

# Society for the Scientific Study of Reading, May 31-June 3, 2001, Regal Harvest House Hotel, Boulder, Colorado Program Introduction

Here is the Program for our first completely independent SSSR conference. It is significantly larger than previous meetings, with a total of 75 posters, and 94 talks including the symposium speakers. The high level of international participation we had in Stockholm is continuing with the Boulder meeting.

When you arrive at the Denver airport, you will take an underground train to the main terminal, and an escalator up to the baggage claim area. The rental car counters and the counter for the Supershuttle to Boulder will be to your right as you get off the escalator. The Supershuttle leaves for Boulder at 10 minutes after the hour and takes about one hour. The fare to the Regal Harvest House hotel is \$22. The RTD Skyride bus (\$8) leaves at 15 minutes after the hour. Get off at 16<sup>th</sup> and Euclid and walk through the University campus, or at 14<sup>th</sup> and Walnut to walk from downtown (both about a mile, see map at web site below). There is a very pleasant garden, pool, and spa area to help you recover from your flight. You can also stroll up the Boulder Creek path to the University campus, the mountains, and the downtown mall area. An excellent web site for links to information about Boulder and the surrounding area is: <http://www.bouldercoloradousa.com>

Registration will take place from 4:00 to 9:00 PM on Thursday in the Millennium room (cash bar 7-9 PM), following Ron Carver's pre-conference seminar. All attendees must register for the conference and wear nametags. Pre-registered attendees can pick up their nametags at the registration desk. If you have signed up for the group dinner Friday evening (100 have so far), you should pay (\$20) at the registration table. If you have not signed up as requested in a previous email and would like to attend the dinner, send an email right away to [rolson@psych.colorado.edu](mailto:rolson@psych.colorado.edu) with "Dinner" in the Subject line.

The conference will begin Friday morning at 8:00 with a symposium organized by Joanna Williams and Anne Sweet on "The RAND Reading Study Group: Charting the Course for a National Research Agenda in Skillful Reading." Since SSSR is an international organization, members outside the U.S. are encouraged to offer their perspectives and experiences in their own countries. The RAND report and commentaries are available on the web at: <http://www.RAND.org/multi/achievementforall>

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 (Canyon and Sugarloaf) are immediately adjacent, so it will be convenient to move between sessions during the 5-minute question periods. Synchronized clocks will be visible to the presenters in each room, and a bell will signal you with five minutes remaining (one ring), one minute (two rings) and finish! (three rings). This was an effective procedure at the Stockholm meeting. It requires that speakers and session chairs pay very close attention to timing. Overhead and computer projectors will be available in each room. Windows PC computers will be available for PowerPoint presentations.

Talk abstracts were sorted through a neural net into categories that fit the 5-talk and 6-talk session constraints. As a result, there is some category overflow into two "Special Topics" sessions, and some category sessions have been filled in with one or two relatively unrelated talks. Remember that it is quite acceptable and convenient for you to move between the parallel sessions during the 5-minute question period after each talk.

Posters will be presented on Saturday from 10:00 to 12:00 (Poster Session I), and in the evening from 5:30 to 7:30 PM (Poster Session II), in the Century and Millennium rooms. The posters are alphabetically organized in the program by the first author's name, except for dual presentations and presenters with scheduling constraints in the second session. The boards are 4' x 8'. Excellent guidelines for poster presentations can be found at: <http://www.psychonomic.org/sugg.htm>

All of the talk and poster abstracts are available as MS word and PDF documents. Abstracts are alphabetically organized by the first author's last name. These documents have been sent out to all on the list serve, and will be downloadable from the SSSR web site: <http://www.gse.utah.edu/edst/sssr/> **Please bring a copy of the program to the conference.**

For those who are remaining in Boulder through Sunday evening, there is an afternoon tour to Rocky Mountain National Park, where the highest continuous road in the U.S. will have just been opened through the snowdrifts. The 5 hour tour cost is \$10 payable at registration and will depart at 1:00 pm. Sunday.

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

# Society for the Scientific Study of Reading, May 31-June 3, 2001, Boulder, Colorado

## Program

**Thursday, May 31, 4:00 – 9:00 PM, Millennium Room: Registration and cash bar  
Board meeting at 9:00 – 10 PM in the Presidential Suite.**

**Friday, June 1, 8:00-9:30 AM, Sugarloaf: Symposium on The RAND Reading Study Group:  
Charting the Course for a National Research Agenda in Skillful Reading.**

**Chair: Anne Sweet**

**Speakers: Catherine Snow, Art Graesser, and Joanna Williams**

**Discussants: Michael Kamil and Frank Vellutino**

**Friday, 10:00-12:00, Canyon: Comprehension (Chair: Joanne Carlisle)**

- 10:00 Nancy E. Jackson (nancy-jackson@uiowa.edu; University of Iowa) and Heidi L. Doellinger. *When do university students who are poor decoders comprehend text adequately.*
- 10:20 Deborah F. Knight (dknight@udel.edu; University of Delaware), Noel Gregg, Cheri Hoy, and Robert B. Stennett. *Listening comprehension or verbal ability: Does it matter which measure is used in the identification of reading disability?*
- 10:40 Ralph E. Reynolds (ralph.reynolds@ccmail.nevada.edu; University of Nevada), Gale M. Sinatra, and Dale S. Niederhauser. *The relationship between efficient word identification processing and efficient comprehension processes: A preliminary study.*
- 11:00 Ann W. Alexander (awalexander@mindspring.com; The Morris Child Development Center), Joseph K. Torgesen, Richard K. Wagner, Carol A. Rashotte, Kytja Voeller, and Tim Conway. *Intensive Remedial Instruction for Children with Severe Reading Disabilities: Immediate and long term effects on spoken language and reading comprehension from two instructional approaches.*
- 11:20 Rosalind Horowitz (rhorowitz@utsa.edu; University of Texas-San Antonio). *Repetition in classroom discourse: Functions in teacher-child talk about and interpretation of a literary text.*
- 11:40 Linda M. Phillips (Linda.Phillips@ualberta.ca; University of Alberta, Canada). *Words: Interpreting meaning from content and context.*

**Friday, 10:00-12:00, Sugarloaf: Lexical Processes and Models of Visual Word Recognition I (Chair: Pieter Reitsma)**

- 10:00 Egbert M. H. Assink (e.assink@fss.uu.nl; Utrecht University, The Netherlands) and Sonja van Well. *Contrasting effects of age of acquisition and word frequency in visual and auditory lexical decision.*
- 10:20 Javier S. Sainz (jsainz@psi.ucm.es; Universidad Complutense de Madrid, Spain) and Carmen Villalba. *Illusory words in word recognition: Role of top-down and bottom-up constraints in lexical substitution.*
- 10:40 Florian Hutzler (Florian.Hutzler@sbg.ac.at; University of Salzburg, Austria) and Heinz Wimmer. *computational modeling of learning to read German and English.*
- 11:00 Dominiek Sandra (domineik.sandra@ufsia.ac.be; University of Antwerp, Belgium), James Booth, Astrid Geudens, and Charles S. Perfetti. *Identifying the locus of rime effects in reading tasks: Cross-linguistic and cross-task comparisons.*
- 11:20 Ying Liu (liuying@pitt.edu; University of Pittsburgh), Charles Perfetti, and Lesley Hart. *Event related potentials comparisons of English and Chinese word processes I: Chinese results.*
- 11:40 Victor H. P. van Daal (vhp.van.daal@bangor.ac.uk; University of Wales, United Kingdom). *Orthographic processing in a deep orthography.*

**Friday, 1:00-3:00, Canyon: Assessing Comprehension, Fluency, RAN, and Student Progress K-3 (Chair: Hugh Catts)**

- 1:00 Andrew Biemiller (abiemiller@oise.utoronto.ca; Institute of Child Study, Canada). *The relationship between vocabulary assessed with picture vocabulary methodology, same words with sentence context method, root word inventory, and reading comprehension.*
- 1:20 Louise Spear-Swerling (ras-lcs@snet.net; Southern Connecticut State University). *Fourth-graders' performance on two different measures of reading comprehension.*
- 1:40 Jay S. Blanchard (jsb46@asu.edu; Arizona State University), Kristen Eignor DiCerbo, Jill Oliver, and Craig A. Albers. *Can divided-time administration raise test scores? The relationship between attention and standardized reading comprehension tests.*
- 2:00 Marcia Davidson (Marcia.Davidson@wwu.edu; Western Washington University) and John Towner. *Validity and reliability of oral reading fluency measures.*
- 2:20 Donald L. Compton (donald.l.compton@vanderbilt.edu; Vanderbilt University), Doug Fuchs, and Lynn Fuchs. *The influence of item composition on RAN-letter performance in first-grade children.*
- 2:40 Marilyn Jager Adams (adamsma@gse.harvard.edu; Harvard Graduate School of Education), Hollis Scarborough, Scott Masten, Julie Smurda, Maria Prokop, and Linda Fidell. *First-year findings from an independent evaluation of California's K-3 results initiative.*

**Friday, 1:00-3:00, Sugarloaf: Lexical Processes and Models of Visual Word Recognition II (Chair: Frank Manis)**

- 1:00 James R. Booth (j-booth@nwu.edu; Northwestern University), Charles A. Perfetti, Lesley Hart, and Kathleen Barlo. *Developmental and reading skill differences of consistency effects in visual and auditory word recognition.*
- 1:20 W. Van den Broeck (wim.van.den.broeck@pandora.be; University of Leiden, The Netherlands). *The role of contextual information in the development of word recognition ability.*
- 1:40 Jane Ashby (ashby@psych.umass.edu; University of Massachusetts) and Keith Rayner. *Eye movements and reading skill: Differential effects of word frequency and predictability.*
- 2:00 Joseph Shimron (shimron@research.haifa.ac.il; University of Haifa, Israel), and Vered Vaknin. *Regular and irregular plurals in the mental lexicon: Evidence from Hebrew.*
- 2:20 Anne Castles (a.castles@psych.unimelb.edu.au; University of Melbourne, Australia), Chris Davis, and Tracey Holt. *Word recognition development in children: Results of a longitudinal priming study.*
- 2:40 Ludo Verhoeven (L.Verhoeven@ped.kun.nl; University of Nijmegen, The Netherlands), Rob Schreuder, and Kirsten Dors. *Units of analysis in reading bisyllabic nonwords.*

**Friday, 3:30-5:10, Canyon: Methods of Instruction in Reading, Writing, and Phonological Skills (Chair: Linnea Ehri)**

- 3:30 Lynn S. Fuchs (lynn.fuchs@vanderbilt.edu; Vanderbilt University) and Douglas Fuchs. *Evaluating a peer-mediated approach to increase reading fluency in Title I and Non-Title I schools.*
- 3:50 Douglas Fuchs (doug.fuchs@vanderbilt.edu; Vanderbilt University) and Lynn S. Fuchs. *The respective contributions of phonological awareness and decoding to reading development in Title I and Non-Title I schools.*
- 4:10 Barbara Foorman (Barbara.R.Foorman@uth.tmc.edu; University of Texas-Houston Health Science Center), David Francis, Dung-tsa Chen, Christopher Schatschneider, and Louisa Moats. *Does writing instruction improve reading?*
- 4:30 Peter J. Hatcher (ph20@york.ac.uk; University of York, United Kingdom), Charles Hulme, and Margaret Snowling. *Training rhyme and phoneme skills facilitates reading through phoneme awareness.*
- 4:50 George Marsh (gmarsh@csudh.edu; California State University-Dominguez Hills) and Peter Desberg. *On the road to Phoenicia.*

**Friday, 3:30-5:10, Sugarloaf: Genetics, Visual Processes, and Learning (Chair: Che Kan Leong)**

- 3:30 Elena L. Grigorenko (elena.grigorenko@yale.edu; Yale University, United States and Moscow State University, Russia) and Leonard Katz. *Familiarity of reading skills in Russian.*
- 3:50 Uta Frith (u.frith@ucl.ac.uk; University College London, United Kingdom) and Maggie Snowling. *Cognitive links between parents and children at risk for developmental dyslexia.*
- 4:10 Javier Gayan (javier.gayan@colorado.edu; University of Colorado at Boulder) and Richard K. Olson. *Genetic and environmental influences on group deficits in reading disability.*
- 4:30 Chris Chase (cchase@mckenna.edu; Claremont McKenna College) and Brandi Page. *Color affects orthographic priming.*
- 4:50 Roderick I. Nicolson (r.nicolson@sheffield.ac.uk; University of Sheffield, United Kingdom). *Reading: Insights from the scientific study of learning.*

**Friday, 5:30-6:30, Sugarloaf: Chuck Perfetti's Presidential Address**

**6:30-7:15, Cash Bar**

**7:15, Group Dinner**

**Saturday, 8:00-9:40, Canyon: Spelling (Chair: Victor Willson)**

- 8:00 Rebecca Treiman (rtreiman@sun.science.wayne.edu; Wayne State University), Brett Kessler, and Derrick Bourassa. *Children's own names influence their spelling.*
- 8:20 Yolanda V. Post (ypost@neuhaus.org; Neuhaus Education Center), Suzanne Carreker, and Ginger Holland. *Final spelling patterns as anchor for final sounds.*
- 8:40 Ronald P. Carver (carverr@umkc.edu; University of Missouri-Kansas City). *A treatment study: using a computer tutor to teach spelling and its effect upon reading level and reading rate.*
- 9:00 R. Malatesha (MJOSHI@COE.TAMU.EDU; Texas A&M University), P.G. Aaron, Regina Boulware-Gooden, Rajni Chengappa, and Angelia Holcomb. *Is spoken language a contributor to spelling difficulties children experience?*
- 9:20 Jeannine Herron (ggherron@aol.com). *Spelling (encoding) predictable words with software is associated with improved early reading skills.*

**Saturday, 8:00-9:40, Sugarloaf: Adult Reading Disability and Illiteracy; Reading Fluency and Accuracy (Noel Gregg)**

- 8:00 Franck Ramus (f.ramus@ucl.ac.uk; University College London, United Kingdom), Stuart Rosen, Steven Dakin, and Uta Frith. *Cognitive profiles in developmental dyslexia.*
- 8:20 Claudia Cardoso-Martins (cacau@fafich.ufmg.br; Universidade Federal de Minas Gerais, Brazil), Larissa A. Rodrigues, and Linnea C. Ehri. *Illiterate adults' print identification.*
- 8:40 Noel Gregg (Knoelgregg@aol.com; University of Georgia), Roswitha Romonath, Robert B. Stennett, Cheri Hoy, Deborah Knight, and Nancy Mather. *Phonological and orthographic coding profiles of German and United States adolescents and young adults with and without dyslexia.*
- 9:00 Yvonne M. Griffiths (ymg100@york.ac.uk; University of York, United Kingdom), Charles Hulme, Lynne Weighall, and Margaret J. Snowling. *Verbal short-term memory deficits in dyslexic adults.*
- 9:20 Zvia Breznitz (zbreznitz@hotmail.com; University of Haifa, Israel), *The determinants of reading fluency and accuracy among young dyslexic and average readers.*

**Saturday, 10:00-12:00, Century and Millennium Rooms: Poster Session I,**

- 1. Stephanie Al Otaiba** (stephanie.d.al.otaiba@Vanderbilt.edu; Vanderbilt University), Douglas Fuchs, and Lynn S. Fuchs. *Success for many, but not for all: A review of the literature describing characteristics of children unresponsive to early literacy intervention.*
- 2. Heather J. Bachman** (hbachma@luc.edu; Loyola University-Chicago). *Phonological skills and early reading: Sources of influence and performance discrepancies.*
- 3. Caroline E. Bailey** (cebailey@usc.edu; University of Southern California), Franklin R. Manis, Mark S. Seidenberg, William C. Pedersen, and Laurie Freedman. *Variation among developmental dyslexics: Evidence from a novel word learning task.*
- 4. Megan M. Bakan** (dixon@psy.fsu.edu; Florida State University) and Richard K. Wagner. *Orthographic models of geminate representation.*
- 5. Alpna Bhattacharya** (abhattach@aol.com; City University of New York) and Linnea C. Ehri. *Syllable reading practice improves decoding and spelling in disabled readers.*
- 6. D.J. Bolger** (djbolger@pitt.edu; University of Pittsburgh), Julie Van Dyke, Charles A. Perfetti, and Barbara Foorman. *Decoding skill and orthographic knowledge, perfect together.*
- 7. Regina Boulware-Gooden** (reg1950@hotmail.com; Texas A&M University), Mary Dahlgren, and R.M. Joshi. *Does a direct multisensory approach of teaching reading in first and second grade classrooms significantly influence spelling?*
- 8. Claudia Cardoso-Martins** (cacau@fafich.ufmg.br; Universidade Federal de Minas Gerais, Brazil), and Bruce Pennington. *The relationship between early sensitivity to rhyme and later reading and spelling ability: Evidence from children at low and high familial risk for reading disability.*
- 9. Joanne F. Carlisle** (jfcarl@umich.edu; University of Michigan), Margaret M. Beeman, and Liliana B. Zecker. *Learning to write in two languages: More on the question of transfer.*
- 10. Lisa Pericola Case** (lp64@umail.umd.edu; University of Maryland), Deborah Speece, and Dawn Molloy. *Severity of reading problems: Individual differences and contextual influences.*
- 11. Hugh W. Catts** (catts@ukans.edu; University of Kansas). *The role of speed processing, rapid naming, and phonological awareness in reading achievement.*
- 12. Charlene Chamberlain** (charlene\_chamberlain@und.nodak.edu; University of North Dakota) and Rachel Mayberry. *Pseudohomophone effects in good and poor readers who are deaf and use ASL.*
- 13. W. Cynthia Chan** (c7chan@uwaterloo.ca; University of Waterloo, Canada) and Patricia G. Bowers. *Acquisition of sight word vocabulary in young beginning readers: Context, exposure and individual difference effects.*
- 14. Hsuan-Chih Chen** (hcchen@origin.psy.cuhk.edu.hk; The Chinese University of Hong Kong, China) and Kin Fai Ellick Wong. *Resolution of morphemic ambiguity in reading Chinese.*

- 15. Chris Coleman** (ccoleman@arches.uga.edu; Regents' Center for Learning Disorders), Noel Gregg, Don Rubin, and J. Mark Davis. *Analysis of word knowledge in the expository essays of college students with and without learning disabilities.*
- 16. Nicole Conrad** (conradnj@mcmaster.ca; McMaster University, Canada) and Betty Ann Levy. *Letter processing in children with slow RAN performance.*
- 17. Virginia Cronin** (Virginia.Cronin@MSVU.CA; Mount Saint Vincent University, Canada). *Sight word reading and the development of automaticity.*
- 18. Rebecca Cross** (Rebecca.Cross@Colorado.edu; University of Colorado) and Richard K. Olson. *Processing speed and the genetic etiology of reading disability.*
- 19. Anne E. Cunningham** (acunning@socrates.berkeley.edu; University of California, Berkeley), Kathryn E. Perry, Keith E. Stanovich, Paula J. Stanovich, and Michelle Chapell. *Teachers disciplinary knowledge of reading and its relation to K-3 pedagogy.*
- 20. Laurie E. Cutting** (cutting@kennedykrieger.org; Developmental Cognitive Neurology- Kennedy Krieger Institute), Christine W. Koth, Laura T. Crowhurst, and Martha Bridge Denckla. *The effect of varying orthographic patterns (OP) and word frequency in first and second grade readers subtyped according to the "Double-Deficit (DD) Hypothesis."*
- 21. Chayna J. Davis** (chayna.davis@colorado.edu; University of Colorado-Boulder), Valerie S. Knopik, Richard K. Olson, Sally J. Wadsworth, and John C. DeFries. *Etiology of covariation between reading performance and rapid automatized naming: A twin study.*
- 22. Marcia H. Davis** (mhardisk@wam.umd.edu; University of Maryland), John T. Guthrie, William D. Schafer, and Kathy Cox. *Associations of integrated reading-content instruction, reading engagement and text comprehension.*
- 23. S. Hélène Deacon** (strom.deacon@psy.ox.ac.uk; University of Oxford, United Kingdom) and P.E. Byrant. *Children's use of base words to spell derived and inflected words: Beyond phonological and orthographic similarity.*
- 24. Guy Denhière** (Guy.Denhiere@newsup.univ-mrs.fr; Université de Provence, France), Marie-Anne Schelstraete, and Céline Hupet. *The specificity of reading comprehension processes in story recall.*
- 25. Linnea Ehri** (Lehri@gc.cuny.edu; CUNY Graduate Center) and Maria L. C. Spalten. *Phonemic awareness instruction: Teaching kindergartners to segment articulatory gestures in words.*
- 26. Anne E. Fowler** (FowlerA@Haskins.Yale.edu; Haskins Laboratories), Laura Conway Palumbo, Brook Swainson, and Dorothy Gavalis. *Acquisition of sight word and analytic word knowledge in kindergarten.*
- 27. Canceled**
- 28. Mary Kienstra Frese** (frese3@gatewaynet.com; Loyola University-Chicago). *Differential effects of summer vacation on reading and vocabulary growth for same-aged kindergartners and first graders.*
- 29. Uta Frith** (u.frith@ucl.ac.uk; University College London, United Kingdom) and Sarah Griffiths. *Articulation awareness in adult dyslexics.*
- 30. Astrid Geudens** (astrid.geudens@ufsia.ac.be; Fund for Scientific Research Flanders/University of Antwerp, Belgium) and Dominiek Sandra. *Not all biphonemic syllables are alike: Some reveal more about phonological awareness and early reading than others.*
- 31. Vincent Goetry** (vgoetry@ulb.ac.be; Laboratoire de Psychologie Expérimentale, Belgium), Régine Kolinsky, and Philippe Mousty. *Metaphonological development and literacy acquisition in bilingual children: A longitudinal comparative study.*
- 32. Noel Gregg** (Knoelgregg@aol.com; University of Georgia), Christopher Coleman, Robert B. Stenett, and Mark Davis. *Relationship of discourse complexity to the comprehension and production of written text.*
- 33. Elizabeth A. Griffin** (egriff1@wpo.it.luc.edu; Loyola University-Chicago) and Frederick J. Morrison. *Narrowing the gap in reading: Instructional promise and peril.*
- 34. Michelle K. Hosp** (michelle.hosp@vanderbilt.edu; Peabody College of Vanderbilt University, United States) and Lynn S. Fuchs. *The use of word reading rate and accuracy as an indicator of reading comprehension.*
- 35. Cheri Hoy** (cherihoy@coe.uga.edu; The University of Georgia), Noel Gregg, Deborah Knight, and Robert B. Stenett. *Word knowledge, phonological and orthographic coding in the reading and spelling of college students with and without learning disabilities.*
- 36. Galit Ishaik** (gishaik@watarts.uwaterloo.ca; University of Waterloo, Canada), Patricia Bowers, and Richard Steffy. *Phonological awareness tasks dissected.*
- 37. Annette R. Jenner** (jenner@haskins.yale.edu; Haskins Laboratories and Yale School of Medicine), Kenneth R. Pugh, W. Einar Mencl, Ann E. Fowler, Donald P. Shankweiler, Bennett A. Shaywitz, Sally E. Shaywitz, Stephen Frost, and John C. Gore. *Neuronal pathways associated with phonologic-to-orthographic mappings (spelling).*
- 38. Cynthia Jonsson** (Cynthia.Jonsson@fredonia.edu; SUNY Fredonia) and Penny Chiappe. *The effects of context on speech perception for good and poor readers.*
- 39. Leonard Katz** (Katz@uconnvm.uconn.edu; University of Connecticut, United States) and Elena L. Grigorenko. *Acquisition of reading fluency in Russian.*
- 40. Megan M. McClelland** (mmcclel@luc.edu; Loyola University-Chicago) and Michelle A. Skertich. *The home literacy environment: Links to emergent literacy skills in preschool children.*

**Saturday, 1:00-3:00, Canyon: Reading Disability In Iceland, Germany, China, and Czechoslovakia (Chair: Claudia Cardoso-Martins)**

- 1:00 Jorgen Pind (jorgen@hi.is; University of Iceland, Iceland) and Aldis Gudmundsdottir. *The acquisition of reading and spelling in Iceland: A new research project.*
- 1:20 Karin Landerl (Karin.Landerl@sbg.ac.at; University of Salzburg, Austria). *Findings from a representative study on reading deficits in Austrian 9-year olds.*
- 1:40 Heinz Wimmer (heinz.wimmer@sbg.ac.at; Universität Salzburg, Austria) and Heinz Mayringer. *Subtypes among German dyslexic children?*
- 2:00 Open
- 2:20 Connie Suk-Han Ho (shhoc@hkucc.hku.hk; University of Hong Kong, China), David Wai-Ock Chan, Suk-Man Tsang, and Suk-Han Lee. *The cognitive profile and multiple-deficit hypothesis in Chinese developmental dyslexia.*
- 2:40 Markéta Caravolas (m.c.caravolas@liv.ac.uk; University of Liverpool, United Kingdom) and Jan Volín. *Persistent phoneme awareness and word recognition deficits in Czech-speaking dyslexic children: Is the effect of transparent orthography overstated?*

**Saturday, 1:00-3:00, Sugarloaf: Special Topics I: Precocious Readers, Autism, Pseudoword Repetition, Teacher Knowledge, and African-American Dialect (Chair: John Sabatini)**

- 1:00 Rhona Stainthorp (R.Stainthorp@ioe.ac.uk; London University Institute of Education, United Kingdom) and Diana Hughes. *Are precocious readers still ahead by the age of 11 years?*
- 1:20 Kate Nation (k.nation@psych.york.ac.uk; University of York, United Kingdom). *Reading and language skills in children with autism-spectrum disorder.*
- 1:40 Wim van Bon (W.vanBon@ped.kun.nl; University of Nijmegen, Netherlands), Ben Maassen, and Rob Schreuder. *Pseudoword repetition by poor and normal readers: An error analysis.*
- 2:00 Candace S. Bos (cbos@mail.utexas.edu; University of Texas-Austin), Nancy Mather, Shirley Dickson, David Chard, and Blanche Podhajski. *Perceptions and knowledge of preservice and inservice teachers about early reading and spelling.*
- 2:20 William Labov (labov@central.cis.upenn.edu; University of Pennsylvania) and Bettina Baker. *Beyond phonemic awareness: The problem of recognizing abstract sound/meaning relations for African American struggling readers.*
- 2:40 Clare Wood (c.p.wood@open.ac.uk; The Open University, United Kingdom) and Pav Chera. *Animated, multimedia 'talking books' can promote phonological awareness in beginning readers.*

**Saturday, 3:30-5:10, Canyon: English Second Language Learning (Chair: Joanna Williams)**

- 3:30 Mark Sadoski (msadoski@tamu.edu; Texas A&M University) and Maximo Rodriguez. *Effects of rote, context, keyword, and context/keyword methods on vocabulary learning.*
- 3:50 Sylvia Linan-Thompson (sylvialt@mail.utexas.edu; University of Texas) and Sharon Vaughn. *The long-term effect of group size on the reading outcomes of struggling readers.*
- 4:10 Carolyn A. Denton (Carolyn.A.Denton@uth.tmc.edu; University of Texas Health Science Center-Houston) and Jan E. Hasbrouck. *The efficacy of two English reading interventions for bilingual students.*
- 4:30 María S. Carlo (maria\_carlo@harvard.edu; Harvard Graduate School of Education), Diane August, and Margarita Calderón. *Transfer of reading skills from Spanish to English.*
- 4:50 Alexandra Gottardo (agottard@wlu.ca; Wilfrid Laurier University, Canada), Mary Harmon, David Acevedo, Heidy Stanish, and Michael Wolfe. *The development of English reading in Spanish-speaking children.*

**Saturday, 3:30-5:10, Sugarloaf: Phonological Unit-Size and Reading Development (Chair: Anne Cunningham)**

- 3:30 Peter Bryant (peter.bryant@psy.ox.ac.uk; Oxford University, United Kingdom) and Maggie Cavendish. *Two hypotheses about the phonological connection with reading.*
- 3:50 Valerie Muter (valerie@vmuter.fsnet.co.uk; University of York, United Kingdom), Charles Hulme, and Margaret Snowling. *Phonemes and rimes as predictors of early progress in learning to read: Evidence from a longitudinal study.*
- 4:10 Charles Hulme (ch1@york.ac.uk; University of York, United Kingdom), Peter J. Hatcher, Kate Nation, Angela Brown, John Adams, and George Stuart. *Phoneme awareness is a better predictor of early reading skill than onset-rime awareness.*
- 4:30 Betty Ann Levy (Levy@McMaster.ca; McMaster University, Canada). *Making orthography visible.*
- 4:50 Terezinha Nunes (Oxford Brookes University) and Peter Bryant. *Morpho-syntactic awareness and reading: An intervention study.*

## Saturday, 5:30-7:30, Century: Poster Session II

- 41. Anukka Lehtonen** (annukka.lehtonen@psy.ox.ac.uk; University of Oxford, United Kingdom) and Peter Bryant. *Phoneme duration is important in spelling Finnish.*
- 42. Che Kan Leong** (leong@sask.usask.ca; University of Saskatchewan, Canada) and Pui Wan Cheng. *Effects of orthographic complexity and phonologic consistency of constituent characters on the visual identification of two-character Chinese words.*
- 43. Kim Abkarian Lindsey** (lindsey@rcf.usc.edu; University of Southern California-Los Angeles), and Franklin Manis. *Early prediction of reading skills in bilingual children.*
- 44. Catherine Marshall** (c.marshall@psych.york.ac.uk; University of York, United Kingdom), Margaret J. Snowling, and Peter J. Bailey. *The effect of a verbal labeling strategy on rapid auditory processing: Evidence from normal and dyslexic readers.*
- 45. Hisashi Masuda** (masuda@info.human.nagoya-u.ac.jp; Nagoya University, Japan) and Hirofumi Saito. *Whole word versus subword activation in reading Japanese Kanji character words: Evidence from good and poor readers.*
- 46. Megan M. McClelland** (mmcclel@luc.edu; Loyola University-Chicago) and Emily E. Hansen. *A follow-up of children with poor work-related skills: Do problems persist at the end of elementary school?*
- 47. Shelley Miller-Shaul** (Haifa University, Israel) and Zvia Breznitz (zviab@construct.haifa.ac.il). *Speed of visual-orthographic and auditory-phonological processing as a factor in dyslexia: A comparison between young and adult dyslexics by means of electro-physiological measures.*
- 48. Tom Nicholson** (t.nicholson@auckland.ac.nz; University of Auckland, New Zealand) and I-Ching Lee. *The effects of phonological discrimination instruction on five-year-old children's phonological skills.*
- 49. Erin O'Donnell** (Queen's University, Canada), Melissa J. Bell (7mjbl@qlink.queensu.ca), Lesly Wade-Woolley, and John Kirby. *Literacy acquisition in grade 1 French immersion students.*
- 50. Alyssa Goldberg O'Rourke** (agoldbe1@emerald.tufts.edu; Tufts University), Tamar Katzir-Cohen, and Beth O'Brien. *What's in a RAN? A comparison of two measures of rapid automatized naming.*
- 51. William J. Owen** (owenw@duke.usask.ca; University of Saskatchewan, Canada) and Ron Borowsky. *Assessing assembled phonology: An examination of the pseudohomophone naming advantage and base-word frequency effects.*
- 52. Tanya Patel** (t.patel@psych.york.ac.uk; University of York, United Kingdom), Maggie Snowling, and Peter De Jong. *Concurrent predictors of reading skills among normal readers of English and Dutch.*
- 53. Padakannaya Prakash** (prakashp9@hotmail.com; Texas A&M University), Chandana M.V., and Suma S.. *Orthographic awareness, phonemic awareness, and developmental dyslexia.*
- 54. Sharon Qi** (Sharon\_qi@hotmail.com; Center for Education and Human Services-SRI International), Anna Bosch, and Julia Song. *Correlation study between Spanish kindergarten children's home literacy environment and their early reading skills development.*
- 55. Tali Raviv** (traviv@luc.edu; Loyola University-Chicago), Maureen Kessenich, and Frederick J. Morrison. *A mediational model of the association between socioeconomic status and preschool language abilities: The role of parent and child factors.*
- 56. Noya Regev** (zbrenitz@hotmail.com; University of Haifa, Israel), and Zvia Breznitz. *Locating the sources of brain activity when processing phonological information in reading: A comparison between dyslexic and normal readers.*
- 57. Erik D. Reichle** (reichle@pitt.edu; University of Pittsburgh) and Charles A. Perfetti. *Modeling lexical constituent availability during visual word identification.*
- 58. Pieter Reitsma** (preitsma@psy.vu.nl; PI Research Amsterdam, Netherlands). *The fragments of spelling Dutch.*
- 59. Jeremiah Ring** (ring@psych.colorado.edu; Texas Scottish Rite Hospital, Dallas Texas). *Repetition priming effects form spelling production on lexical decision performance.*
- 60. John P. Sabatini** (sabatini@literacy.upenn.edu; University of Pennsylvania). *Reading difficulties in low literate adults: What's rate got to do with it?*
- 61. Hirofumi Saito** (saito@info.human.nagoya-u.ac.jp; Nagoya University, Japan), Hisashi Masuda, and Masahiro Kawakami. *Phonological and semantic activation of subwords in recognition of Japanese Kanji characters.*
- 62. Marie-Anne Schelstraete** (schelstraete@exco.ucl.ac.be; Université catholique de Louvain, Belgium), Guy Denhière, and Florence Briquet. *The role of integration mechanisms in verbal long-term working memory on reading comprehension in children.*
- 63. Latrice Seals** (Latrice.M.Seals@uth.tmc.edu; University of Houston), Barbara R. Foorman, David J. Francis, and Kimberly Winters. *To what extent does sensitivity to African-American Vernacular English affect phonological awareness testing?*
- 64. Deborah L. Speece** (dlspeece@wam.umd.edu; University of Maryland), Christina Mills, Kristen Ritchey, and Elgen Hillman. *The role of letter-sound fluency as a predictor of early reading problems.*
- 65. Rhona Stainthorp** (r.stainthorp@ioe.ac.uk; London University Institute of Education, United Kingdom) and Diana Hughes. *An illustrative case of precocious reading ability.*
- 66. Caroline Witton** (caroline.witton@physiol.ox.ac.uk; Oxford University, United Kingdom), Joel B. Talcott, Catherine J. Stoodley, Peter C. Hansen, and John F. Stein. *Auditory and visual dynamic processing in developmental dyslexia.*
- 67. Vered Vaknin** (veredy@hotmail.com; University of Haifa, Israel) and Joseph Shimron. *The dual-route theory of the mental lexicon: Evidence from regular and irregular plurals Hebrew.*

- 68. Julie Van Dyke** (jvandyke@pitt.edu; University of Pittsburgh), Nicole Landi, D.J. Bolger, and Charles A. Perfetti. *Decodability as a text factor: Alternative approaches to characterizing word predictability.*
- 69. Victor L. Willson** (v-willson@tamu.edu; Texas A&M University), William H. Rupley, Ronald D. Zellner, and Malatesha R. Joshi. *Kindergarten-grade 1 reading development in rural-poor and metropolitan-semiaffluent school districts.*
- 70. Stephanie Al Otaiba** (stephanie.d.al.otaiba@Vanderbilt.edu; Vanderbilt University), and Michelle K. Hosp. *Effective teaching and assessment of literacy for individuals with Down's syndrome.*
- 71. Vincent Goetry** (vgoetry@ulb.ac.be; Laboratoire de Psychologie Expérimentale, Belgium), Régine Kolinsky, and Philippe Mousty. *The influence of the language-specific orthographic representation on the conceptualization of the phonological structures of words: A cross-linguistic comparison between pre-readers and readers.*
- 72. Janice M. Keenan** (jkeenan@du.edu; University of Denver) and Rebecca S. Betjemann. *Combinatorial priming in skilled reading and dyslexia.*
- 73. Maureen Kessenich** (mkessen@luc.edu; Loyola University-Chicago), Fred Morrison, and Fred Bryant. *Precursors of early literacy development: Multiple pathways to the development of three-year-old children's cognitive and language skills.*
- 74. Derrick C. Bourassa** (Derrick.Bourassa@Acadiau.Ca; Acadia University, Canada), and Betty Ann Levy. *Developing reading skills in children with down syndrome: Use of orthographic analogies.*
- 75. Paula Clarke** (p.clarke@psych.york.ac.uk; University of York, UK), Maggie Snowling, & Charles Hulme. *Predictors of reading development in middle childhood.*

**Sunday, 8:00-9:40, Canyon: Second Language Learning: French-English, English-Chinese, English-French, Turkish-English. Intervention benefits from grade 1 to 2 (Chair: Deborah Speece)**

- 8:00 Pierre Cormier (Cormiep@umoncton.ca; Université de Moncton, Canada) and Philippe Goffaux. *Different patterns of cross-linguistic transfer for phonological skills in French-speaking adults learning English as a second language.*
- 8:20 Min Wang (minwang@pitt.edu; University of Pittsburgh), Ying Liu, and Charles Perfetti. *Learning to read a logographic system by alphabetic readers: The role of visual, phonological and semantic processes.*
- 8:40 Lesly Wade-Woolley (wadewool@educ.queensu.ca; Queen's University, Canada), Erin O'Donnell, and John R. Kirby. *English-speaking children learning to read in French Immersion classrooms.*
- 9:00 Hossein Nassaji (nassaji@bilkent.ed.tr; Bilkent University, Turkey). *Divergent and convergent patterns of spelling growth in learning English as an L2.*
- 9:20 Kathleen Brown (brown@gse.utah.edu; University of Utah), Matt Fields, Stacey Lowe, Debbie Skidmore, Debbie Van Gorder, and Connie Weinstein. *The benefits of intervention for at-risk first graders: What happens in second grade?*

**Sunday, 8:00-9:40, Sugarloaf: Special Topics II: Miscues, Cross-Cultural, Decodability/Predictability, Remediation (Chair: Ralph Reynolds)**

- 8:00 Tom Nicholson (t.nicholson@auckland.ac.nz; University of Auckland, New Zealand) and Yi Li Huang. *Reading miscue analysis of Chinese and European children with good and poor reading attainments.*
- 8:20 Catherine McBride-Chang (cmcbride@psy.cuhk.edu.hk; Chinese University of Hong Kong, China) and Robert Kail. *Components of beginning reading across cultures: Correlates and controversies.*
- 8:40 Julie Van Dyke (jvandyke@pitt.edu; University of Pittsburgh), D.J. Bolger, Nicole Landi, Charles A. Perfetti, and Barbara Foorman. *Contributions of word decodability and text predictability in first grade oral reading and printed word learning.*
- 9:00 John Elkins (j.elkins@mailbox.uq.edu.au; Schonell Special Education Research Centre, Australia) and Christina E. van Kraayenoord. *Teaching methods and materials for students with disabilities in regular classes.*
- 9:20 Angela J. Fawcett (a.fawcett@sheffield.ac.uk; University of Sheffield, United Kingdom) and Roderick I. Nicolson. *Evaluation of reading interventions in UK infant and junior schools.*

**Sunday, 10:00-12:00, Canyon: Rapid Naming and Reading Development (Chair: Rhona Stainthorp)**

- 10:00 Patricia Greig Bowers (pbowers@watarts.uwaterloo.ca; University of Waterloo, Canada). *Processing briefly presented letter strings: How errors are related to reading skill.*
- 10:20 Kees P. van den Bos (k.p.van.den.bos@ppsw.rug.nl; University of Groningen, Netherlands). *Reading speed, naming speed, and general processing speed.*
- 10:40 John R. Kirby (kirbyj@educ.queensu.ca; Queen's University, Canada), Rauno Parrila, and Shannon Pfeiffer. *Naming speed, phonological awareness, and reading development.*
- 11:00 Nancy Mather (nmather@u.arizona.edu; University of Arizona) and Elizabeth A. Allen. *Using adapted rapid naming formats to predict varied aspects of reading and writing in elementary age children.*
- 11:20 Joanna K. Uhry (uhry@fordham.edu; Fordham University). *Longitudinal predictors of reading: Rapid serial naming and phonemic awareness revisited.*
- 11:40 Maryanne Wolf (mwolf@emerald.tufts.edu; Tufts University), Tami Katzir-Cohen, Robin Morris, and Maureen Lovett. *Fluency, phonology, and naming-speed in subtypes of dyslexia.*

**Sunday, 10:00-12:00, Sugarloaf: Methods Comparisons for Beginning and Remedial Instruction (Chair: Uta Frith)**

- 10:00 Virginia W. Berninger (vwb@u.washington.edu; University of Washington). *A simple story for the simple view of reading instruction.*
- 10:20 G. Brian Thompson (brian.thompson@vuw.ac.nz; Victoria University of Wellington, New Zealand), Vincent Connelly, Michael F. McKay, and Claire M. Fletcher-Flinn. *The acquisition of orthographic word storage in diverse instructional environments: Implications for practice and theories of processing.*
- 10:40 P. G. Aaron (epaaron@befac.indstate.edu; Indiana State University) and R.M. Joshi. *Outcome of a component-model-based remedial reading project.*
- 11:00 Benita A. Blachman (blachman@syr.edu; Syracuse University), Chris Schatschneider, and Jack M. Fletcher. *Intensive, phonologically-based tutoring: Do the benefits last?*
- 11:20 Linda J. Lombardino (llombard@csd.ufl.edu; University of Florida), Sarah T. Ahmed, and Henriette Le Grand. *Reading fluency and accuracy following intensive phonemic decoding and rate intervention.*
- 11:40 John P. Rack (jrack@dyslexia-inst.org.uk; Dyslexia Institute, York, U.K.). *Differential response to intervention as a function of phonological skill and general conceptual ability: Initial findings from SPELL IT.*

**Sunday, 12:00-1:00, Business meeting**

**Afternoon tour to the mountains, bus loading at 12:45, return 5:45, for those signed and paid up (\$10 at registration)**