

Society for the Scientific Study of Reading

Twelfth Annual Meeting
of
TripleSR

Program 2005



June 24 –26, 2005

Toronto Marriott Downtown Eaton Centre Hotel

Program chair: Pieter Reitsma
Local coordinator: Alexandra Gottardo

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Journal

Scientific Studies of Reading, Frank Manis (editor), published by Lawrence Erlbaum Associates

To join or for more information about SSSR

Society for the Scientific Study of Reading

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Schedule Annual Meeting of SSSR - 2005

Thursday, June 23, 2005

19: 00-20: 00 On site registration
 21: 00-22: 00 Board Meeting in the Bay room of the Marriott (Lower Convention Level)

Friday, June 24, 2005

07: 00 Breakfast 12: 10 Lunch
 07: 00-17: 00 On site registration
 12: 10-14: 00 Interactive paper session I - papers on display from 7:30 until 14:00
 18: 00-20: 00 Interactive paper session II - papers on display from 14:10 until 20:00
 08: 00-17: 40 Program with spoken presentations

Saturday, June 25, 2005

07: 00 Breakfast 12: 30 Lunch
 07: 00-17: 00 On site registration
 12: 30-14: 30 Interactive paper session - papers on display from 7:30 until 18:30
 18: 40-19: 30 Presidential address
 08: 00-18: 20 Program with spoken presentations

Sunday, June 26, 2005

07: 00 Breakfast 12: 30 Lunch
 12: 30-14: 30 Interactive paper session - papers on display from 7:30 until 16:30
 14: 00-14: 30 Business meeting for all members of SSSR
 08: 00-17: 50 Program with spoken presentations

Friday, June 24 - morning

- 8: 00-10: 00 **Parenting and early literacy.** Chair: Dorit Aram **Trinity 1,2,3**
- 1 John R. Kirby (kirbyj@educ.queensu.ca; Queen's University), Jennifer Dawson, Jennifer Currie & Rauno Parrila. *Family literacy, phonological awareness, and naming speed in reading development.*
 - 2 Dorit Aram (dorita@post.tau.ac.il; Tel Aviv University), Sagit Hoshmand. *Maternal writing mediation to kindergartners: Analysis via a twins study.*
 - 3 Maria T. de Jong (jongtm@fsw.leidenuniv.nl; Leiden University), Adriana G. Bus. *Pattern detection in book reading sessions.*
 - 4 Ofra Korat (korato@mail.biu.ac.il; Bar-Ilan University). *How accurate can mothers and teachers be regarding children's emergent literacy development in different socioeconomic groups?*
 - 5 Jason L. Anthony (jason.l.anthony@uth.tmc.edu; University of Texas-Houston Health Science Center), Renee McDonald. *Socioemotional development IS important for emergent literacy acquisition!*
- 8: 00-10: 00 **Bilingualism and literacy: Double advantage or double trouble?** Chair: H  l  ne Deacon, Malatesha Joshi **Trinity 3,4**
- 1 S. H  l  ne Deacon (helene.deacon@dal.ca; Dalhousie University), Lesly Wade-Woolley. *Developing bilinguals: How the relationship between morphological awareness and reading changes as language skills increase.*
 - 2 Alexandra Gottardo (agottard@wlu.ca; Wilfrid Laurier University), Esther Geva. *A comparison of English reading development in young bilingual children from at-risk groups.*
 - 3 Salim Abu-Rabia (Salimar@construct.haifa.ac.il; University of Haifa). *Bilingual Literacy among regular and dyslexic Arabic readers.*
 - 4 R. Malatesha Joshi (mjoshi@coe.tamu.edu; Texas A & M University), P. Prakash, N. Surendranath. *Are reading disabilities orthography specific? Evidence from bilinguals.*
 - 5 Min Wang (minwang@umd.edu; University of Maryland). *The relationship between general auditory processing, Chinese tone processing and English reading skill.*
 - 6 Aydin Durgunoglu (adurguno@d.umn.edu; U. of Minnesota Duluth). *Discussing Bilingualism and literacy.*
- 10: 00-10: 30 **Break**
- 10: 30-12: 10 **Efficacy and effectiveness of multiple component approaches in the remediation of reading disabilities.** Chair: Maureen W. Lovett **Trinity 1,2,3**
- 1 Karen A. Steinbach (karen.steinbach@sickkids.ca ; The Hospital For Sick Children), Jan C. Frijters, Rose A. Sevcik, Marla Shapiro, Maryanne Wolf, Robin D. Morris & Maureen W. Lovett. *Multiple component remediation of reading disabilities in children: Outcomes for children varying in IQ and socioeconomic status.*
 - 2 Maria De Palma (mdpalma@sickkids.ca; The Hospital For Sick Children), Jan C. Frijters, Meredith Temple, Karen A. Steinbach, Maureen W. Lovett. *Translating research into practice: Generalizability of multiple component intervention effects for children who are English language learners.*
 - 3 Beth A. O'Brien (beth.obrien@tufts.edu; Tufts University), L. Miller, M. Wolf. *Orthographic recognition speed and accuracy in developmental dyslexia.*
 - 4 Calvin Gidney (calvin.gidney@tufts.edu ; Tufts University), Andrea Marquant, Maryanne Wolf, Robin D. Morris & Maureen W. Lovett. *An examination of African-American and European-American children with reading disabilities.*
 - 5 Donald L. Compton (donald.l.compton@vanderbilt.edu; Vanderbilt University). *Discussing Research on the efficacy and effectiveness in remediation.*
- 10: 30-12: 10 **Acquisition of early literacy: questions raised by training studies in different orthographies.** Chair: Iris Levin **Trinity 3,4**
- 1 Mary Ann Evans (evans@psy.uoguelph.ca; University of Guelph). *Phonological awareness and the acquisition of alphabetic knowledge.*
 - 3 Iris Levin (irisl@post.tau.ac.il; Tel Aviv University), Sivan Shatil-Carmon, Ornit Asif-Rave. *Letter names and letter sounds: learning, reciprocal facilitation and promotion of word recognition.*
 - 4 Theresa A. Roberts (robertst@csus.edu; California State University, Sacramento). *Mapping the territory-The interface between alphabetic learning and instruction in young English language learners.*
 - 5 Linnea C. Ehri (lehri@optonline.net; City University of New York Graduate Center). *Discussing The acquisition of early literacy.*

Friday, June 24 - afternoon

- 12: 10 **Lunch**
- 12: 10-14: 00 **Interactive papers I** (see page 5/6) **Grand Ballroom C&D**
- 14: 10-15: 50 **Morphology in processes learning to read: A cross-linguistic perspective.** Chair: Ludo Verhoeven **Trinity 1,2,3**
- 1 Ludo Verhoeven (l.verhoeven@ped.kun.nl; Radboud University Nijmegen), Robert Schreuder. *Prefix priming effects in reading Dutch bisyllabic words.*
 - 2 Rachel Schiff (rschiff@mail.biu.ac.il; Bar Ilan University), Dorit Ravid. *Morphological inflections and verbal skills in novice Hebrew readers.*
 - 3 Joanne F. Carlisle (jfcarl@umich.edu; University of Michigan), Lauren A. Katz. *Lexical quality of derived words.*
 - 4 Che Kan Leong (leong@sask.usask.ca; University of Saskatchewan). *Children's understanding of inflected word forms affects their word reading and spelling.*
- 14: 10-15: 50 **Transition to school, achievement, and student x environment interactions.** Chair: Carol McDonald Connor **Trinity 3,4**
- 1 Carol McDonald Connor (cconnor@fcrr.org; Florida State University), Frederick J. Morrison. *Individual students' differences in response to preschool literacy instruction: Effects on vocabulary, alphabet and letter-word recognition skill growth.*
 - 2 Christopher J. Lonigan (lonigan@psy.fsu.edu; Florida State University), JoAnn M. Farver, Beth M. Phillips, Jeanine Menchetti. *Outcomes of an emergent literacy curriculum in Head Start: Children's response to intervention.*
 - 3 Jan C. Frijters (jan.frijters@brocku.ca; Brock University), M. De Palma, R. W. Barron., M. W. Lovett. *Motivation as a moderator of response to remedial reading instruction: A (modifiable) aptitude x treatment interaction.*
 - 4 Bridget Hamre (bkh3d@cms.mail.virginia.edu; University of Virginia), Robert Pianta. *Large-scale observation of early education classroom settings: Are classrooms part of readiness?*
 - 5 Frederick J. Morrison (fjmorris@umich.edu; University of Michigan). *Discussing Children's transition to school and academic achievement.*
- 15: 50-16: 20 **Break**
- 16: 20-17: 40 **Beyond the single word.** Chair: Louise Miller Guron **Trinity 1,2,3**
- 1 Julie Van Dyke (jvandyke@haskins.yale.edu; Haskins Laboratories), Donald Shankweiler, Whitney Tabor. *Individual differences in the time-course of sensitivity to syntactic and semantic interference during comprehension of complex sentences.*
 - 2 Daniel Daigle (daniel.daigle@umontreal.ca; Université de Montréal), Françoise Armand, Elisabeth Demont, Jean-Emile Gombert. *Implicit learning of French morphological rules in deaf readers.*
 - 3 Orly Lipka (olipka@interchange.ubc.ca; University of British Columbia), Linda S. Siegel. *English syntactic awareness skills of children with ESL: The case of children who speak Chinese and Slavic as first language.*
 - 4 Vered Vaknin (vvaknin@univ.haifa.ac.il; University of Haifa), Joseph Shimron. *Is it more difficult to process irregular nouns? Evidence from Hebrew.*
- 16: 20-17: 40 **Reading comprehension.** Chair: Tiffany Hogan **Trinity 3,4**
- 1 Noel Gregg (ngregg@uga.edu; University of Georgia), Chris Coleman, Mark Davis, Al Cohen. *Written discourse complexity – A multidimensional analysis.*
 - 2 Nanci Bell (nbell@lblp.com; Lindamood-Bell Learning Processes). *The role of imagery and verbal processing in comprehension.*
 - 3 Dafna Kaplan (dafnak@macam.ac.il; Tel Aviv University), Dorit Ravid. *The connection between reading comprehension and linguistic knowledge.*
 - 4 Jennifer G. Cromley (jcromley@umd.edu; U. of Maryland), Roger Azevedo. *Coordinating think-aloud data with the DIME model of reading comprehension.*
- 18: 00-20: 00 **Interactive papers II** (see page ..6/7) **Grand Ballroom C&D**

Interactive papers - Friday, June 24: 12:10 – 14:00

Grand Ballroom C&D

Papers are on display from Friday 07: 30 until 14:00

- 1 Ranjita Mishra (ranjita.mishra@gmail.com; University of London), Rhona Stainthorp. *The relationship between performance on P-Centre tasks, phonological awareness, word reading and spelling in Oriya and English.*
- 2 Nancy Ewald Jackson (nancy-jackson@uiowa.edu; U. of Iowa), Susan E. Dunn. *Good and poor readers who are good or poor spellers read Scientific American.*
- 3 MarcyZipke (mzipke@gc.cuny.edu; Graduate Center at CUNY), Linnea Ehri. *The role of metalinguistic awareness in reading comprehension.*
- 4 Gloria Ramírez (gramirez@oise.utoronto.ca; OISE/UT), Esther Geva. *The use of reading comprehension tests in EL1 versus EL2 students.*
- 5 Jacqueline Hulslander (jacqui@psych.colorado.edu; University of Colorado, Boulder), Richard Olson, Chelsea Trinkka, Sophia Zavrou. *A reading-level match comparison of fluency and comprehension for continuous text.*
- 6 Julie Rosenthal (julie_rosenthal2003@yahoo.com; CUNY). *The mnemonic value of orthography for elementary students learning new vocabulary words.*
- 7 P.G. Aaron (epaaron@isugw.indstate.edu; Indiana State University). *Learning to spell English from print and learning to spell it from speech: A study of children who speak Tamil, a Dravidian language.*
- 8 Hollis S. Scarborough (hscarborough@att.net; Haskins Laboratories), Sarah McClure, Marjorie Gillis. *Culture shock for Kindergartners: Complexity of classroom language.*
- 9 Rufina Pearson (rufinapearson@canada.com; University of British Columbia), Linda S. Siegel, Josefina Pearson, Ana Sanchez Negrete. *Early identification and intervention of Spanish speaking children at-risk for reading failure.*
- 10 Dilys Leung (dilys.leung@dal.ca; Dalhousie University), S. Hélène Deacon. *Young children's use of morphemes to spell inflections and derivations.*
- 11 Heather Rogers Haverback (hrogers@umd.edu; University of Maryland), Susan J. Parault. *A reading tutor service learning project and its influence on preservice teacher self-efficacy.*
- 12 John P. Sabatini (jsabatini@ets.org; Educational Testing Service), Hollis S. Scarborough, Jane Shore. *Low literate adult reading acquisition: Some simple model analyses.*
- 13 Pieter Reitsma (p.reitsma@psy.vu.nl; PI Research – VU Amsterdam), Mieke Bos, Eline Bouwman. *Learning spelling by spelling.*
- 14 Julie Hansen (ja.hansen@qut.edu.au; Queensland University of Technology), Eunice Van Veen. *Are specific reading comprehension problems specific to reading? A test of the simple view of reading.*
- 15 Ellen Gerrits (egerr@skno.azm.nl; University Hospital Maastricht), M. Derksen. *Speech perception and phonological processing in reading-impaired children.*
- 16 Linda J. Lombardino (llombard@csd.ufl.edu; University of Florida), R. Jane Lieberman, Jaumeiko Brown, Chien J. Wang. *Assessing spoken and written language knowledge in young children.*
- 17 Margaret E. Pierce (piercema@gse.harvard.edu; Harvard Graduate School of Education), Tami Katzir, Maryanne Wolf, Gil Noam. *Examining word reading efficiency among struggling readers: does slow and steady win the race?*
- 18 Heather Hayes (hhayes@wustl.edu; Washington University in St. Louis), Rebecca Treiman, Brett Kessler. *Children use vowels to help them spell consonants.*
- 19 Laurie E. Cutting (cutting@kennedykrieger.org; Kennedy Krieger Institute/Johns Hopkins School of Medicine), Hollis Scarborough . *Prediction of reading comprehension: Relative contributions of word recognition, fluency, and cognitive-linguistic skills can depend on how comprehension is measured.*
- 20 M. Kendra Sun-Alperin (ksun@umd.edu; University of Maryland), Min Wang. *Sentence processing in Chinese-English bilingual children.*
- 21 Natalie G. Olinghouse (natalie.g.olinghouse@vanderbilt.edu; Vanderbilt University), Donald L. Compton. *Identifying achievement gaps: Effects of student- and class-level characteristics on the narrative writing ability of third-grade students.*
- 22 Vassiliki Diamanti (v.diamanti@ucl.ac.uk ; University College London), Nata Goulandris, Ruth Campbell, Morag Stuart. *Spelling of derivational suffixes in Greek children with and without dyslexia.*
- 23 Barbara Gunn (barbarag@ori.org; Oregon Research Institute), Anthony Biglan, Keith Smolkowski, Carol Black, Jason Blair. *Fostering the development of reading skill through supplemental Instruction: Results for Hispanic and Non-Hispanic students.*
- 24 Claire Davis (davis@haskins.yale.edu; Haskins Laboratories), Peter Bryant. *Causal connections in the acquisition of an orthographic rule.*
- 25 Gina Biancarosa (biancagi@gse.harvard.edu; Harvard Graduate School of Education). *Revisiting reading speed: How sentence reading speed might reveal more about our students' comprehension processes.*
- 26 Annukka Lehtonen (annukka.lehtonen@psych.ox.ac.uk; University of Oxford), Rebecca Treiman. *Training effects in adults' use of different-sized phonological units.*
- 27 Alida Anderson (aanderso@umd.edu; University of Maryland). *Linguistic specificity in preschool age children with and without specific language impairment.*

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- 29 Chenxi Cheng (cxc@umd.edu; University of Maryland), Min Wang, Shih-wei Chen. *The role of morphological and phonological awareness in Chinese-English biliteracy acquisition.*
- 30 Rauno Parrila (Rauno.parrila@ualberta.ca; University of Alberta), George Georgiou. *Persistent naming speed problems in high-functioning adult dyslexics: Wherein lays the problem?*
- 31 Gail Brown (gbrown@aisnsw.edu.au; Sydney), Herbert Marsh, Rhonda Craven, Mary Cassar. *An effective, theoretically-based and practical intervention for significant improvements in reading comprehension.*
- 32 Megan Overby (moverby@unlserve.unl.edu; University of Nebraska-Lincoln), Guy Trainin. *The importance of early articulation competence to phonological decoding and encoding.*
- 33 Mei-lan Au (meilana@ied.edu.hk; Hong Kong Institute of Education), Linda Siegel. *The effectiveness of phonological awareness training in English reading among Hong Kong children.*

17: 45-19: 45 **Cash bar (drinks / snacks)**

Interactive papers - Friday, June 24: 18:00 – 20:00

Grand Ballroom C&D

Papers are on display from Friday 14: 10 until 20: 00

- 1 Lee Farrington-Flint (lfarringtonflint@dmu.ac.uk; De Montfort U., Leicester), Clare Wood. *Strategy variability among beginning readers.*
- 2 Jie Shen (j7shen@uwaterloo.ca; U. of Waterloo), Alexandra Gottardo, G. Ernest MacKinnon. *Language development: A comparison of children with specific language impairment and children with English as a second language.*
- 3 George K. Georgiou (georgiou@ualberta.ca; U. of Alberta, Edmonton), Rauno K. Parrila. *Rapid naming speed components and reading acquisition from kindergarten until grade 2: A follow-up study.*
- 4 Nenagh Kemp (nkemp@psych.ubc.ca; U. of British Columbia). *Discreet is to disgression: Adults' spelling of base-derived relationships.*
- 5 Robert Savage (robert.savage@mcgill.ca; McGill University), Rebecca Blair. *Epi- and meta- linguistic phonological skills in pre-reading children.*
- 6 Adele Lafrance (alafance@oise.utoronto.ca; OISE/UT), Esther Geva. *Longitudinal predictors of spelling performance in ESL and LI children.*
- 7 Yolanda W.S. Yuen (yueny@educ.queensu.ca; Queen's U.), Lesly Wade-Woolley. *Phonological representation and English reading in Chinese ESL children.*
- 8 Hilary Brown (brow1774@wlu.ca; Wilfrid Laurier University), Sarah Mordell, Tracee Fancis, Alexandra Gottardo. *Cognitive predictors of reading ability in adolescents with learning disabilities.*
- 9 Annie Roy-Charland (ear3339@umoncton.ca; Université de Moncton), Jean Saint-Aubin, Mary Ann Evans. *Children's eye-movements in shared book reading: It depends if they can read it.*
- 10 Kathy Stephenson (kas@ualberta.ca; University of Alberta), Rauno Parrila. *Effects of cognitive and noncognitive factors on the acquisition of reading skills.*
- 11 Sarah Mordell (mordellsarah@hotmail.com; Wilfrid Laurier University), Tracee Francis, Alexandra Gottardo. *Determinants of reading skill in adolescents readers with LD: Support for a reciprocal relationship.*
- 12 Catherine G. Penney (cathpenn@play.psych.mun.ca; Memorial University of Newfoundland). *Onset awareness precedes reading, but phoneme awareness develops as a result of literacy.*
- 13 Troy Janzen (troy.janzen@taylor-edu.ca; Taylor University College, Edmonton), J.P. Das. *Cognitive processing, speed of articulation and reading: A study with a Canadian Native Children.*
- 14 Laura Astolfo (la01aa@badger.ac.brocku.ca; Brock University), John McNamara. *Using measures of phoneme awareness and letter-sound knowledge to identify at-risk readers in Kindergarten: A follow-up in Grade Two.*
- 15 Kumiko Inutsuka (kinutsuka@oise.utoronto.ca; OISE/ University of Toronto). *Component skills of reading in English for adult second language readers.*
- 16 Louise Miller Guron (lmg40@cam.ac.uk; University of Cambridge), Usha Goswami. *Rhythm detection, phonological awareness and word reading in Swedish children.*

- 17 Laura S. Roth (lroth@du.edu; University of Denver), Janice M. Keenan. *The role of comprehension monitoring in the comprehension skills of children with reading disability and children with ADHD.*
- 18 Marina Davydovskaia (lmd9@qmlink.queensu.ca; Queen's University), Vincent Goetry, Lesly Wade-Woolley. *Orthographic differentiation between first and second language in the reading and spelling of French immersion students.*
- 19 Zhiyu (Ellen) Gong (gongz@mcmaster.ca; McMaster University), Betty Ann Levy. *How to improve preschooler's visual/orthographic knowledge during storybook reading.*
- 20 Jenny Roberts (sphjar@hofstra.edu; Hofstra University), S. Lambrecht-Smith, K.Scott, P.Macaruso, J.Hodgson, J.Locke. *Relationship of preliteracy skills to early spoken language measures in children with dyslexia.*
- 21 Jennifer Rabin (jsrabin@dal.ca; Dalhousie University), Helene Deacon. *The relationship between morphological priming and reading.*
- 22 Nicole J. Conrad (conradn@brandonu.ca; Brandon University, Manitoba). *Examining the relation between reading and spelling: A training study.*
- 23 Todd Cunningham (tcunningham@oise.utoronto.ca; OISE/UT), Esther Geva. *The effects of reading technologies on literacy development of ESL students.*
- 24 Sandra Martin-Chang (smartinc@mta.ca; Mount Allison University), Betty Ann Levy. *Word acquisition and retention during isolated word and context training.*
- 25 Carrie Seward (carries@pcfk.on.ca; Wilfrid Laurier University), Alexandra Gottardo. *Influence of a short-term intervention program on Grade 1 phonological awareness.*
- 26 Jennifer McTaggart (mctaggar@uoguelph.ca; University of Guelph), Jan C. Frijters, Roderick W. Barron. *Early reading motivation: Children's interest in reading in kindergarten predicts reading interest and skill in Grade 3.*
- 27 Gene Ouellette (gouelle2@connect.carleton.ca; Carleton University), Monique Sénéchal. *Pathways to literacy from Kindergarten to Grade 3.*
- 28 Alain Desrochers (Alain.Desrochers@uottawa.ca; University of Ottawa), Glenn Thompson, Frederick Grouzet, Pierre Cormier. *The development of graphemic knowledge through the primary grades: evidence from French.*
- 29 Denyse Hayward (dhayward@worldgate.ca; University of Alberta), Troy Janzen, J.P. Das. *Comparisons between cognitive-based and phonetic-based reading remediation with a Canadian First Nations children.*
- 30 Julie Mueller (muel4470@wlu.ca ; Wilfrid Laurier University), Alexandra Gottardo, Esther Geva., Pierre Cormier. *Factor analysis of a pseudo-word elision task with ESL kindergarten students.*
- 31 Carolyn J. Wiens (wienswroe@kos.net; Queen's University), John R. Kirby. *The role of sound-symbol learning in letter knowledge, naming speed and reading skills.*
- 32 Richard Kruk (krukr@ms.umanitoba.ca; University of Manitoba). *What visual attention can and cannot tell us about reading acquisition in children.*
- 33 Iuliana Faroga (iulianaf@rogers.com; Wilfrid Laurier University), A.Gottardo, P. Chiappe. *English reading strategies in Spanish-speaking first graders.*
- 34 Deborah G. Litt (LittD@trinitydc.edu; Trinity University). *Trends in phonological awareness, rapid naming, and reading acquisition among Reading Recovery-eligible first graders receiving regular instruction.*

<p>next SSSR conference, July 5-8, 2006 University of British Columbia, Vancouver Program chair: Maggie Snowling Local coordinator: Linda Siegel</p>

Saturday, June 25 – morning

- 8: 00-10: 00 **Cross-linguistic perspectives on reading fluency in second language learners.** Chair: Esther Geva **Trinity 1,2,3**
- 1 Frank Manis (manis@usc.edu; University of Southern California), Kim Lindsey. *Reading comprehension and fluency in 2nd-5th Grade English language learners.*
 - 2 Zohreh Yaghoubzadeh (zyaghoubzadeh@oise.utoronto.ca; University of Toronto), Fataneh Farnia, Esther Geva. *A multi-componential approach to modeling reading development in second language learners.*
 - 3 Fataneh Farnia (ffarnia@oise.utoronto.ca; OISE/UT), Esther Geva. *Reading fluency: A prelude to reading comprehension? A growth curve study of ESL and EL1 students.*
 - 4 Debra Jared (djared@uwo.ca; University of Western Ontario), Pierre Cormier, Betty Ann Levy, Lesly Wade-Woolley. *The development of reading fluency in native English speakers enrolled in French immersion.*
 - 5 Esther Geva (egeva@oise.utoronto.ca; OISE/UT), Michal Shany. *A comparison of reading fluency development in children of Ethiopian immigrants and non-immigrant children learning to read Hebrew.*
 - 6 Victor van Daal (victorvandaal@onetel.com; University of Stavanger), Llinos Spencer. *Developing reading fluency and spelling in a bilingual country: Results from year 6 children in North Wales.*
- 8: 00-10: 00 **Rhythmic awareness and reading development** Chair: Clare Wood **Trinity 3,4**
- 1 Clare Wood (c.p.wood@open.ac.uk; Open University). *Rhythmic sensitivity and early reading: A cross sectional study.*
 - 2 Nicolás Gutiérrez-Palma (ngpalma@ujaen.es; University of Jaén). *Rules for lexical stress assignment in Spanish: A study with adults and children.*
 - 3 Elise de Bree (elise.debree@let.uu.nl; Utrecht University). *Word stress production in young children at risk for dyslexia.*
 - 4 Jenny Thomson (jmt49@cam.ac.uk; University of Cambridge), Usha Goswami. *Rhythm timing and dyslexia: A causal connection?*
 - 5 Gareth Williams (williamg@smuc.ac.uk; University of Surrey), Yolanda Yuen. *Comparisons in rhythm processing between alphabetic and non-alphabetic scripts.*
 - 6 Lesly Wade-Woolley (wadewool@educ.queensu.ca; Queen's University). *Discussing Rhythmic awareness and reading development*
- 10: 00-10: 30 **Break**
- 10: 30-12: 30 **Direct comparisons of literacy acquisition in different orthographies.** Chair: Karin Landerl, Markéta Caravolas **Trinity 1,2,3**
- 1 Philip H.K.Seymour (phks@edenfield65.freeseve.co.uk; University of Dundee), Lynne G.Duncan, Mikko Aro, Sheila Baillie. *Quantifying the effects of orthographic and phonological complexity on foundation literacy acquisition: the English-Finnish contrast.*
 - 2 Charles Hulme (ch1@york.ac.uk; University of York), Markéta Caravolas, Gabriela Málková, Sophie Brigstocke. *Phoneme isolation ability is not simply a consequence of letter-sound knowledge.*
 - 3 Vincent Goetry (goetryv@educ.queensu.ca; Queens's University), Philippe Mousty, Régine Kolinsky. *Do different linguistic inputs promote different patterns of metaphonological development? Longitudinal evidence from French and Dutch.*
 - 4 Markéta Caravolas (m.c.caravolas@liv.ac.uk; University of Liverpool), Karin Landerl. *Phonotactic structure of words in children's native language specifically shapes the development of their phoneme awareness skills.*
 - 5 Karin Landerl (Karin.Landerl@sbg.ac.at; University of Salzburg), Pieter Reitsma. *Phonological and morphological consistency in the acquisition of vowel duration spelling in Dutch and German.*
- 10: 30-12: 30 **The development of literacy in Spanish-speaking English language learners.** Chair: Diane August **Trinity 3,4**
- 1 Diane August (daugust@msn.com; Center for Applied Linguistics), Margarita Calderon, Maria Carlo, Michelle Nutall. *Developing literacy in English-language learners: An examination of the impact of English-only versus bilingual instruction.*
 - 2 Lee Branum-Martin (Lee.Branum-Martin@times.uh.edu; University of Houston), David J. Francis, Paras D. Mehta. *Bilingual phonological awareness: Multilevel construct validation among Spanish-speaking Kindergarteners in transitional bilingual education classrooms.*
 - 3 Sharon Vaughn (srvaughnum@aol.com; University of Texas, Austin), Sylvia Linan-Thompson, David Francis. *Experimental designs examining the effectiveness of Spanish and English interventions with bilingual First Grade students at-risk for reading problems.*
 - 4 Maria S. Carlo (carlo@miami.edu; University of Miami), Diane August. *Predicting knowledge of low frequency English words that are cognates to Spanish: A study of 4th grade ELLs.*
 - 5 Jon F. Miller (jfmille2@facstaff.wisc.edu; University of Wisconsin-Madison), Aquilles Iglesias, John Heilmann. *Relationship between oral language and reading skills in English language learners.*
 - 6 Nonie K. Lesaux (lesauxno@gse.harvard.edu; Harvard), Amy C. Crosson. *Spanish-speakers' reading comprehension in English.*

Saturday, June 25 – afternoon

- 12: 30 **Lunch**
- 12: 30-14: 30 **Interactive papers** (see page 10/11) **Grand Ballroom C&D**
- 14: 30-16: 10 **Written and spoken language comprehension problems.** Chair: Kate Cain **Trinity 1,2,3**
- 1 Kate Cain (kcain@essex.ac.uk; University of Essex). *Reading comprehension failure: Profiles of individuals from different populations.*
 - 2 Janice M. Keenan (jkeenan@du.edu; University of Denver), Rebecca S. Betjemann, Laura S. Roth. *Inferencing in reading & listening comprehension in reading disability, comprehension deficit, and ADHD.*
 - 3 Elizabeth P. Lorch (elorch@uky.edu; University of Kentucky), Richard Milich, Kristen S. Berthiaume, Paul van den Broek. *Story comprehension in children with ADHD: Research findings and treatment implications.*
 - 4 Maureen Dennis (Maureen.dennis@sickkids.ca; Hospital for Sick Children, Toronto), Joeline Huber Okrainec. *Idioms as a tool for understanding configurational and compositionallanguage and reading comprehension: Evidence from children with spina bifida.*
 - 5 Jane Oakhill (janeo@biols.susx.ac.uk; University of Sussex), Barbara Nesi, Kate Cain. *Understanding of idiomatic expressions in skilled and less-skilled comprehenders: A reading time study.*
- 14: 30-16: 10 **Fluency in reading.** Chair: Nancy Ewald Jackson **Trinity 3,4**
- 1 Marilyn Jager Adams (marilyn@soliloquylearning.com; Soliloquy Learning). *Using accuracy and fluency to estimate independent, instructional, and frustration-level reading material.*
 - 2 Rhona Stainthorp (r.stainthorp@ioe.ac.uk; University of London), Maria Constantinidou. *Phonological awareness and reading speed deficits in dyslexic Cypriot children.*
 - 3 Melanie R. Kuhn (melaniek@rci.rutgers.edu; Rutgers Graduate School of Education), Paula Schwanenflugel, Lesley Morrow, Deborah Woo. *Scaling up fluency oriented reading instruction (FORI) - A pilot study.*
 - 4 Jack Mostow (mostow@cs.cmu.edu; Carnegie Mellon University), Joseph Beck. *Micro-analysis of fluency gains in a reading tutor that listens.*
 - 5 Gerheid Scheerer-Neumann (scheerer@rz.uni-potsdam.de; University of Potsdam), Carola D. Hofmann. *Do reading speed tests really measure reading?*
- 16: 10-16: 40 **Break**
- 16: 40-18: 20 **Neurocognitive perspectives of reading.** Chair: Jenny Roberts **Trinity 1,2,3**
- 1 Chris Chase (chris.chase@mckenna.edu; Claremont McKenna College), Chinatsu Tosha, Joel B. Talcott. *Meta-analysis of the visual magnocellular deficit model of dyslexia.*
 - 2 Donald J. Bolger (djbolger@pitt.edu; University of Pittsburgh), Walter Schneider, Charles Perfetti. *The development of orthographic knowledge: A cognitive neuroscience investigation of the self-organizing principles of the ventral visual cortex for reading.*
 - 3 Javier S. Sainz (jsainz@psi.ucm.es; Universidad Complutense de Madrid), Ruben García-Zurdo, Carmen Villalba. *Neural mechanisms of word parsing in reading.*
 - 4 Maya Misra (mmm35@psu.edu; Pennsylvania State University), Tamar Katzir, Maryanne Wolf, Russell A. Poldrack. *An fMRI study of component processes in reading: Bridging clinical practice and neuroscience research.*
 - 5 David Braze (braze@haskins.yale.edu; Haskins Laboratories), Einar Mencl, Whitney Tabor, Donald Shankweiler. *Speaking up for vocabulary in interpreting reading skill differences in young adults.*
- 16: 40-18: 20 **Phonological processes basic to reading.** Chair: Robert Savage **Trinity 3,4**
- 1 Margaret J. Snowling (mjs19@york.ac.uk; University of York), K. Goetz, C Hulme, S. Brigstocke, H. Nash. *Individual differences in literacy attainments of children with Down Syndrome.*
 - 2 Elinor Saiegh-Haddad (saiegh@mail.biu.ac.il; Bar-Ilan University). *Linguistic constraints on the ability to isolate phonemes in Arabic.*
 - 3 Juan E. Jiménez (ejimenez@ull.es; University of La Laguna). *Are there differences in phonological processes between illiterate adults and dyslexic children?*
 - 4 Sotirios Douklias (sdoukl@essex.ac.uk; University of Essex), Jackie Masterson, Rick Hanley. *Cognitive factors underpinning poor reading ability in Greek: A group study in a transparent language.*
 - 5 Bianca M. Sumutka (Bianca.sumutka@haskins.yale.edu; Haskins Laboratories), Susan Brady, Hollis Scarborough. *The role of vocabulary knowledge in decoding new words.*
- 18: 40-19: 30 **Presidential address by Joanna Williams** Chair: Linnea Ehri **Grand Ballroom A&B**

Interactive papers - Saturday, June 25: 12:30 – 14:30

Grand Ballroom C&D

Papers are on display from Saturday 7: 30 until 18: 30

- 1 Li Yin (liyini@uiuc.edu; U. of Illinois at Urbana-Champaign), Richard Anderson. *Phonological awareness and word reading: What can we learn from Chinese first graders learning English as a foreign language?*
- 2 Cynthia Puranik (cpuranik@csd.ufl.edu ; U. of Florida), Linda Lombardino. *Analyzing oral and written language samples using a text retell format.*
- 3 Amy Elleman (amy.m.elleman@vanderbilt.edu; Vanderbilt U., Nashville), Jane Lawrence, Natalie Olinghouse, Jan Vining, Emily Bigalow, Donald Compton. *Predicting struggling reader's responsiveness to reading comprehension instruction.*
- 4 Bonnie Wing-Yin Chow (wychow@psy.cuhk.edu.hk; Chinese U. of Hong Kong), Catherine McBride-Chang, Richard K. Wagner, Andrea Muse. *Associations of morphological awareness to vocabulary development in English.*
- 5 Elisabeth S. Pasquini (Stamblel@gse.harvard.edu; Harvard Graduate School of Education), Kathleen H. Corriveau, Usha C. Goswami. *Rhythmic auditory processing in college-aged dyslexics.*
- 6 Kathleen H. Corriveau (corrivka@gse.harvard.edu; Harvard Graduate School of Education), Elizabeth S. Pasquini, Usha C. Goswami. *Rhythmic processing in specific language impairment.*
- 7 Jay Blanchard (jsb46@asu.edu; Arizona State University), Kim Atwill, Karen Burstein, Jim Christie, Joanna Gorin, David Wodrich. *An investigation of cross-language transfer in phonemic awareness of kindergarten Spanish-speaking children.*
- 8 Jing Zhang (jizhang@oise.utoronto.ca; OISE), Janette Pelletier. *Chinese children comparison between Chinese Montessori kindergarten and traditional Chinese kindergarten.*
- 9 William J. Owen (owenw@unbc.ca; University of Northern British Columbia), Maureen Hewlett, Ron Borowsky. *Measuring skilled readers' reliance on lexical, sub-lexical, and semantic processing.*
- 10 Seung-Hee Son (seunghee@umich.edu; University of Michigan), Frederick J. Morrison, Beth Swearingen. *Parents getting children ready for Kindergarten: Tailoring the home literacy environment at the time of school transition.*
- 11 Tiffany Hogan (tehogan@ku.edu; University of Kansas), Rochelle Harris. *Reading development in a first and second language: The case of French immersion in an urban school district.*
- 12 Lois G. Dreyer (lgdreyer@optonline.net; CUNY), Linnea C. Ehri, Bert Flugman. *Reading rescue: First-Grade tutoring facilitates reading acquisition in struggling readers.*
- 13 Simpson Wai-Lap Wong (simpsonwong@hkusua.hku.hk; University of Hong Kong), Connie Suk-Han Ho, Bonnie Wing-Yin Chow. *The role of speed of processing and central executive functioning on RAN and reading fluency among Chinese adults.*
- 14 Ka-yan Karen Chong (kychong@psy.cuhk.edu.hk; Chinese University of Hong Kong), Him Cheung. *The effect of Mandarin Pinyin learning on phonological awareness development and English reading in Hong Kong ESL learners.*
- 15 Fred Hasselman (f.hasselman@pwo.ru.nl; Radboud University, Nijmegen), Ludo Verhoeven, Saskia de Graaff. *Learnability of grapheme-phoneme connections in kindergarten as a predictor of reading development in Grade 1: A study of children with a genetic risk for dyslexia.*
- 16 Verena Thaler (Verena.Thaler@sbg.ac.at; University of Salzburg), Karin Landerl. *The influence of spelling pronunciations on the orthographic spelling competence.*
- 17 Karen Ghelani (kghelani@oise.utoronto.ca; Hospital for Sick Children, Toronto), Rosemary Tannock. *The relationship between inattentive and hyperactive/impulsive symptoms and reading skills.*
- 18 Lori J. P. Altmann (laltmann@ufl.edu; University of Florida), Cynthia Puranik, Elizabeth Mikell, Linda J. Lombardino. *Grammatical sentence production in individuals with and without dyslexia.*
- 19 Adrianna R. Wechsler (murmade25@hotmail.com; McLean Hospital, Boston), Margaret E. Pierce, Tami Katzir, Maryanne Wolf, Gil Noam. *Examining the co-morbidity of behavioral problems and reading difficulties among elementary school children.*
- 20 Bettina Baker (bakerb@neumann.edu; University of Pennsylvania Linguistics Laboratory), John Sabatini. *A comparison of the effects of two phonologically-based, remedial reading programs for struggling readers from different language and ethnic backgrounds in low-income schools.*
- 21 Dana David (9dd6@qmlink.queensu.ca; Queen's University), Yolanda Yuen, John R. Kirby, Katharine Smithrim, Lesly Wade-Woolley. *Does musical rhythm predict reading ability in the primary grades?*
- 22 Christiane S. Kyte (c.kyte@utoronto.ca; University of Toronto), Carla J. Johnson. *A comparison of phonological recoding and visual processing in orthographic learning.*
- 23 Mindy B.Sittner (msittner@ku.edu; University of Kansas), Hugh W. Catts. *Late emerging poor readers.*
- 24 Stefan Hawelka (stefan.hawelka@sbg.ac.at; University of Salzburg), Christine Huber, Heinz Wimmer. *Is impaired reading speed caused by a deficit in the simultaneous processing of multiple visual elements?*
- 25 Eva Man Ching Chow (h0019436@hkusua.hku.hk; University of Hong Kong), Connie Suk Han Ho. *Paired associated learning among Hong Kong Chinese dyslexic children.*

- 26 Fiona E. Kyle (fek22@cam.ac.uk; University of Cambridge), Margaret Harris. *Reading development in deaf children: the importance of speechreading and vocabulary knowledge.*
- 27 Jill Fraser (Jill.m.fraser@student.manchester.ac.uk; University of Manchester), Gina Conti-Ramsden. *Reading and language disorders: Two sides of the same coin?*
- 28 Tatiana Cury Pollo (tpollo@wustl.edu; Washington University), Rebecca Treiman, Brett Kessler. *Beginning spellers exploit inexact letter-name matches.*
- 29 Tina M. Newman (tina.newman@yale.edu; Yale University PACE Center and Child Study Center), Donna Macomber, Niamh Doyle, Elena L. Grigorenko. *A family study of hyperlexia in autism.*
- 30 Cristina Rodríguez (crodr@ull.es; University of La Laguna), Juan E. Jiménez. *Validity of subtypes of reading disability in a transparent orthography analyzing word and pseudoword naming errors.*
- 31 Adam J. Naples (Adam.naples@yale.edu; Yale University), Elena L. Grigorenko, Joseph Chang, Robert J. Sternberg. *Familiarity of phonological awareness and rapid naming: segregation and simulation analyses.*
- 32 Elizabeth Howard (liz@cal.org; Center for Applied Linguistics), Cate Coburn. *A developmental investigation of cross-linguistic spelling errors in Spanish/English bilingual students.*
- 33 Barbara K. Given (bgiven@gmu.edu; George Mason University). *Investigating double deficit theories of dyslexia at the middle school level.*
- 34 Ulrike Biangardi (mccutch@u.washington.edu; University of Washington), Deborah McCutchen. *Morphological processes in 5th and 8th graders' word reading.*
- 35 Chris Andrew Cate (ccate@education.ucsb.edu; University of California at Santa Barbara), Jeff Sklar, Michael Gerber. *Development of an instrument to test reading comprehension and memory—A pilot study.*
- 36 Florian Hutzler (fhutzler@zedat.fu-berlin.de; Freie Universität Berlin), Arthur M. Jacobs, Marcus Conrad. *Constraining future models of reading: The effect of first syllable-frequency in eye movements & event related potentials.*

Interactive papers - Sunday, June 26: 12:30 – 14:30

Grand Ballroom C&D

Papers are on display from Sunday 7: 30 until 16: 30

- 1 Andrew John Holliman (a.holliman@open.ac.uk; Open University), Clare Wood, Kieran Sheehy. *The role of metrical stress sensitivity in the development of phonological awareness, reading ability, and spelling ability, in a group of beginning readers.*
- 2 Stephan E. Sargent (sargents@nsuok.edu; Northeastern State U., Oklahoma). *The relationship of reading attitude and use of newspapers as a pedagogical tool in 3rd, 4th, and 5th Grade students.*
- 3 Nicole Patton-Terry (terry@haskins.yale.edu; Haskins Laboratories.). *Early linguistic awareness and spelling skills among African American English and Standard American English speakers.*
- 5 Dianna Townsend (dtownsen@uci.edu; University of California, Irvine), Penny Chiappe. *Patterns of reading in English for Korean- and English-speaking children.*
- 6 Lauren Figueredo (laurenf@ualberta.ca; University of Alberta), Connie Varnhagen. *Didn't you run the spell checker? Effects of writer background about proofreading practices and error type on the perception of writers.*
- 7 Virginia Cronin (vcronin@gwu.edu; George Washington University). *The double-deficit hypothesis and nonword reading.*
- 8 Ivy E. Rollins (ivyrollins@yahoo.com; University of Rhode Island), Susan Brady. *Interference of first language on second language spelling abilities in Spanish-speaking children.*
- 9 Dawn Bramer (dawn-bramer@uiowa.edu; University of Iowa). *Case study of a pre-school aged precocious reader.*
- 10 Ana Luiza G. P. Navas (analunavas@ig.com.br; Unicamp, Brazil). *Effects of phonological similarity in a word reading task using a priming paradigm: the emergence of phonology in a transparent orthography.*
- 11 Carol A. Johnson (caj45@cam.ac.uk; University of Cambridge), Usha C. Goswami. *Phonological skills, vocabulary development and reading development in deaf children with cochlear implants.*
- 12 Patrick Snellings (p.snellings@uva.nl; University of Amsterdam), Aryan van der Leij, Peter F. de Jong, Henk Blok. *Poor readers' integration of orthography and phonology: the role of synchrony and level of processing.*

- 13 Holly K. Craig (hkc@umich.edu; University of Michigan), Julie A. Washington, Stephanie L. Hensel, Erin J. Quinn. *Oral language differences between able and struggling African American readers.*
- 14 Erin K. Robertson (eroberts@uwo.ca; University of Western Ontario), Marc F. Joanisse, Amy S. Desroches, Stella Ng, & Alexandra Terry.. *Similarities and differences between developmental dyslexia and specific language impairment.*
- 15 K. Brooke Stafford (kbs22@columbia.edu; Teachers College Columbia University), Joanna P. Williams, Abigail Nubla-Kung, Simonne Pollini. *Text structure instruction in social studies in the primary grades.*
- 16 Lisa J. Slominski (lslomins@umich.edu; University of Michigan), Carol McDonald Connor, Frederick J. Morrison. *Do schools or teachers tailor literacy instruction to the skill levels of at-risk preschool children?*
- 17 Suzanne M. Adlof (suzannea@ku.edu; University of Kansas), Hugh W. Catts, Tiffany P. Hogan, Todd Little. *The role of fluency in reading comprehension.*
- 18 Ellen Hamilton (eehamilt@umich.edu; University of Michigan), Twila Tardif, Paul Fletcher, Weilan Liang, Zhixiang Zhang, Virginia Marchman, Jiayin Wu. *Size matters: The efficacy of phonological neighborhoods as a measure of phonological representations.*
- 20 Alexis Filippini (alexis@education.ucsb.edu ; University of California Santa Barbara), Michael Gerber. *Project La Patera: Relationships between English learners' performance on kindergarten and third grade reading measures.*
- 21 Emily Solari (esolari@education.ucsb.edu; University of California, Santa Barbara), Michael Gerber, Lee Swanson. *Spelling development of young English learners: the role of phonological awareness and working memory.*
- 22 Naya Choi (choinaya@hanmail.net; Seoul National University), An-jin Yoo. *Predictors of Korean preschooler's words and sentences reading.*
- 23 Jenay L. Karlson (karlsonj@umich.edu; University of Michigan), Abigail M. Jewke, Frederick J. Morrison. *Fact or fiction? Gender differences in early literacy and learning.*
- 24 Nina Goodman (nina@thegoodmans.net; Fordham University), Joanna Uhry. *Word-reading strategy use by English-speaking first-graders learning Hebrew as a second language.*
- 25 Claire E. Cameron (cameronc@umich.edu; University of Michigan), Carol McDonald Connor, Frederick J. Morrison. *The impact of classroom organization on decoding skill growth in First Grade.*
- 26 Allan S. Cohen (acohen@uga.edu; University of Georgia), Noel Gregg. *The long-term impact of test accommodations on reading test performance.*
- 27 Rebecca S. Betjemann (rbetjema@nova.psy.du.edu; University of Denver), Janice M. Keenan. *Visual and auditory priming in children with reading disabilities.*
- 28 Annemarie Hindman (ahindman@umich.edu; University of Michigan), Frederick J. Morrison. *Multiple variables in book reading with young children: Impacts of language use, child skills, and instructional context on early literacy outcomes.*
- 29 Donna Wright (dwright@mec.cuny.edu; CUNY), Linnea Ehri. *Do beginning readers' remember orthography?*
- 30 Susan Dunlap (sud4@pitt.edu; University of Pittsburgh), Ying Liu, Charles Perfetti. *Incidental Reading in L2, L1, and L0: An ERP Study of Chinese and English.*
- 31 Jerry A. Hall (jerry.hall@tsrh.org; Texas Scottish Rite Hospital for Children, Dallas), Jeremiah Ring, Jeffrey L. Black. *Relationship between reading motivation and reading intervention effects in children with reading disability.*
- 32 Alicia Díaz (adiazm@ull.es; University of La Laguna), Juan E. Jiménez. *Assessment of academic performance of Spanish young adults with reading disabilities and young adult normal readers.*
- 34 Lesley Hart (lesley.hart@yale.edu; Yale University Child Study Center), Elena L. Grigorenko. *A study of spoken and written language disorders in an extended pedigree.*
- 35 Jennifer Balogh (jbalogh@ordinate.com; Ordinate Corporation), John Strucker, Jared Bernstein, Isabella Barbier. *Predictors of reading fluency.*
- 36 Carsten Elbro (ce@hum.ku.dk; University of Copenhagen). *As cheap as dirt, dust or what? The importance of lexical unit size for the quality of the phonological representations in dyslexia.*

Sunday, June 26 – morning

- 8: 00-10: 00 **Learning and the brain: Reading in different orthographies.** Chair: Rebecca Sandak **Trinity 1,2,3**
- 1 Kenneth R. Pugh (pugh@haskins.yale.edu; Haskins Laboratories). *Recent neuroimaging findings and an updated model of the neurobiology of skilled reading and reading disability.*
 - 2 Heinz Wimmer (heinz.wimmer@sbg.ac.at; University of Salzburg), Jürgen Bergmann, Martin Kronbichler. *On brain dysfunction associated with dysfluent reading in regular orthographies: ERP and fMRI data.*
 - 3 Charles Perfetti (perfetti+@pitt.edu; University of Pittsburgh), Liu Ying, Julie Fiez, Jessica Nelson, Susan Dunlap. *How the alphabetic brain learns to read Chinese: Implications of fMRI studies of adult learners for the functional neuroanatomy of learning to read.*
 - 4 Jessica Nelson (jen33@pitt.edu; University of Pittsburgh), Ying Liu, Julie Fiez, Charles Perfetti. *Learning to read Chinese as a second language recruits Chinese-specific visual word form areas.*
 - 5 Liu Ying (liuying+@pitt.edu; University of Pittsburgh), Susan Dunlap, Julie Fiez, Charles Perfetti. *Learning to read characters: An fMRI study of controlled learning of orthographic, phonological and semantic constituents.*
 - 6 Rebecca Sandak (sandak@haskins.yale.edu; Haskins Laboratories), Stephen J. Frost, W. Einar Mencl, Jay Rueckl, Kenneth R. Pugh. *Learning to read (alphabetic) words: controlled learning studies in English.*
 - 7 Mark S. Seidenberg (seidenberg@wisc.edu; University of Wisconsin-Madison). *Universal and language-specific aspects of reading.*
- 8: 00-10: 00 **Instruction matters.** Chair: John P. Sabatini **Trinity 4,5**
- 1 Rhona S. Johnston (r.s.johnston@hull.ac.uk; University of Hull), Joyce E. Watson. *Synthetic phonics teaching reduces the disadvantage in reading and spelling shown by children from poor socio-economic backgrounds.*
 - 2 William H. Rupley (w-rupley@tamu.edu ; Texas A&M U.), Sandra L. Mergen, Victor L. Willson. *Reliability and validity of elementary teacher's self-reports of their use of reading instruction strategies.*
 - 3 Linda H. Mason (lhmason@uiuc.edu; University of Illinois, Urbana-Champaign). *A components analysis of a multiple strategy instructional approach for self-regulating expository reading comprehension and informative writing.*
 - 4 Louise Spear-Swerling (spearswerll1@southernct.edu ; Southern Connecticut State University), Pamela Owen Brucker, Michael Alfano. *Perceived and actual literacy-related knowledge of teachers with high vs. low background for teaching reading.*
 - 5 Carol A. Christensen (c.christensen@mailbox.uq.edu.au; University of Queensland), Dian Jones. *The impact of orthographic-motor integration of children's ability to learn to spell.*
- 10: 00-10: 30 **Break**
- 10: 30-12: 10 **Does increasing the availability of informational text in urban classrooms improve young children's reading achievement and motivation?** Chair: Mariam Jean Dreher & Linda Baker **Trinity 1,2,3**
- 1 Mariam Jean Dreher (mjdreher@umd.edu; University of Maryland), Linda Baker. *Balancing learning to read and reading for learning: Infusing information books into primary-grade classrooms.*
 - 2 Linda Baker (baker@umbc.edu; University of Maryland), Mariam Jean Dreher. *Balancing learning to read and reading for learning: Intervention effects on students' achievement.*
 - 3 Lisa Beall (lisac1@umbc.edu; University of Maryland), Faith Morse, Linda Baker, Mariam Jean Dreher. *Student book preferences and their links to achievement.*
 - 4 Heather Ruetschlin (umdrower@hotmail.com; University of Maryland), Maria Finger, Mariam Jean Dreher. *Children's reading comprehension in Grades 2-4 across genre and question type.*
 - 5 Angela Katenkamp (akaten1@umbc.edu; University of Maryland), Adia Garrett, Linda Baker. *Opportunities to read in the classroom: Observations of reading activities in Grades 2-4.*
- 10: 30-12: 10 **Genetic and environmental Influences on reading and prereading skills.** Chair: Richard K. Olson **Trinity 4,5**
- 1 Brian Byrne (bbyrne@pobox.une.edu.au; University of New England), Richard Olson, Sally Wadsworth, Robin Corley, Stefan Samuelsson, Peter Quain. *Longitudinal twin study of literacy and language: The first three years.*
 - 2 Stefan Samuelsson (stesa@ibv.liu.se; Linköping University), Richard K Olson, Brian Byrne. *Genetic and environmental influences on pre-reading skills at 5 years of age- A comparison between United States, Australia, and Scandinavia.*
 - 3 Stephen A. Petrill (sap27@psu.edu; Pennsylvania State University), Kirby Deater-Deckard. *Environmental influences on early reading: A twin study.*
 - 4 Timothy Bates (tim@maccs.mq.edu.au; Macquarie Centre for Cognitive Science), Anne Castles, Michelle Luciano, Margaret J. Wright, Max Coltheart, Nicolas G. Martin. *What do genes tell us about reading?*
 - 5 Richard K. Olson (rolson@psych.colorado.edu; University of Colorado), Janice Keenan. *A behavior-genetic analysis of reading comprehension's relation to listening comprehension and word reading.*

