wade, and Matthew Mordhorst, University of Iowa. *Resilient readers? Preliminary results of a study of university students who are poor decoders*
4. Melinda S. Rice and Joanne F. Carlisle, Northwestern University. *The role of individual differences in reading ability and working memory in the construction of a situation model during natural reading*
5. Javier Gayán and R.K. Olson, University of Colorado. *Behavioral genetic analysis of component reading skills*

Group 2: Reading Disability

Facilitator, Richard Olson, University of Colorado

6. P.L. Cornelissen, Newcastle University upon Tyne. *How impaired magnocellular visual function affects reading*
7. Suzanne Curtin, Franklin R. Manis, and Mark S. Seidenberg, University of Southern California. *Developmental dyslexia and spelling skills: Error types in subgroups of children*
8. Hugh W. Catts, Marc E. Fey, Xuyang Zhang, and Bruce Tomblin, University of Kansas. *Language factors related to reading growth*
9. Jacqueline Hulstender and Richard K. Olson, University of Colorado. *Nonword repetition: Phenotypic and genetic relationships in reading disabled children*
10. Vera C.S. Messbauer, Peter F. de Jong, and Aryan van der Leij, Free University. *Acquisition of new phonological representations in dyslexic children*
11. Helen E. Datta and Richard Olson, University of Colorado. *Relations between visual-temporal processing and reading ability*
12. Virginia Berninger, Robert Abbott, Jennifer Thomson, and Wendy Raskind, University of Washington. *Phenotype for reading and writing disability: A life span approach*
13. Michael Gruber and Åke Olofsson, Umeå University. *Using sine wave replicas of natural utterances as a means to study speech perception abilities in dyslexia*
14. Nata Goulandris, Margaret Snowling, Ian Walker, and Janice Brown, (1) University College, London, (2,3 &4) University of York. *Are specific language impairments and dyslexia manifestations of the same disorder? Evidence from adolescents with childhood histories*

Group 3: Language Factors in Reading

Facilitator, Rebecca Treiman, Wayne State University

15. Hye-Kyung Yoon, Charles Perfetti, Oh-Seek Kwon, Bruce McCandliss, Manda Williamson, and Donald J. Bolger, University of Pittsburgh(1,2,4,5,6) Inje University(3). *Grapheme-phoneme processes in English and Korean*
16. Pierre Cormier, Linda S. Siegal, and Penny Chiappe, Université de Moncton(1), Ontario Institute for Studies in Education(2,3). *Profiles of good and poor readers in native speakers of English and in children who learn English as a second language*
17. Judith G. Foy, Loyola Marymount University. *Visual Field, frequency and rhyme effects in bilingual adult readers*
18. Min Wang and Esther Geva, University of Toronto. *The development of spelling in Chinese ESL children*
19. Barbara Valeska Schuster and Esther Geva, University of Toronto. *Reading efficiency in L1 and L2: The role of word recognition, vocabulary knowledge and orthography*
20. Penny Chiappe, Alexandra Gottardo, and Linda S. Siegal, University of British Columbia(1,3), Grand Valley State University(2). *The identification of children at risk for reading failure: Which measures are appropriate for ESL children?*

Friday, 8:30 P.M. - 11:30 PM
Vital Issues - Monet Room - 4th Floor

SATURDAY, APRIL 24, 8:30 A.M. - 10:20 A.M.
Reading Acquisition, Van Gogh/Renoir Room - Mezzanine Level
Chair, Joanna Uhry, Fordham University

- 8:30-8:40 Bente E. Hagtvet and Sol A. H. Lyster, University of Oslo. *Early precursors of reading difficulties*
- 8:45-8:55 Solveig-Alma H. Lyster and Bente Hagtvet, University of Oslo. *Pre-school linguistic and cognitive predictors of reading and spelling in children from families with histories of reading problems*
- 9:00-9:15 Ludo Verhoeven, Rob Schreuder, and Harold Baayen, University of Nijmegen(1,3), Max Planck Institute(2). *Autonomy in Dutch orthography: process and acquisition*
- 9:20-9:35 Peter F. de Jong and Aryan van der Leij, Free University Amsterdam. *Effects of phonological abilities and linguistic comprehension on the development of reading*
- 9:40-9:55 Åke Olofsson and Gunilla Smedberg-Åman, Umeå University. *The longitudinal relationship between early reading problems and reading skills, phonological processing and educational status 20 years later*
- 10:00-10:15 Maria F. Singson and Virginia Mann, University of California. *Phonological and morphological awareness in precocious reading acquisition*

Saturday, 8:30 A.M. - 10:20 A.M.
Reading Disability II, Riopelle/Gagnon Room - 1st Floor
Chair, Evelin Witruk, University of Leipzig

- 8:30-8:40 Ron Stringer and Keith E. Stanovich, Ontario Institute for Studies in Education/University of Toronto. *The responses of normally achieving and disabled readers to the manipulation of contrast in a "visible persistence" paradigm*
- 8:45-9:00 Yvonne Griffiths and Margaret Snowling, University of York. *Predictors of reading skills among dyslexic children*
- 9:05-9:15 Margaret J. Snowling, D.V.M. Bishop, and S.E. Stothard, University of York(1), University of Oxford(2), University of Newcastle upon Tyne(3). *Do language-impaired pre-schoolers turn into dyslexic adolescents*
- 9:20-9:35 Aryan van der Leij and Victor van Daal, Free University. *Lexical and sublexical frequency effects and dyslexia: Results from a follow-up study*
- 9:40-10:00 Richard Olson, Helen Datta, Javier Gayan, Jacqui Hulslander, Jerry Ring, and Barbara Wise, University of Colorado. *Relations between reading disabilities and other cognitive skills: Do they matter for etiology and remediation?*
- 10:05-10:15 Robindra Sidhu, Ronald Stringer, and Keith E. Stanovich, University of Toronto. *What does Rapid Automatized Naming (RAN) really measure?: A covariance structural analysis of RAN's relationship to phonological awareness, temporal processing and word recognition*

Saturday, 10:35 A.M. - 11:35 A.M.
Invited Seminar, Van Gogh/Renoir Room - Mezzanine Level

How can theoretical models of learning to read
incorporate more realistic learning environments?

Chair, Charles Perfetti, University of Pittsburgh
Mark Seidenberg, University of Southern California
Barbara Foorman, University of Texas-Houston

Saturday, 11:45 A.M. - 1:15 P.M.
Interactive Poster Session II, Monet Room - 4th Floor

Group 1: Phonological Awareness and Orthographic Development

Facilitator, Linnea Ehri, City University of New York

1. Diane Schoenburg and Virginia Mann, University of California. *The precedence of onset-rime awareness over phoneme awareness: The role of task factors*
2. Virginia Cronin, Susan Halebsky, Jean Evans, and Beverly Lawson, Mount St. Vincent University(1,3), University of California at San Diego(2), Dalhousie(4). *Do the same prereading abilities predict both reading and spelling?*
3. Christopher J. Lonigan and Jason L. Anthony, Florida State University. *Phonological sensitivity in preschoolers is more than just sensitivity to phonemes!*
4. Richard Petty, Donald L. Compton, and Sean Mulvenon, University of Arkansas. *An investigation into the dynamic relationship between growth rates in phonemic awareness, grapheme-phoneme connections, orthographic awareness, rapid naming speed, and decoding skill in first grade children*
5. Donald L. Compton, University of Arkansas. *Exploring the possibility of multiple dimensions of orthographic knowledge related to word reading: The influence of print exposure and lexical development on various measures of orthographic processing*
6. Elissa D. Newby-Clark, and Patricia Greig Bowers, University of Waterloo. *Development trends in phonemic awareness, naming speed, and working memory across the elementary grades*
7. Sandra Hessels and Betty Ann Levy, McMaster University. *Emergent orthography*
8. Gwen Sussman and Joanna K. Uhry, Fordham University. *The effects of phonologically constructed spelling on first graders' literacy development*
9. Sharon Qi, Rollanda O'Conner, and Pat Stelwagon, San Jose State University(1), University of Pittsburgh(2), Berryessa School District, San Jose, CA.(3). *A follow up study comparing two phonological training procedures*

Group 2: Contexts and Correlates of Literacy

Facilitator, Barbara Foorman, University of Texas-Houston

10. Greta M. Massetti and Lea Racioppi, State University of New York at Stony Brook. *Early reading exposure and literacy in children from low income families*
11. Sara E. Williams and Frederick J. Morrison, Loyola University Chicago. *What causes domain specificity? Evidence from conservation*
12. Mary E. Kienstra and Frederick J. Morrison, Loyola University. *Instructional emphasis and domain specificity in cognitive development*
13. Dawn Paul, Alexandra Gottardo, Roxanne Booker, and Allen Winebarger, Grand Valley State University. *Mothers' perceptions of the impact of schooling on twins' development*
14. Judith Fuzzen and Jim Wagner, Brock University. *The development of verbal coding and verbal rehearsal strategies and their relationship to prereading skills in kindergarten children*
15. Sima Anvari, Laurel Trainor and Betty Ann Levy, McMaster University. *Are early music perception and early reading ability related?*

Group 3: Lexical Processes

Facilitator, Ronald Carver, University of Missouri-Kansas City

16. William J. Owen, Ron Borowsky, University of Saskatchewan. *Sight vocabulary and phonetic decoding: Evidence for independent processing*
17. Ralph Wesseling and Pieter Reitsma, Paedologisch Instituut and Free University Amsterdam, *Longitudinal development in the quality of lexical representations*
18. Emma Laing and Charles Hulme, University of York. *Phonological and semantic skills in learning to read words*
19. G. Brian Thompson, Victoria University of Wellington, N.Z. *Lexical sources in learning and using the alphabetic principle.*

20. Lesley Hart and Charles A. Perfetti, University of Pittsburgh. *Word rate effects in sentence processing: Evidence for rapid syntactic and semantic processes.*
21. Kelly Ann Parise and Patricia Grieg Bowers, University of Waterloo. *An examination of the relationships among orthographic knowledge, naming speed, and reading fluency*
22. Jeremiah J. Ring and Richard K. Olsen, University of Colorado. *Word recognition, spelling and orthographic representation: A replication experiment*
23. Jean A. Dietrich and Susan Brady, University of Rhode Island(1,2), Haskins Laboratories(2). *Phonological representations of adult poor readers: An investigation of specificity and stability*

Saturday, 1:30 P.M. - 3:35 P.M.

Phonological Knowledge and Awareness, Van Gogh/Renoir Room - Mezzanine Level

Chair, Jim Wagner, Brock University

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| 1:30-1:45 | Pieter Reitsma and R. Wesseling, Free University, Amsterdam. <i>Linguistic item effects in blending and segmentation of preschoolers</i> |
| 1:50-2:05 | Anne E. Fowler and Brook Swainson, Haskins Laboratories(1), University of Connecticut(2). <i>Phonological representation of lexical items assessed via experimental measures of production, judgement and correction</i> |
| 2:10-2:20 | Yolanda V. Post, Neuhaus Education Center. <i>Identification of vowel speech sounds by skilled and less skilled readers and the relation with vowel spelling</i> |
| 2:25-2:40 | Wim H.J. van Bon and Jan F.J. van Leeuwe, University of Nijmegen. <i>Phonological ability at preschool and reading and spelling achievement in first grade: a brevitudinal study</i> |
| 2:45-2:55 | Eleanor M. Thomas, University of Western Ontario. <i>Articulation and phoneme awareness: Change from age three to age five</i> |
| 3:00-3:15 | Valerie Muter, Charles Hulme, and Margaret Snowling, University of York. <i>The structure of phonological skills and their relationship to reading development</i> |
| 3:20-3:30 | Christopher J. Lonigan and Jason L. Anthony, Florida State University. <i>Structure of phonological processing abilities in early and late preschool-age children</i> |

Saturday, 1:30 P.M. - 3:20 P.M.

Comprehension I: Using Texts, Riopelle/Gagnon Room - 1st Floor

Chair, Banu Oney, University of Delaware

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| 1:30-1:45 | Maria Giulia Cataldo and Jane Oakhill, University of Sussex. <i>Searching for information in text: Why are poor comprehenders poor searchers?</i> |
| 1:50-2:05 | Jean-Francois Rouet, M. Anne Britt, and Charles A. Perfetti, University of Poitiers(1), University of Pittsburgh(2,3). <i>The interaction of content and source in document comprehension</i> |
| 2:10-2:25 | Patricia A. Alexander, Michelle M. Buehl, Christopher T. Sperl, Catherine Kramer, Shuhui Chiu, and Miriam Tron, University of Maryland-College Park. <i>Confronting the issues: A closer look at the persuasion process</i> |
| 2:30-2:45 | Dale S. Niederhauser, Matt Fields, and Ralph E. Reynolds, University of Utah. <i>The influence of navigational style on learning from hypertext</i> |
| 2:50-3:00 | Sigmund Tobias, Howard Everson, Vytas Laitusis and Matt Fields, Fordham University(1,3), College Board(2), University of Utah(4). <i>Metacognitive knowledge monitoring: Domain specific or general</i> |
| 3:05-3:15 | Debbie Herbert, Tiffany Bruett, Julie Anzelmo, Dale Niederhauser, and Ralph E. Reynolds, University of Utah. <i>Readers' perceptions about learning from hypertext</i> |

3:25 - 3:35 Refreshments served in the Foyer

Saturday, 3:45 P.M. - 4:55 P.M.
Adult Literacy, Van Gogh/Renoir Room - Mezzanine Level

Chair, P.G. Aaron, Indiana State University

- 3:45-4:00 Dolores Perin, Alla Keselman, and Melissa Monopoli, Columbia University. *Expository writing abilities of adult remedial readers*
- 4:05-4:15 Ronald P. Carver, University of Missouri at Kansas City. *The fit of a causal model for adults who are intermediate and advanced readers*
- 4:20-4:30 Banu Oney and Aydin Y. Durgunoglu, University of Delaware(1), University of Minnesota Duluth(2). *Cognitive processes of adult literacy development*
- 4:35-4:50 John Albertini, Ron Kelly, and Nora Shannon, National Technical Institute for the Deaf. *Reading college-level materials: Strategies used by deaf students*

Saturday, 3:30 P.M. - 4:50 P.M.
Instructional Interventions, Riopelle/Gagnon Room - 1st Floor

Chair, Victor Willson, Texas A&M University

- 3:30-3:45 Jim Wagner, Brock University. *Is sight-word cueing a way around the decoding road block experienced by developmentally challenged readers?*
- 3:50-4:05 Yola Center, Louella Freeman, and Greg Robertson, Macquarie University. *The effect of two phonological awareness programs, which differ in theoretical orientation, on the word recognition skills of children at risk of acquiring literacy*
- 4:10-4:25 Barbara W. Wise, Jerry Ring, and Richard K. Olson, University of Colorado. *Differential treatment effects by grade and reading level from computer-assisted phonological reading training*
- 4:30-4:45 Michal Shany and Andrew Biemiller, University of Haifa(1), University of Toronto(2). *Individual differences in reading comprehension gains from assisted reading practice: pre-existing conditions, vocabulary acquisition, and amounts of practice*

Saturday, 5:00 P.M. - 7:00 P.M.
Awards Session and Presidential Address, Van Gogh/Renoir Room - Mezzanine Level

Awards Session, Chair, Rebecca Treiman, Wayne State University

Presidential Address, Ralph E. Reynolds, University of Utah

Reception/Cash Bar 6:00-7:00 P.M.

Saturday, 8:30 P.M. - 11:30 PM
Vital Issues - Monet Room - 4th Floor

SUNDAY, APRIL 25, 8:30 A.M. - 10:05 A.M.
Lexical Processes and Reading Skill, Van Gogh/Renoir Room - Mezzanine Level

Chair, Peter F. de Jong, Free University, Amsterdam

- 8:30-8:45 Paul P.N.A. Knuijt, Egbert M.H. Assink, Floor van Bergen and Heleen van Teeseling, Utrecht University. *Semantic processing in skilled and less skilled readers*
- 8:50-9:05 Egbert M. H. Assink and Harold Nefs, Utrecht University. *Use of morphemic units in decoding complex words*
- 9:10-9:25 R. Malatesha Joshi and P.G. Aaron, Oklahoma State University(1), Indiana State University(2). *Can poor decoders be good sight-word readers?*
- 9:30-9:40 Victor H.P. van Daal, Pieter Reitsma, and Carole Thate, Paedologisch Instituut and Free University Amsterdam. *The development of an orthographic processing skills test*
- 9:45-10:00 Charles Hulme, University of York. *Separable measures of speed of information processing speed are predictive of individual differences in learning to read*

Sunday, 8:30 A.M. - 10:10 A.M.
Comprehension II, Riopelle/Gagnon Room - 1st Floor
Chair, Dolores Perin, Columbia University

- 8:30-8:45 Mark Sadoski and Ernest T. Goetz, Texas A&M University. *Effects of concreteness, readability, familiarity, comprehensibility, and interestingness of recall of text genres*
- 8:50-9:05 Rosalind Horowitz, University of Texas at San Antonio. *Oral-based versus literate-based discourse: Effects on reading and listening comprehension*
- 9:10-9:25 Kate Nation and Margaret Snowling, University of York. *Investigating working memory skills in children with reading comprehension difficulties*
- 9:30-9:45 Kate Cain and Jane Oakhill, University of Sussex. *Comprehension skill, context, and the interpretation of figurative language*
- 9:50-10:05 Amy Morris, Kathleen Brown, Tiffany Bruett, Julie World, and Ralph E. Reynolds, University of Utah. *Third graders strategies for comprehending metaphors: An instructional study*

Sunday, 10:20 A.M. - 11:45 A.M.
Invited Symposium, Van Gogh/Renoir Room - Mezzanine Level

Intervention in Children's Reading Problems:
Work in Progress Using Behavioral and Neuroimaging Measures
Chair, Charles Perfetti, University of Pittsburgh

- Benita Blachman, Syracuse University and Ken Pugh, Yale University. *Phonologically-based tutoring and neuroimaging: What do we hope to learn? An overview of hypotheses, design issues, intervention, and measures--both behavioral and neuroanatomical*
- B. McCandliss, R. Sandak, I. Beck, W. C. Perfetti, and W. Schneider, University of Pittsburgh. *Inroads into reading acquisition failures: Relating alphabetic decoding instruction to changes in behavioral and fMRI measures*
- V. Berninger, T. Richards, D. Corina, and R. Abbott, University of Washington. *Treatment-related changes in chemical activation of dyslexic brains during phonological and lexical access tasks*
- Marilyn Adams, Harvard University/BBN. *Unprepared reactions to the symposium*

Sunday, 11:55 A.M. - 12:45 P.M.
Business Meeting, Van Gogh/Renoir Room - Mezzanine Level

Sunday 1:00 P.M. - 2:45 P.M.
Board Meeting, Pellan Hall