



Society for the Scientific Study of Reading

PROGRAM

June 12 – June 15, 2003
The Renaissance Suites at Flatiron
Boulder, Colorado

Thursday, June 12, 2003

4:00–7:00 P.M. **Registration**

8:00–9:00 P.M.
Red Rocks **Board Meeting**

Friday, June 13, 2003

7:00–8:15 A.M. **Continental Breakfast**

8:00–10:00 A.M.
Flatirons 1 **Learning Second Languages**
(Chair: Hugh Catts)

1. **Alexis Filippini** (alexis@education.ucsb.edu; University of California, Santa Barbara), Judith English, and Michael C. Gerber. *A linguistic analysis of phoneme awareness task items across languages: Language specificity and item complexity for Spanish and English exemplars.*
2. **Vincent Goetry** (goetryv@educ.queensu.ca; Queen's University), Philippe Mousty, and Régine Kolinsky. *The relationship of stress processing abilities to lexical and reading development in bilingual children schooled in their second language.*
3. **Cara Richards** (crichard@education.uscb.edu; University of California, Santa Barbara), and Jill Leafstedt. *A microgenetic analysis of phonological development in English.*
4. **Che Kan Leong** (leong@sask.usask.ca; University of Saskatchewan), Pui Wan Cheng, and Li Hai Tan. *Orthographic and phonological sensitivity both important in learning to read and spell English as L2.*
5. **Linda Siegel** (linda.siegel@ubc.ca; University of British Columbia), and Nonie Lesaux. *The development of reading in children who speak English as a second language.*
6. **Min Wang** (mw246@umail.umd.edu; University of Maryland), Ying Liu, Charles A. Perfetti, and Natalie Flynn. *Chinese-English biliteracy acquisition: Cross language and writing system transfer.*

8:00–10:00 A.M.
Flatirons 2

Orthography and Spelling I
(Chair: Marilyn J. Adams)

1. **Ronald P. Carver** (carverr@umkc.edu; University of Missouri at Kansas City). *The role of orthographic processing speed in a causal model of reading achievement.*
2. **Laura Boynton Hauerwas** (lhauerwa@providence.edu; Providence College), and Joanne Walker. *Spelling of inflected verbs in early elementary students.*
3. **Nenagh Kemp** (kempn@man.ac.uk; University of Manchester). *Pronunciation-based spelling differences between British and Australian children and adults.*
4. **Karin Landerl** (Karin.Landerl@sbg.ac.at; University of Salzburg), and Pieter Reitsma. *Orthographic memory and memory for number facts.*
5. **Victor van Daal** (vhp.van.daal@bangor.ac.uk; University of Wales Bangor). *Item-specificity and the role of neighbours in orthography learning.*
6. **Lesly Wade-Woolley** (wadewool@educ.queensu.ca; Queen's University), and S. H el ene Deacon. *Grammatical awareness and the spelling of grammatical morphemes.*

10:00–10:30 A.M.

Break (Coffee and Tea)

10:30 A.M.–
12:10 P.M.
Flatirons 1

Phonemic Awareness, Phonics, and Decoding I
(Chair: Pieter Reitsma)

1. **Rebecca Godfrey** (r.godfrey@auckland.ac.nz; University of Auckland), and C. Fletcher-Flinn. *Fairness for all: A computerised measure of phonemic sensitivity.*
2. **Michael F. McKay** (M.Mckay@patrick.acu.edu.au; Australian Catholic University), G. Brian Thompson, and Claire M. Fletcher-Flinn. *A disassociation effect of explicit phonics instruction on the reading strategies of low progress beginning readers.*
3. **G. Brian Thompson** (brian.thompson@vuw.ac.nz; Victoria University of Wellington), Vincent Connelly, Claire M. Fletcher-Flinn, and Sheryl J. Hodson. *Effects of childhood phonics instruction persist as a phonemic awareness advantage in adulthood but a lexicalized recoding disadvantage.*
4. **Ludo Verhoeven** (L.Verhoeven@ped.kun.nl; University of Nijmegen), and Jan van Leeuwe. *Growth of word decoding skills throughout primary school: The case of Dutch.*
5. **Clare Wood** (C.P.Wood@open.ac.uk; Open University). *A longitudinal study of spoken word recognition, temporal information processing awareness and literacy.*

10:30 A.M.–
12:10 P.M.
Flatirons 2

Comprehension
(Chair: Betty Ann Levy)

1. **Linda H. Mason** (lhmason@uiuc.edu; University of Illinois). *Two strategies for reading comprehension: Effects on performance for 5th-grade students who struggle with obtaining meaning from expository text.*
2. **Jack Mostow** (mostow@cs.cmu.edu; Carnegie Mellon University), Joseph Beck, Juliet Bey, Fiona Callaghan, Andrew Cuneo, June Sison, and Brian Tobin. *An embedded experiment to evaluate the effectiveness of vocabulary previews in an automated reading tutor.*
3. **Victoria Purcell-Gates** (vpgates@msu.edu; Michigan State University), Nell K. Duke. *Explicit teaching of genre as a means to improve comprehension and composition of non-narrative text.*
4. **Donna M. Scanlon** (dscanlon@uamail.albany.edu; University of Albany), Frank R. Vellutino, Sheila Small, Joan Sweeney, and Diane Fanuele. *The short and long term effects of different types of early literacy intervention on reading comprehension.*

12:10–1:45 P.M.

Lunch Break

1:45–3:25 P.M.
Flatirons 1

Gifted Students & Dyslexic Students
(Chair: Victor van Daal)

1. **Janice M. Keenan** (jkeenan@du.edu; University of Denver), and Rebecca S. Betjemann. *Lexical computations in skilled reading and dyslexia.*
2. **Pieter Reitsma** (p.reitsma@psy.vu.nl; PI Research, VU Amsterdam). *Orthographic learning in children with epilepsy or dyslexia.*
3. **Rhona Stainthorp** (r.stainthorp@ioe.ac.uk; London University), and Diana Highes. *Does exceptionally early reading ability affect writing quality?*
4. **Tami Katzir** (katzirta@gse.harvard.edu; Harvard Graduate School of Education), Beth O'Brien, Robin Morris, Maureen Lovett, and Maryanne Wolf. *Predicting fluent reading in dyslexic readers: The whole is more than its parts.*
5. **Connie Suk-Han Ho** (shhoc@hkucc.hku.hk; University of Hong Kong), David WAI-Ock Chan, Agnes Au, Suk-Man Tsang, Suk-Han Lee. *Reading-related cognitive deficits in developmental dyslexia, ADHD, DCD, and borderline intelligence among Chinese children.*

3:25–4:00 P.M.

Break (Cookies and Beverages)

4:00–5:15 P.M.
Flatirons

Presidential Address

Chair: Brian Byrne

Speaker: Richard Olson

7:15–9:30 P.M.
Flatirons

Interactive Papers (Snacks and No-Host [Cash] Bar)

1. **Stephanie Al Otaiba** (; Florida State University), Marcia Grek, and Joseph Torgesen. *Core basal reading instruction as "primary intervention": A review of basal beginning reading programs for reading first schools.*
2. **Amanda C. Appleton** (Amanda.k.Appleton@vanderbilt.edu; Vanderbilt University), and Donald L. Compton. *The effects of three different levels of decodability in text across time on fluency and accuracy in 3rd, 4th, and 5th grade students experiencing reading difficulties.*
3. **Alison Arrow** (a.arrow@auckland.ac.nz; University of Auckland), Claire M. Fletcher-Flinn, and Tom Nicholson. *"That's my name": Early precursors to reading development.*
4. **Karen Baker** (kbaker@log.on.ca; Regional Support Associates), Patricia Bowers, and Joel B. Talcott. *Visual processes and the double deficit hypothesis for reading disability.*
5. **Michal Balass** (mibst21@pitt.edu; University of Pittsburgh), Jessica Nelson, and Charles A. Perfetti. *Learning words: An event-related potentials study.*
6. **Melissa Bell** (mbell@oise.utoronto.ca; University of Toronto), and Esther Geva. *Language specific early predictors of reading difficulty in ESL children.*
7. **Inez Berends** (iberends@psu.vu.nl; PI Research, VU Amsterdam), and Pieter Reitsma. *Lateral versus central presentation in repeated reading with limited exposure times.*
8. **Rebecca S. Betjemann** (rbetjema@nova.psy.du.edu; University of Denver), Janice M. Keenan, and Richard K. Olson. *Listening comprehension in children with reading disability.*
9. **Jeffrey L. Black** (Jeff.Black@TSRH.org; Texas Scottish Rite Hospital for Children), and Jeremiah Ring. *What happens after remediation? A follow-up study of the Dyslexia Treatment Program.*
10. **Regina Boulware-Gooden** (reg19502000@yahoo.com; Texas A&M University), Angelia Holcomb, Emily Ocker, and R. M. Joshi. *Expanding the evidence for the comonential model of reading.*
11. **Donna Caccamise** (donnac@psych.colorado.edu; University of Colorado), Nicole Davis, Marita Franzke, Nina Johnson, Eileen Kintsch. *Using LSA in the classroom: Implementing Summary Street in grades 6 to 12.*
12. **Claire Cameron** (cameron@umich.edu; University of Michigan), Carol McDonald Connor, and Jocelyn Petrella. *Effect of teacher organization on classroom functioning and children's reading outcomes.*

13. **Hugh W. Catts** (catts@ku.edu; University of Kansas), Tiffany P. Hogan, Amy E. Barth, and Suzanne M. Adlof. *The simple view of reading: Changes over time.*
14. **Xi Chen** (xchen@uiuc.edu; University of Illinois at Urbana-Champaign), and Richard C. Anderson. *Transfer of phonological awareness in Cantonese children learning to read Mandarin.*
15. **Joanna Christodoulou** (joanna.christodoulou@tufts.edu; Tufts University), Maryanne Wolf, Maureen Lovett, and Robin Morris. *Comprehension abilities and expressive and receptive language profiles of three impaired-reader subtypes.*
16. **Donald L. Compton** (donald.l.compton@vanderbilt.edu; Vanderbilt University), Amy Elleman, Natalie Olinghouse, Jan Vining, and Amanda Appleton. *Modeling individual differences in skill generalization of children with reading disabilities enrolled in a structured decoding program.*
17. **Nicole Conrad** (conradnj@mcmaster.ca; McMaster University), and Betty Ann Levy. *Training letter and orthographic pattern recognition in children with slow RAN performance.*
18. **Kathleen Corriveau** (corrivka@gse.harvard.edu; Harvard Graduate School of Education), Tami Katzir, Beth O'Brien, Robin Morris, Maureen Lovett, and Maryanne Wolf. *Timed and untimed reading performance in subtypes of dyslexia.*
19. **Laurie E. Cutting** (cutting@kennedykrieger.org; Kennedy Krieger Institute), Jeanne Wilkins, Joanna G. B. Schafer, Abigail A. Flower, James J. Pekar, Susan M. Courtney, Martha Bridge Denckla, and Stewart Mostofsky. *fMRI of sentence comprehension in adults: Preliminary findings.*
20. **Claire Davis** (claire.davis@psy.ox.ac.uk; Oxford University), and Peter Bryant. *A longitudinal study on the impact of spelling rules on children's spelling and reading of vowels.*
21. **Linnea C. Ehri** (Lehri@gc.cuny.edu; Graduate Center of the City University of New York), Julie Rosenthal, and Marcy Zipke. *Contribution of alphabetic enrichment to the repeated reading of text for struggling readers.*
22. **Fataneh Farnia** (ffarnia@oise.utoronto.ca; University of Toronto), Gloria Ramirez, and Esther Geva. *The relation between oral language proficiency and reading comprehension in ESL children.*
23. **Lee Farrington-Flint** (l.b.farrington-flint@open.ac.uk; Open University), Clare Wood, Dorothy Faulkner, and Katherine Canobi. *Identifying patterns of analogical development in children's early reading.*
24. **Lauren Figueredo** (laurenf@ualberta.ca; University of Alberta), and Connie Varnhagen. *Spelling and punctuation checkers don't hurt and can help.*
25. **Karen Ghelani** (kghelani@oise.utoronto.ca; University of Toronto), and Rosemary Tannock. *Beyond the phonological core and naming deficits: Other relevant processes at work.*
26. **Margie Gillis** (gillis@haskins.yale.edu; Haskins Laboratories), Anne E. Fowler, Susan A. Brady, Laura C. Palumbo, Joan B. Baron, Tara Smith, and Leonard Katz. *Building the bridge from research to practice: Teachers and students benefit from ongoing onsite support of reading instruction by research-trained mentors.*

27. **Robert F. Goldberg** (rgold@pitt.edu; University of Pittsburgh), Charles A. Perfetti, and Walter Schneider. *Representation of word meaning: Behavioral and neuroimaging evidence.*
28. **Yan Gu** (guxx1499@wlu.ca; Wilfrid Laurier University), Alexandra Gottardo, Bernice Yan, and Linda S. Siegel. *Examining the relationships among spelling, reading, phonological and orthographic processing measures in Chinese ESL children.*
29. **Julie Hansen** (ja.hansen@qut.edu.au; Queensland University of Technology), and Judith A. Bowey. *Is there a naming speed deficit in developmental reading disability? A reading-level comparison test of the double-deficit hypothesis.*
30. **Angelia Holcomb** (aggiegb@yahoo.com; Texas A&M University), Regina-Boulware Gooden, Emily Ocker, and R. M. Joshi. *Decoding, comprehension, and fluency: Developmental changes.*
31. **Sherri L. Horner** (shorner@bgsu.edu; Bowling Green State University). *Young children's knowledge about reading, environmental print, and words.*
32. **Michelle K. Hosp** (michelle.hosp@ed.utah.edu; University of Utah), and Lynn S. Fuchs. *The relation between oral reading fluency and decoding, word reading, and comprehension across grades 1 through 4.*
33. **Roxanne F. Hudson** (rfhudson@wsu.edu; Washington State University), and Holly B. Lane. *Reading-writing connections: Compositional fluency of developing writers under various priming conditions.*
34. **Jacqui Hulslander** (jacqui@psych.colorado.edu; University of Colorado, Boulder), and Richard Olson. *The identification and utilization of nonword repetition items which maximally discriminate good and poor readers.*

Saturday, June 14, 2003

7:00–8:15 A.M.

Continental Breakfast

8:20–10:00 A.M.
Flatirons 1

Learning a Second Language II

(Chair: Frank Manis)

1. **Michael M. Gerber** (; University of California, Santa Barbara), Judith English, Cara Richards, and Tisa Jimenez. *Cross-language effects of intensive phonological intervention for Spanish-speaking kindergarteners at risk for reading failure in English: A longitudinal investigation of early reading outcomes.*
2. **Alexandra Gottardo** (agottard@wlu.ca; Wilfrid Laurier University), Penny Chiappe, Linda S. Siegel, and Adèle LaFrance. *A comparison of phoneme categorization performance in ESL and native English-speaking adults.*
3. **Ying Liu** (liuying@pitt.edu; University of Pittsburgh), Charles Perfetti, and Min Wang. *Priming and interference in reading Chinese by English readers.*
4. **Eleni Morfidi** (emorfidi@fmg.uva.nl; SCO-Kohnstamm Institute), and Aryan Van der Leij. *The development of phonological and literacy skills of Dutch poor and average readers who learn English as a second language.*
5. **Louise Morrison** (louisem@yorku.ca; York University), and Esther Geva. *Comprehension monitoring in first and second language reading: The role of reading proficiency and individual differences in lower-level processes.*

8:20–10:00 A.M.
Flatirons 2

Orthography and Spelling II

(Chair: Nell Duke)

1. **Michal Shany** (shany@inter.net.il; Haifa University), and Ilana Ben-Dror. *Surface and phonological reading: Further evidence from Hebrew orthography.*
2. **Iris Levin** (irial@post.tau.ac.il; Tel Aviv University), and Dorit Aram. *Children and mothers use children's names as source of letters: Sociocultural perspective.*
3. **Peter F. de Jong** (pfdejong@educ.uva.nl; University of Amsterdam). *Early predictors of letter knowledge.*
4. **Deborah G. Litt** (d.debo@verizon.net; University of Maryland). *The incidence and influence of phonological awareness and naming speed deficits among children learning to read in Reading Recovery.*
5. **Paul Macaruso** (pmacaruso@ccri.cc.ri.us; Community College of Rhode Island), and Donald Shankweiler. *Relationship between spelling success and reading exposure.*

10:00–10:30 A.M.

Break (Coffee and Tea)

10:30 A.M.–
12:10 P.M.
Flatirons 1

Genetic and Environmental Influences
(Chair: Connie Varnhagen)

1. **Cathy L. Barr** (Cbarr@uhnres.utoronoto.ca; Hospital for Sick Children), Karen Wigg, Yu Feng, Jill Couto, Barbara Anderson, Tasha Cate, Rosemary Tannock, Marueen Lovett, and Tom Humphries. *Recent progress in genetic studies of reading disabilities: Fine mapping for gene identification in the 6p and 15q regions.*
2. **Brian Byrne** (bbyrne@metz.une.edu.au; University of New England), Stefan Samuelsson, Sally Wadsworth, and Richard Olson. *Longitudinal twin study of reading and language: Preschool and kindergarten data.*
3. **Elena L. Grigorenko** (elena.grigorenko@yale.edu; Yale University), Christina Romano, Matthew Jukes, and Damaris Ngorosho. *Genetic studies of reading difficulties in Kiswahili-speaking children.*
4. **Nicole Harlaar** (n.harlaar@iop.kcl.ac.uk; Institute of Psychiatry), and Robert Plomin. *Associations between non-verbal, language and reading abilities: A behavioral genetic perspective.*
5. **Stephen A. Petrill** (sap27@psu.edu; Pennsylvania State University), and Kirby Deater-Deckard. *Environmental influences on early reading: Evidence from an adoption study.*

10:30 A.M.–
12:10 P.M.
Flatirons 2

Instruction
(Chair: Joanne Carlisle)

1. **Marilyn Jager Adams** (marilyn_adams@harvard.edu; Harvard University Graduate School of Education), Hollis Scarborough, and Linda Fidell. *On students, teachers, instruction, and reading reform: Findings from California's K-3 results database.*
2. **Mary E. Dahlgren** (Mdahlgren1@cox.net; Payne Education Center), Regina Boulware-Gooden, and R. Malatesha Joshi. *Multisensory instruction: Can it prove effective after elementary level?*
3. **Nell K. Duke** (nkduke@msu.edu; Michigan State University), Joseph Martineau, Kenneth Frank, and V. Susan Bennett-Armistead. *The impact of diversifying genres in first and second grade literacy instruction.*
4. **Gail Coulter** (gcoulter@mail.uccs.edu; University of Colorado, Colorado Springs), and Bonnie Grossen. *What works to raise the performance levels of middle schools serving high-need students.*

12:10–1:45 P.M.

Lunch Break

1:45–3:45 P.M.
Flatirons

Symposium: Linguistic Diversity in Reading Development: The Canadian Context

Organizer and Chair: Lesly Wade-Wooley

1. **Debra Jared** (djared@uwo.ca; University of Western Ontario), Pierre Cormier, and Betty Ann Levy. *Early reading development in French immersion.*
2. **Esther Geva** (egeva@oise.utoronto.ca; University of Toronto), and Zohreh Yagoubzadeh. *What are the roles of cognitive processes and language proficiency in the development of reading fluency in ESL children?*
3. **Pierre Cormier** (cormierp@umoncton.ca; Université de Moncton), Alain Desrochers, and Monique Sénéchal. *The relative importance of syllabic awareness in word decoding skills: evidence from native speakers of French.*
4. **Linda M. Phillips** (Linda.Phillips@ualberta.ca; University of Alberta), Heather L. Simple, and Dorothy Steffler. *Understanding reading development among Canadian aboriginal children in first grade.*

Discussant: Linda Siegel

3:45–4:15 P.M.

Break (Cookies and Beverages)

4:15–7:00 P.M.
Flatirons

Interactive Papers

1. **Nancy Ewald Jackson** (nancy-jackson@uiowa.edu; University of Iowa). *Do university students' reading skills matter?*
2. **Tim Johnston** (tim_johnston@email.com; Queen's University), and John R. Kirby. *Does naming speed complicate the simple view of reading?*
3. **Leslie Katch** (lkatch@umich.edu; University of Michigan), Frederick J. Morrison, and David Shilt. *The effect of early home literacy environment on academic skills: Multiple pathways to reading success.*
4. **John R. Kirby** (kirbyj@educ.queensu.ca; Queen's University), Melissa Bell, and H el ene Deacon. *Grammatical awareness and the spelling of grammatical morphemes.*
5. **Trudy Kwong** (trudyg@ualberta.ca; University of Alberta), and Connie K. Varnhagen. *Hear's the problem: Long-term effects of auditory processing on spelling ability.*
6. **Adele Lafrance** (alafrance@hotmail.com; Wilfrid Laurier University), and Alexandra Gottardo. *English reading development in French-speaking children.*
7. **Nicole Landi** (nil3@pitt.edu; University of Pittsburgh), and Charles A. Perfetti. *A time course for lexical activation in skilled and less skilled readers.*
8. **Holly B. Lane** (hlane@edu15.coe.ufl.edu; University of Florida), Martha B. League, Stephanie Al Otaiba, Joseph Torgesen, and Paige C. Pullen. *Leave no teacher behind: Using structured tutoring experiences to prepare teachers to apply scientifically based reading research.*

9. **Alba B. Langenthal** (Albalang@aol.com; Graduate Center of the City University of New York), Linnea C. Ehri, and Carla Langenthal. *How do novice and experienced first-grade teachers evaluate reading ability in their students?*
10. **Mark Lauterbach** (mlauterbach@gc.cuny.edu; Graduate Center of the City University of New York), and Michael Emmons. *Spelling development in early elementary students and the contribution of classroom factors.*
11. **T. V. Joe Layng** (joe@headsprout.com; Headsprout, Inc.), Janet S. Twyman, and M. A. Stikeleather. *Headsprout Reading: The research base.*
12. **Martha B. League** (mleague@ufl.edu; University of Florida), Holly B. Lane, Paige C. Pullen, and Tabatha Scharlach. *Tutoring struggling beginning readers: A comparison of tutoring models and tutor preparation.*
13. **Katia Lecocq** (klecocq@ulb.ac.be; Laboratoire de Psychologie Expérimentale), Philippe Mousty, Régine Kolinsky, Vincent Goetry, José Morais, and Jesus Alegria. *Longitudinal study of metaphonological development and of reading and spelling processes in children attending an immersion program.*
14. **Annukka Lehtonen** (annukka.lehtonen@psy.ox.ac.uk; University of Oxford), and Peter Bryant. *The relationship between phoneme and morphological awareness and children's spelling in Finnish: A longitudinal study.*
15. **Nonie K. Lesaux** (nklesaux@interchange.ubc.ca; University of British Columbia), and Linda Siegel. *The development of reading in children from diverse backgrounds: A longitudinal latent growth curve analysis.*
16. **Valerie Marciarille LeVasseur** (vmlevasseur@atti.com; University of Connecticut), Paul Macaruso, Laura Conway Palumbo, and Donald Shankweiler. *Cuing linguistic structure promotes fluent reading: A confirmation.*
17. **Betty Ann Levy** (levy@mcmaster.ca; McMaster University), Zhiyu Gong, Mary Ann Evans, and Debra Jared. *Emergence of orthography.*
18. **Orly Lipka** (orlylipka@rogers.com; University of British Columbia), and Linda S. Siegel. *How do native language skills impact the reading and spelling in English as a second language.*
19. **Sharon MacCoubrey** (0sjm@qmlink.queensu.ca; Queen's University), and Lesly Wade-Woolley. *Phonemic awareness training of at-risk French immersion kindergarten students.*
20. **Frank Manis** (manis@usc.edu; University of Southern California), Kim A. Lindsey, and Caroline E. Bailey. *Four-year longitudinal study of reading development in English language learners.*
21. **Vanessa E. G. Martens** (vmartens@fmg.uva.nl; University of Amsterdam), and Peter F. de Jong. *The use of orthographic knowledge in pseudoword reading by dyslexic and normal readers.*
22. **Sandra Martin-Chang** (smartinchang@hotmail.com; McMaster University), and Betty Ann Levy. *Contextual facilitation and fluency of transfer: Evidence from good, poor, and average readers.*

23. **Imola Marton** (imarton@oise.utoronto.ca; University of Toronto), and Esther Geva. *Dynamic approaches to understanding reading efficiency in English monolingual and bilingual primary level children.*
24. **Adrine McKenzie** (amckenzie@oise.utoronto.edu; University of Toronto). *Primary prevention: Its role in the academic achievement of immigrant children.*
25. **John McNamara** (john.mcnamara@usask.ca; University of Saskatchewan), Sheri Simonot, Mary Scissons, and Jody Dahlen. *Using measures of phoneme awareness and letter-sound knowledge to identify at-risk readers in kindergarten.*
26. **Jessica Nelson** (jen33@pitt.edu; University of Pittsburgh), Michal Balass, and Charles Perfetti. *Effects of phonological, orthographic, and semantic training of single words on reading comprehension: An eye-tracking study.*
27. **Trude Nergard Nilsen** (t.n.nilssen@isp.uio.no; University of Oslo), and Bente E. Hagtvet. *Reading problems at age 12 in an at-risk sample of children of dyslexic parents.*
28. **Simone Nunes** (simone_r_nunes@yahoo.com; Graduate Center of the City University of New York), and Linnea C. Ehri. *Understanding short vowel knowledge in beginning readers.*
29. **Ana Laura Pauchulo** (analaura125@hotmail.com; Wilfrid Laurier University), and Alexandra Gottardo. *Understanding reading development in second language learners in Canada and the USA.*
30. **Erin Phinney** (ephinney@du.edu; University of Denver), Ashley Scott, Michelle Shanahan, P. Antonio Olmos-Gallo, Richard Boada, and Bruce F. Pennington. *Neuroanatomical correlates of reading ability.*
31. **Jeremiah Ring** (Jerry.Ring@TSRH.org; Texas Scottish Rite Hospital for Children), and Jeffrey L. Black. *An investigation of individual treatment response in an alphabetic phonics intervention for reading difficulties.*
32. **Kristen D. Ritchey** (kritchey@rci.rutgers.edu; Rutgers University). *Developmental spelling: A comparison of two scoring systems.*
33. **David Shilt** (dshilt@hotmail.com; University of Michigan), and Adenike Griffin. *How is kindergartners' reading development influenced by attending schools where invented spelling is used more and less frequently?*
34. **Robindra Sidhu** (robindra_sidhu@yahoo.com; Queen's University), John Kirby, and Rauno Parrilla. *Visual-orthographic pattern recognition in kindergarten children: Are there differential speed and accuracy gains after a second exposure in double deficit subtypes?*
35. **Kathy Stephenson** (kas@ualberta.ca; University of Alberta), and Rauno Parrilla. *Effects of cognitive and noncognitive factors on the acquisition of reading skills.*
36. **John Evar Strid** (jevar@northwestern.edu; Northwestern University), and James R. Booth. *The effect of consonant, vowel and syllabic priming in Spanish and English.*
37. **Carrie Szucs** (Ocas2@qmlink.queensu.ca; Queen's University), and Lesly Wade-Woolley. *English phonological development in early French immersion readers.*

38. **Yu-chi Tai** (yuchitai@uiuc.edu; University of Illinois at Urbana-Champaign), and George W. McConkie. *Hazard curves reveal individual differences in reading.*
39. **Verena Thaler** (Verena.thaler@sbg.ac.at; University of Salzburg), Karin Landerl, and Heinz Wimmer. *Spelling pronunciations as a means of remediating spelling deficits.*
40. **Rolando D. Tiu** (rdt5@po.cwru.edu; Case Western Reserve University), Douglas K. Detterman, and Lee A. Thompson. *Exploring the impact of genes and environment on scholastic achievement measures as a function of parental education.*
41. **Sophie van der Sluis** (sophie@educ.uva.nl; University of Amsterdam), Peter F. de Jong, and Aryan van der Leij. *Working memory capacity in children with reading and arithmetic disabilities.*
42. **Rose Vukovic** (rosekv@interchange.ubc.ca; University of British Columbia), Nonie Lesaux, and Linda Siegel. *An investigation of the double-deficit hypothesis in a longitudinal study of reading development.*
43. **Gareth J. Williams** (G.J.Williams@open.ac.uk; Open University), Clare Wood, and Dorothy Faulkner. *Multi-modal temporal order judgments in typically developing children, children with dyslexia and children with dyspraxia.*
44. **Joanna P. Williams** (jpw15@columbia.edu; Teachers College, Columbia University), K. Brooke Stafford, Kendra Hall, Kristen D. Lauer, Laura DeSisto, and John S. deCani. *Improving the comprehension of informational text via text structure instruction for at-risk second graders.*
45. **Kathleen M. Wilson** (kwilson3@unl.edu; University of Nebraska, Lincoln), and Guy Trainin. *Blossoming literacy: Early readers' self-system and achievement.*
46. **Gwen E. Wolters** (gewolters@fsw.leidenuniv.nl; University Leiden), Wim Van den Broeck, and Wied Ruijsenaars. *Subsyllabic processing in Dutch beginning readers: In search of a role for bigram frequency.*
47. **Yolanda W. S. Yuen** (yueny@educ.queensu.ca; Queen's University), and Lesly Wade-Woolley. *Phonological processing in Chinese reading.*

Sunday, June 15, 2003

7:00–8:15 A.M.

Continental Breakfast

8:20–9:40 A.M.
Flatirons

The Eye, the Brain, Language (Chair: Jack Mostow)

1. **Joanne F. Carlisle** (jfcarl@umich.edu; University of Michigan), Kay Hanson, and Sarah Scott. *The interrelation of phonological development and vocabulary knowledge for beginning readers.*
2. **Bettina Baker** (bettinapbaker@earthlink.net; University of Pennsylvania), and William Labov. *Unexpected differences in reading error profiles among regional, ethnic and language groups.*
3. **Javier S. Sainz** (jsainz@psi.ucm.es; Universidad Complutense de Madrid), Carmen Villalba, Guillermo de Jorge Botana, and Petroula Mousikou. *Conjoining letters into words: Attention- and lexicon-based effects on the commission of lexical errors.*
4. **Hollis S. Scarborough** (hscarborough@prodigy.net; Haskins Laboratories), Anne H. Charity, and Darion Griffin. *Linguistic challenges for young readers.*
5. **Connie K. Varnhagen** (varn@ualberta.ca; University of Alberta), Angela Chamberland, Morgan Willson, Lauren Figueredo, and Trudy Kwong. *Brain activation during spelling.*

8:20–9:40 A.M.
Flatirons 2

Teachers and School Reform (Chair: G. Brian Thompson)

1. **Kathleen J. Brown** (brown@ed.utah.edu; University of Utah Reading Clinic), Darrell Morris, Matthew Fields, Stacey Lowe, Julie Robertson, Debbie Skidmore, Debbie Van Gorder, Connie Weinstein, and Ursula Brock. *The Virginia Model of Intervention: Is it effective for English language learners? Can it be delivered by supervised teachers' aides?*
2. **Joseph Shimron** (shimron@research.haifa.ac.il; University of Haifa), and Vered Vaknin. *The dynamics of reading instruction reform.*
3. **Louise Spear-Swerling** (ras-lcs@snet.net; Southern Connecticut State University), and Pamela Owen Brucker. *What affects novice teachers' knowledge base about English word structure?*
4. **Joanna K. Uhry** (joannauhry@aol.com; Fordham University). Teachers' phonemic knowledge and skills and first graders' reading outcomes.

9:40–10:10 A.M.

Break (Coffee and Tea)

10:10-11:30 A.M.
Flatirons 1

Prediction and Assessment
(Chair: Kathleen Brown)

1. **Anne Bishop** (abishop@coe.ufl.edu; University of Florida), and Martha League. *Prediction of early reading achievement: Choosing the right children, at the right time, with the right instrument.*
2. **Carolyn A. Denton** (Carolyn.A.Denton@uth.tmc.edu; University of Texas Health Science Center Houston), Jason L. Anthony, Patricia G. Mathes, and Jack M. Fletcher. *Properties of Clay's Observation Survey of Early Literacy Achievement: Implications for early reading intervention research.*
3. **Gary R. Kidd** (kidd@indiana.edu; Indiana University), Charles S. Watson, Phil J. Connell, David A. Eddins, Mary D. Gospel, Betty U. Watson, Douglas H. Horner, David A. Goss, Andrya Lowther, Bill B. Rainey, and Glenn Krueger. *Linguistic, cognitive and sensory-perceptual factors in the academic performance of elementary school children: The Benton-IU Project, grades 1-4.*
4. **Ron Stringer** (ron.stringer@mcgill.ca; McGill University), Gail McCoubrey, Malenie Gotlieb, Mariam Haider, Erin Beetham, Sharhezad Irranejad, Lisa French, and Joan Wolforth. *Assessment practices in the diagnosis of reading disability in young adults.*

10:10–11:30 A.M.
Flatirons 2

Phonemic Awareness, Phonics, and Decoding II
(Chair: Louise Spear-Swerling)

1. **Jason L. Anthony** (Jason.Anthony@times.uh.edu; University of Houston), Christopher J. Lonigan, and Christopher Schatschneider. *Investigating the dimensionality of phonological sensitivity: An item response theory approach.*
2. **Jørgen Frost** (jorgen.frost@statped.no;). *Phonemic awareness, spontaneous writing, and reading and spelling development from a preventive perspective.*
3. **Bente E. Hagtvet** (bente.hagtvet@isp.uio.no; University of Oslo), Erna Horn, and Solveig A. H. Lyster. *Connections between spoken and written language: Early precursors of written problems.*
4. **Steven Alan Hecht** (shecht@fau.edu; Florida Atlantic University). *Emergent literacy skills and training time uniquely predict variability in responses to phonemic awareness training in disadvantaged Kindergartners.*

11:45 A.M.–12:45 P.M. **Business Meeting**
Flatirons 1