

Society for the Scientific Study of Reading

July 22-23, 2000

Salen Konferens & Matsalar

(Salen's Conference and Restaurant Center)

Main Entrance: Norrlandsgatan 15

Tel. 08-796 99 20

Fax 08-10 82 88

Stockholm

Here is the Program for our first SSSR conference outside North America. We will begin Saturday morning, July 22, with a symposium organized by Ronald Peereman on Reading Acquisition in Different Orthographies, a theme that is repeated in several individual conference presentations during the parallel sessions. We will end the conference Sunday evening with award presentations by Peter Bryant and Richard Venezky.

All individual talks in the parallel sessions are scheduled for 15 minutes, with 5 minutes for questions. This will allow precise synchronization of presentations in the parallel sessions. The two presentation rooms (Aulan and Olympia) are immediately adjacent, so it will be easy to move between sessions during the 5-minute question periods. Synchronized clocks will be visible to the presenters in each room, and session chairs will ensure that the talks are presented precisely on schedule. Slide and overhead projectors will be available in each room.

Posters will be presented on Saturday immediately after the symposium (Poster Session I), and in the evening (Poster Session II), in the area outside the Aulan and Olympia rooms. The posters are organized alphabetically in the program by the first author's name. Several presentations requested as talks could not be accommodated in the limited time for parallel sessions, and all student presentations will be given as posters. We appreciate their flexibility for giving a poster instead of the requested talk.

Presenters and attendees from outside the U.S. may pay their conference registration and SSSR membership U.S. dollars or in Swedish currency at that day's exchange rate for U.S. dollars (currently 9.2 SEK), before the symposium begins on Saturday. Membership fees (all presenters must be members) are \$40 for students, and \$100 for Active, Voting, and Charter members. Registration fees are \$40 for students, \$75 for Active, Voting, and Charter members, and \$100 for non members. All attendees must register for the conference and wear name tags. Pre-registered attendees can pick up their name tags at the registration desk outside the Aulan room.

We would like to have a few student members help with registration beginning at 8:00 a.m. Saturday, in exchange for waiving their registration fee. Please contact Richard Olson (rolson@psych.colorado.edu) if you are interested.

Please bring a copy of the program to the conference.

Finally, thanks to all the presenters for contributing to this excellent program! We look forward to seeing you in Stockholm.

Saturday, July 22, 2000

8:00 AM - 7:30 PM

8:00-9:30 AM: Registration, Install Posters

9:45-11:30: Symposium on "Reading Acquisition in Different Orthographies" (Aulan, Olympia overflow)

- 9:45 Ronald Peereman, University of Bourgogne, Dijon, France (peereman@u-bourgogne.fr). *Introduction*
- 9:50 Ronald Peereman, Alain Content, Nicolas Dubois-Dunilac, & Marielle Lange. *Statistical characteristics of orthographies and the study of reading.*
- 10:05 Liliane Sprenger-Charolles, University R. Descartes, Paris (sprenger@ccr.jussieu.fr). *Reading acquisition in French.*
- 10:25 Usha Goswami, University College London (u.goswami@ich.ucl.ac.uk). *Orthographic transparency and reading acquisition.*
- 10:45 Aydin Y. Durgunoglu, University of Minnesota, Duluth (adurguno@d.umn.edu), and Brian Oney, Education Development Center, Newton MA. *Acquiring literacy in a transparent orthography.*
- 11:00 Brian Byrne, University of New England, Armidale Australia (bbyrne@metz.une.edu.au). *Exploring acquisition processes using experimental orthographies.*
- 11:15 Heinz Wimmer, University of Salzburg, Austria (heinz.wimmer@sbg.as.at). *Discussant.*

11:30-1:00: Poster Session I

1. Elisabeth Arnbak (elar@dlh.dk), The Royal Danish School of Educational Research, Denmark. *Predictors of poor functional reading skills in adults.*
2. Freyja Birgisdottir (freyja.birgisdottir@psych.ox.ac.uk) and Peter Bryant, University of Oxford, United Kingdom. *The development of explicit awareness of coda and rime.*
3. Ana Carolina Brandão (A.C.P.Brandao@sussex.ac.uk), Federal University of Pernambuco, Brazil, University of Sussex, United Kingdom and Artur Gomes de Morais, Federal University of Pernambuco, Brazil. *Children's knowledge about plural agreement in oral and written expression.*
4. Ana Carolina Brandão (A.C.P.Brandao@sussex.ac.uk), Federal University of Pernambuco, Brazil, University of Sussex, United Kingdom and Artur Gomes de Morais, Federal University of Pernambuco, Brazil. *Children's knowledge of regular grapheme-phoneme correspondences in reading and spelling: A study in Portuguese.*
5. Kathleen Brown (Brown@GSE.UTAH.EDU), Stacey Lowe, Veronica Reynolds, Deborah Skidmore, Deborah Van Gorder, Amy Morris, and Julie World, University of Utah, United States. *Phonological awareness instruction in interventions for at-risk first grade readers: Is an embedded approach sufficient?*
6. Hugh Catts (catts@dole.lsi.ukans.edu), Matthew Gillispie, and Marc Fey, University of Kansas, United States. *Are poor readers just slow?*
7. Anne Cunningham (acunning@socrates.berkeley.edu), Kathryn Perry, and Pamela Douglas, University of California – Berkeley, United States. *The development of orthographic knowledge in second grade readers.*
8. André Courcy (courcy@magellan.umontreal.ca), Renée Béland, and Nicola Pitchford, Université de Montréal, Canada. *Assessment of phonological awareness in preliterate French-speaking children.*
9. Virginia Cronin (Virginia.Cronin@MSVU), Jean Evans, and Ilya Blum, Mount Saint Vincent University, Canada. *Word association and the development of reading.*
10. S. Hélène Deacon (storm.deacon@psy.ox.ac.uk) and Peter Bryant, University of Oxford, United Kingdom. *The role of children's control of attention in morphological awareness and in their spelling.*
11. Nathalie Duranteau (nathalie.duranteau@humana.univ-nantes.fr), Chemin de la Censive du Tertre, France. *Is writing number (39) an interesting way of stimulating the phonological assembling of acquisition (il)?*
12. Jane Cover Ebaugh (jdwyer1068@aol.com) and Joanna Uhry, Fordham University, United States. *The effects of fluency instruction on at-risk first grades' literacy development.*
13. Carsten Elbro (ce@cphling.dk) and Bolette Pallesen, University of Copenhagen, Denmark. *Quality of phonological representations and phonological awareness: A causal link.*
14. Nick Ellis (n.ellis@bangor.ac.uk), University of Wales, United Kingdom. *Beginning to read in Welsh and English: Effects of orthographic transparency demonstrated using matched cross-language reading tests.*
15. Javier Gayan (javier.gayan@colorado.edu), Shelly Smith, Richard Olson, Bruce Pennington, and John DeFries, University of Colorado, United States. *Multivariate genetic linkage analysis of reading skills.*
16. Anna Gellert (ag@cphling.dk) and Carsten Elbro, University of Copenhagen, Denmark. *Components in discipline-specific reading comprehension.*
17. Alexandra Gottardo (gottarda@gvsu.edu), Wilfrid Laurier University, Waterloo, Canada, Penny Chiappe, State University of New York – Fredonia, United States, and Elizabeth Schaughency, Grand Valley State University, United States. *Alternative pathways to word reading: A case study.*

18. Nata Goulandris (a.Goulandris@ucl.ac.uk), University College London, United Kingdom. *Learning to read in two languages.*
19. Yvonne Griffiths (ymg100@york.ac.uk), Nicholas Hill, Peter Bailey, and Margaret Snowling, University of York, United Kingdom. *Auditory processing in adult dyslexics.*
20. Michael Gruber (michael.gruber@psy.umu.se) and Åke Olofsson, The University of Umeå, Sweden. *Dyslexics' use of spectral cues in speech perception.*
21. Lesley Hart (lhart+@pitt.edu) and Charles Perfetti, University of Pittsburgh, United States. *Components and correlates of comprehension skill.*
22. Galit Ishaik (gishaik@watarts.uwaterloo.ca), Patricia Bowers, and Richard Steffy, University of Waterloo, Canada. *Working memory and phonological awareness: How unique are the two processes in predicting reading?*
23. Michelle Kibby (mkibby@coe.uga.edu) and Mary Kral, University of Georgia, United States. *Development of phonological awareness in children with and without reading deficits.*
24. Eneas Ndinkabandi (Eneas.Ndinkabandi@mshs.univ-poitiers.fr), Université de Poitiers, laboratoire Langage et Cognition, 99 avenue du Recteur Pineau, F- 86022 Poitiers Cedex France. *The structure of assembled phonology in French word identification.*
25. Ann-Christina Kjeldsen (ackjeldsen@aland.net), Abo Akademi University, Finland, Pekka Niemi, University of Turku, Finland, and Åke Olofsson, University of Umeå, Sweden. *Does preschool training in phonological awareness promote the development of reading and spelling in school? A replication of the Bornholm study.*

1:00-3:00 Reading Disability I (Aulan)

Chair: Phil Gough

- 1:00 Michael W. Harm, Carnegie Mellon University, Pittsburgh, PA (mharm@cnbc.cmu.edu), Bruce McCandliss, Weill Medical College of Cornell University, and Mark S. Seidenberg, University of Southern California. *A connectionist model of impaired reading and reading interventions.*
- 1:20 John R. Kirby, Queen's University, Kingston, Ontario, Canada (kirbyj@educ.queensu.ca), and Rauno K. Parilla, University of Tromsø, and Jill M. Etmanskie, Catherine Fermoye, and Patricia DiMario, Queens University. *The reliability and validity of categorical diagnosis of surface and phonological dyslexia.*
- 1:40 Stefan Samuelsson, Linköping University, Linköping Sweden (SteSa@IPP.LiU.SE), and Ingvar Lundberg, Göteborg University, Göteborg Sweden. *The prevalence of dyslexic problems among prison inmates in Sweden.*
- 2:00 Zvia Breznitz, University of Haifa, Israel (zviab@construct.haifa.ac.il). *Asynchrony processing of the auditory-phonological and the visual-orthographic modules as an underlying factor in dyslexia.*
- 2:20 Karin Landerl and Heinz Wimmer, University of Salzburg, Austria (Karin.Landerl@sbg.ac.at). *Deficits in phoneme segmentation are not the core problem of dyslexia: Evidence from German and English children.*
- 2:40 Patricia Bowers, Kim Sunseth, and Kelly Ann Rueffer, University of Waterloo, Ontario Canada (pbowers@watarts.uwaterloo.ca). *Speed of processing differing types of letter strings: Relationships.*

1:00-3:00 Spelling I (Olympia)

Chair: Rebecca Treiman

- 1:00 Pieter Reitsma, Free University, Amsterdam, The Netherlands (preitsma@mail.psy.vu.nl). *Parameters of word-spelling difficulty in beginning spelling.*
- 1:20 Marketa Caravolas, University of Liverpool (m.c.carvolas@liverpool.ac.uk), and Charles Hulme and Maggie Snowling, University of York, York UK. *Predictors of early spelling development: A longitudinal study of British beginner spellers.*
- 1:40 Connie Varnhagen, Jason Daniels, Marjorie Rabiau, Trudy Gillingham, and Dorothy Steffler, University of Alberta, Edmonton, Canada (varn@ualberta.ca). *Phoneme perception and children's spelling.*
- 2:00 Dietrich Albert and Alexandra Maria, University of Graz, Austria (dietrich.allbert@kfunigraz.ac.at). *Empirical investigation of a component-based structure for children's reading and writing skills.*
- 2:20 Virginia M. Holmes (vholmes@post.psych.unimelb.edu.au) and Anne E. Castles, University of Melbourne, Australia. *Orthographic processing in skilled and less skilled adult spellers.*
- 2:40 Yolanda Post, Neuhaus Education Center, Bellaire Texas (ypost@neuhaus.org). *Developing sensitivity to vowel spelling patterns.*

3:00-3:15 Break

Refreshments for all breaks have been generously sponsored by the Swedish publisher,

Natur och Kultur

3:15-5:15 Comprehension I (Aulan)

Chair: John Guthrie

- 3:15 Arthur Glenberg and Michael P. Kaschak, University of Wisconsin, Madison (glenberg@facstaff.wisc.edu). *How sentences become meanings.*
- 3:35 Art Graesser, Shulan Lu, Shannon Whitten, Brent Olde, Victoria Pomeroy, and Scotty Craig, University of Memphis (agraesser@memphis.edu). *Deep and shallow comprehension of illustrated texts on everyday devices.*
- 3:55 Charles Perfetti and Lesley Hart, University of Pittsburgh (perfetti+@pitt.edu). *The lexical bases of reading comprehension problems.*
- 4:15 Ralph Reynolds, University of Utah (Reynolds@gse.utah.edu). *The Resource Emancipation Hypothesis*
- 4:35 Jane Oakhill (janeo@biols.susx.ac.uk), Gina Hussain, and Kate Cain, University of Sussex. *The effects of planning on the narrative composition of children.*
- 4:55 Mina Johnson-Glenberg, Waisman Center at the University of Wisconsin (johnsonglen@waisman.wisc.edu). *A neural network of individual differences in text comprehension and strategy use over time.*

3:15-5:15 Intervention, Literary Environment, Schooling, and Teachers (Olympia)

Chair: Joanna Uhry

- 3:15 Steven A. Stahl and Melanie R. Kuhn, The University of Georgia (mkuhn@sage.coe.uga.edu). *Developing fluency in struggling and average readers: A review.*
- 3:35 Benita A. Blachman, Syracuse University (blachman@sued.syr.edu), and Jack M. Fletcher and Christopher Schatschneider, University of Houston. *Reading treatment success: What factors make a difference?*
- 3:55 Sylvia Defior, University of Granada, Spain (sdefior@goliat.ugr.es). *“Hot house” effect of phonological training on early Spanish reading and writing acquisition.*
- 4:15 Barbara R. Foorman, University of Texas-Houston Medical School (bfoorman@ped1.med.uth.tmc.edu), David Francis and Christopher Schatschneider, University of Houston, and Louisa Moats, University of Texas-Houston Medical School. *How first and second grade teachers spend their time during reading/language arts instruction.*
- 4:35 Sharon Qi and Kristin Precoda, SRI International, Menlo Park, CA (sharon-qi@hotmail.com), and Jose Batista, San Jose State University. *Correlation study between preschool children’s literacy readiness skills and home literacy environment.*
- 4:55 Dorit Aram, Hakibbutzim Teachers College, Or-Yehuda, Israel (aramd@netvision.net.il), and Iris Levin, Hakibbutzim Teachers College and Tel Aviv University. *Mother-child joint reading and joint writing: Effects on general and modular aspects of emergent literacy.*

5:30-7:30: Poster Session II

1. Deborah Knight (debfnknight@msn.com) and Noel Gregg, University of Georgia, United States. *A cognitive and linguistic model of individual differences in the reading comprehension of college students with and without learning disabilities.*
2. Judith Kroese (kroese@earthlink.com), Deborah Rhein, Janice Sammons, and Nancy Mather, University of Arizona, United States. *Spelling analyses of response patterns and development in children in grades 1-3.*
3. Annukka Lehtonen (annukka.lehtonen@st-hildas.ox.ac.uk) and Peter Bryant, University of Oxford, United Kingdom. *The effects of syllables and morphological awareness in learning to spell in Finnish.*
4. Vera Messbauer (VCS.Messbauer@psy.vu.nl), A. van der Leij, and P. F. de Jong, University of Amsterdam, The Netherlands. *Verbal and non-verbal paired associate learning in dyslexic children.*
5. Jamie Metsala (jm251@uemail.umd.edu) and Ana Taboada, University of Maryland, United States. *The relation of lexical structure to phoneme awareness, initial decoding ability and growth in decoding ability in grade one children.*
6. Louise Miller Guron (Louise.Miller@psy.gu.se), Göteborg University, Sweden. *The influence of orthography on early word reading strategies – a comparison of English and Swedish primary school children’s performance on a group word-reading test.*
7. Ida Elisabeth Morch (idaiem@cphling.dk) and Carsten Elbro, University of Copenhagen, Denmark. *Components of reading comprehension.*
8. Kurt Müller (muller@psyka.jyu.fi), Anna-Riitta Saarenketo, and Heikki Lyytinen, University of Jyväskylä, Finland. *Naming speed among adult dyslexic readers in a transparent orthography.*
9. Åke Olofsson (ake.olofsson@psy.umu.se), The University of Umeå, Sweden, and Gun Sundqvist, Office of Umeå Schools, Sweden. *Language and phonological awareness games from 4 years of age, “children-at-risk” for dyslexia and reading development.*
10. William Owen (owenw@duke.usask.ca), Ron Borowsky, and Lynn Blake, University of Saskatchewan, Canada. *Examining the utility of word frequency and word length effects as indices of sight vocabulary and phonetic decoding use.*
11. Dorthe Klint Petersen (dkp@cphling.dk), Ina Borstrøm, and Carsten Elbro, University of Copenhagen, Denmark. *Initial reading instruction and reading development.*

12. Deborah Rhein (drhein@u.arizona.edu), Nancy Mather, and Janice Sammons, University of Arizona, United States. *Influence of phonological awareness training on the relationship between several cognitive latent variables and achievement latent variables in first and second grade.*
13. Rebecca Sandak (sandak+@pitt.edu), University of Pittsburgh, United States. *Exploring the relationships among speech (and non-speech auditory) perception, phonemic awareness, and reading skill.*
14. Marie-Anne Schelstraete (schelstraete@exco.ucl.ac.be) and Michel Hupet, Université catholique de Louvain, Belgium. *Inter-individual differences in the integrative function of working memory in reading comprehension.*
15. Eliane Segers (e.segers@ped.kun.nl) and Ludo Verhoeven, University of Nijmegen, The Netherlands. *Enhancing metalinguistic awareness in specific language impaired kindergartens by use of a computer program.*
16. Gale Sinatra (sinatra@gse.utah.edu), Matt Fields, Kathleen Nielson, Tiffany Bruett, Julie Anselmo, and Inita Lyon, University of Utah, United States. *Identifying students for early intervention: What's the best measure?*
17. Patrick Staffel (witruk@rz.uni-leipzig.de) and Evelin Witruk, University of Leipzig, Germany. *Modality specificity of working memory performance in dyslexic children.*
18. Marcin Szczerbinisk (m.szczerbinski@ucl.ac.uk), Nata Goulandris, Ruth Campbell, University College of London, United Kingdom. *The development of phonological processing skills: What are the roles of language- and teaching-specific factors?*
19. Ragnar Thygesen (ragnart@SVT.NTNU.NO), Norwegian University of Science and Technology, Trondheim, Norway. *Neuropsychological treatment of dyslexics: A case study.*
20. Kuan-Chun Tsai (tkkpcdp@ioe.ac.uk) and Terezinha Nunes, University of London, United Kingdom. *How do children learn to read and write Chinese characters? The implications from the linguistic principles of the Chinese writing system.*
21. Lesley Wade-Woolley (wadewool@educ.queensu.ca), John Kirby, Erin O'Donnell, and Catherine Fermoye, Queen's University of Kingston, Canada. *Phoneme monitoring and word recognition in grade 4 readers.*
22. Jim Wagner (jwagner@ed.brocku.ca), Brock University, Canada. *Assessing and extending the Rauding Diagnostic System.*
23. Patrick Walton (pwalton@cariboo.bc.ca), University College of the Cariboo, Shelly Kurtz, North Okanagan-Schuswap School District 83, Michael Bowden, Nechako Lakes School District 91, and Mary Angus, Kamloops/Thompson School District 73, Canada. *Evaluation of a rime-based reading program with Schuswap and Heiltsuk First Nations prereaders.*
24. Michaela Williams (m5willia@watarts.uwaterloo.ca), Richard Steffy, and Barbara Bulman-Fleming, University of Waterloo, Canada. *The cognitive processes involved in both arithmetic and reading.*

7:30 - 8:00 PM, Business meeting in Aulan

Sunday, July 23, 2000

8:00 AM-7:45 PM

8:00-9:40: Reading Disability II (Aulan)

Chair: Andy Biemiller

- 8:00 P. G. Aaron, Indiana State University (epaaron@befac.indstate.edu), R.M. Joshi, Texas A&M University, and E.A. Kirby, Indiana State University. *Reading disability (RD) and attention deficit hyperactivity disorder (ADHD): Separating genuine cases of RD from those whose poor reading performance is a sequel to ADHD.*
- 8:20 Donald L. Compton and Richard K. Olson, University of Colorado, Boulder CO (dcompton@psych.colorado.edu). *A critical examination of the double deficit hypothesis.*
- 8:40 Evelin Witruk, University of Leipzig, Germany (witruk@rz.uni-leipzig.de). *Visible persistence as one of the biological basics of dyslexia.*
- 9:00 Penny Chiappe and Dan Chiappe, SUNY Fredonia NY (chiapppe@oak.ait.fredonia.edu), and Linda Siegel, University of British Columbia. *The role of the lexicon in the speech perception of reading disabled and normally achieving children.*
- 9:20 Wim Van den Broeck, University of Leiden (wim.van.den.broeck@pandora.be). *The absence of a nonword reading deficit in a study of Dutch dyslexic children.*

8:00-9:40 Reading Acquisition (Olympia)

Chair: Anne Castles

- 8:00 Nick Ellis and W. Hicks, University of Wales, Bangor (n.ellis@bangor.ac.uk). *Chunker 1.0: A two layer exemplar-based model of reading and spelling acquisition. Cross-linguistic simulations of learning to read in English, German, Welsh, and Dutch.*
- 8:20 Brian Thompson, Victoria University of Wellington, New Zealand (brian.thompson@vuw.ac.nz). *Theories of reading acquisition tested in diverse instructional environments.*
- 8:40 James R. Booth, Northwestern University, Evanston IL (j-booth@nwu.edu), and Charles A. Perfetti, University of Pittsburg, PA. *Onset and rime structure influences naming but not early word identification in children and adults.*
- 9:00 Rauno Parrila, University of Tromso, Norway (raunop@psyk.uit.no), and John R. Kirby, Queen's University, Kingston Ontario. *Naming speed, articulation rate, and verbal STM as predictors of poor and normal reading development.*
- 9:20 Kristina Danielsson, Stockholm University, Stockholm Sweden (Kristina.danielsson@nordiska.su.se). *Do beginning readers with slow reading development differ from readers with a fast reading development? Results from a longitudinal study on Swedish beginning readers' oral reading.*

9:40-10:00 Break

10:00-12:00: Lexical Processes (Aulan)

Chair: Anne Cunningham

- 10:00 Anne Castles, Chris Davis, & Tracey Holt, University of Melbourne, Australia (a.castles@psych.unimelb.edu.au). *Growth in written vocabulary size and word recognition in developing readers.*
- 10:20 Jane Erskine, University of Jyväskylä, Finland (erskine@psyka.jyu.fi), and Philip Seymour, University of Dundee, Scotland. *Lexical decision and naming: Group and individual differences in adult dyslexics studying in higher education.*
- 10:40 Amanda B. Clinton, University of Georgia, Athens GA (aclinton@md.impsat.net.co). *Phonology, orthography and rapid automatized naming as predictors of reading ability in the Spanish language.*
- 11:00 Javier Sainz and Carmen Villalba, Universidad Complutense de Madrid (jsainz@psi.ucm.es), and Angeles Guterrez, Universidad Autónoma de Madrid. *Orthography-based interference effects in word recognition.*
- 11:20 Philip B. Gough, Jennifer Watts, and Lisa Leyva, University of Texas at Austin (gough@psyvax.psy.utexas.edu). *The recognition of pairs of words.*
- 11:40 Kurt J. Muller, University of Jyväskylä, Finland (muller@psyka.jyu.fi), and Susan Brady, University of Rhode Island. *Phoneme awareness and other correlates of early reading in a transparent orthography.*

10:00-12:00 Comprehension II (Olympia)

Chair: Connie Varnhagen

- 10:00 John T. Guthrie and Chun-Wei Huang, University of Maryland (jg76@umail.umd.edu). *Classroom and school effects on text comprehension and reading engagement.*
- 10:20 Kate Cain, University of Nottingham (katec@biols.susx.ac.uk), and Jane Oakhill, University of Sussex. *Telling tales: Comprehension, coherence, and cohesion.*
- 10:40 Elisa Poskiparta, Pekka Niemi, Janne Lepola, Annarilla Ahtola, and Piialiisa Laine, University of Turku, Finland (elisa.poskiparta@utu.fi). *Development of motivational-emotional vulnerability from preschool to grade 2 among children classified as poor, poorly comprehending and good readers in grade 2.*
- 11:00 Kate Nation and Margaret J. Snowling, University of York, York UK (k.nation@psych.york.ac.uk). *Semantic contributions to the development of skilled word recognition.*
- 11:20 Bente E. Hagtvet, Erna Horn, and Sol A. H. Lyster, University of Oslo, Norway (bhagtvet@ulrik.uio.no). *Oral language precursors of reading difficulties: A longitudinal study of children of dyslexic parents.*
- 11:40 Evelyn Shatil and David Share, University of Haifa, Israel (dshare@construct.haifa.ac.il). *Cognitive antecedents of Hebrew reading ability: A test of the cognitive modularity hypothesis.*

12:00-1:15 Break

1:15-3:15 Higher Language and Lexical Processes (Aulan)

Chair: Pat Bowers

- 1:15 Andrew Biemiller and Naomi Slonim, University of Toronto, Toronto Canada (abiemiller@oise.utoronto.ca). *An analysis of root word vocabulary development in normative and advantaged populations. Presentation canceled. Email Andrew Biemiller for a copy of the paper.*
- 1:35 Rhona Johnson and Hazel Scott, University of Birmingham (r.s.johnson@bham.ac.uk). *The relationship between phonological working memory and vocabulary acquisition.*
- 1:55 Janina Kahn-Horwitz and Joseph Shimron, University of Haifa, Israel (horwitz@netvision.net.il), and Richard L. Sparks, Miami University, Ohio. *Identifying the best reading related predictor variables for English foreign language reading achievement in elementary school age Hebrew speakers.*
- 2:15 Llinos Haf Spencer, The University of Wales, Bangor UK (l.spencer@bangor.ac.uk), and Rick Hanley, The University of Essex, Colchester UK. *The effects of orthographic consistency on reading development and phonological awareness: Evidence from children learning to read in Wales.*
- 2:35 Victor H.P. van Daal, University of Wales at Bangor (vhp.van.daal@psy.vu.nl), and Pieter Reitsma, Free University Amsterdam. *The development of an orthographic processing skills test.*
- 2:55 Terezinha Nunes, University of London (t.nunes@ioe.ac.uk), and Antonio Roazzi and Lair Levi Buarque, Universidade Federal de Pernambuco, Brazil. *The development of literacy skills is related to stress.*

1:15-3:15 Phonological Knowledge and Awareness (Olympia)

Chair: Virginia Holmes

- 1:15 Bruno DeCara and Usha Goswami, University College London, UK (b.de-cara@ich.ucl.ac.uk). *Vowel vs. coda processing in rhyme categorization: Differential evidence from the sonority hierarchy.*
- 1:35 Clare Wood, Open University, Milton Keynes, UK (c.p.wood@open.ac.uk). *Phonological awareness, literacy acquisition, & temporal information processing.*
- 1:55 Anna M.T. Bosman, University of Nijmegen, The Netherlands (a.bosman@ped.kun.nl), and Tom Braams, Braams & Partners. *The predictive value of phonological tests in Dutch kindergarteners.*
- 2:15 Jorgen Frost, National Center for Logopedics, Oslo Norway (Jorgan.frost@ks-bredtvet.no). *Differences in reading development among beginning readers with high versus low phonemic awareness on entering grade one.*
- 2:35 Hossein Nassaji, Bilkent University, Turkey (nassaji@bilkent.edu.tr). *The role of lower-level processing skills in ESL reading.*
- 2:55 Astrid Geudens and Dominiek Sandra, Fund for Scientific Research, Flanders, Belgium (astrid.geudens@ufsia.ac.be). *Phonological rimes in Dutch: Are they salient in children's auditory perception.*

3:15-3:30: Break

3:30-5:30 Spelling II

Chair: Benita Blachman

- 3:30 R. Malatesha Joshi, Texas A & M University (rmj1746@okstate.edu), P. G. Aaron, Indiana State University, and Torleiv Høien, Dyslexia Institute, Norway. *Is the phonetic constitution of a language a contributor to spelling errors in children?*
- 3:50 Nenagh Kemp and Peter Bryant, University of Oxford, UK (nenagh.kemp@wolfson.oxford.ac.uk). *Young children's spelling of the plural -s inflection.*
- 4:10 Rebecca Treiman, Wayne State University (rtreiman@sun.science.wayne.edu), and Christopher Barry, University of Cardiff. *Dialect and orthography: Some differences between American and British spellers.*
- 4:30 Che Kan Leong, University of Saskatchewan (leong@sask.usask.ca). *Naming of different types of words and non-words and children's spelling.*
- 4:50 Noel Gregg, Deborah Knight, and Cheri Hoy, University of Georgia (knoelgregg@aol.com), and Nancy Mather, University of Arizona. *Orthographic and phonological coding in the decoding and spelling of college students with and without learning disabilities.*
- 5:10 Esther Geva, Min Wang, and Rina Diena, Human Development and Applied Psychology, OISE/UT, Toronto, Ontario, Canada (egeva@oise.utoronto.ca). *The development of spelling in L2 children: The nature of L1 transfer and individual differences.*

3:30-5:30 Components of Reading Skill (Olympia)

Chair: Barbara Foorman

- 3:30 Ronald P. Carver, University of Missouri at Kansas City (carver@cctr.umkc.edu). *Investigating reading achievement using a causal model.*
- 3:50 Joseph R. Jenkins and Evelyn Johnson, University of Washington (jjenkins@u.washington.edu). *Components of reading ability for different kinds of reading ability measures.*
- 4:10 Peter de Jong and L. Oude Vrielink, University of Amsterdam, The Netherlands (pfdejong@educ.uva.nl). *Rapid automatic naming: Easy to measure, hard to improve.*
- 4:30 Catherine McBride-Chang, Chinese University of Hong Kong (cmcbride@psy.cuhk.edu.hk), and Robert Kail, University of Maryland, and Connie Suk-Han Ho, Chinese University of Hong Kong. *The roles of phonological processing, graphophonological knowledge, and speeded processing in predicting beginning Chinese character recognition.*
- 4:50 Joanna K. Uhry, Fordham University, New York (uhry@fordham.edu). *Reading accuracy, rate, and comprehension in grades one through three.*
- 5:10 Nancy Mather, University of Arizona (nmather@u.arizona.edu), and Noel Gregg, University of Georgia. *The relationships among various cognitive/linguistic factors and reading and writing abilities in elementary age children.*

5:30-5:45: Break

5:45-7:45: Awards Session (Aulan, Olympia overflow)

5:45-6:45 Peter Bryant, *Morphemes, phonemes, and other sounds.*

6:45-7:45 Richard Venezky, *Taking inventory in the mind's orthographic armory.*