
Friday, April 21, 1995

7:00 p.m. - 9:00 p.m.

Board Meeting - SSSR Suite/ Room 2501

9:00 p.m. - 11:00 p.m.

Vital Issues - SSSR Suite/ Room 2501

Saturday, April 22, 1995

7:30 a.m. - 7:30 p.m.

Registration - entrance

Union Square Ballroom North

8:00 a.m. - 9:30 a.m.

Plenary Session

Union Square Ballroom North

Chair: Marilyn Jager Adams
Bolt Bernack & Newman

Victor L. Willson, William H. Rupley, John Logan
Texas A & M University

A structural equation model for reading comprehension development based on background, phonemic, and structural knowledge.

William H. Rupley, Dee W. Nicholas, Victor L. Willson
Texas A & M University

A longitudinal cross-sectional study of the relationship of background knowledge and strategy knowledge on narrative comprehension, integrative comprehension, and expository comprehension in grades 3-6.

Philip B. Gough
University of Texas at Austin
The measurement of comprehension.

Joanna P. Williams
Teachers College, Columbia University
Toward a theory of theme comprehension.

Ralph Reynolds, Donna Salmen
University of Utah
Selective attention and interest: Effects of prose learning.

(NO SMOKING IN ANY SESSION)

Saturday, April 22, 1995

5:00 p.m. - 6:00 p.m.

Business Meeting

Union Square Ballroom North

7:30 p.m. - 9:00 p.m.

Plenary Session

Union Square Ballroom North

Chair: Barbara Foorman
University of Houston

Joseph K. Torgesen, Richard K. Wagner, Carol Rashotte, Stephen Hecht
Florida State University

Relationships between phonological processing skills and word reading ability in grades K through 5.

Patricia Bowers

University of Waterloo
Implications for reading skill of a naming speed deficit accompanying a phonemic awareness deficit.

Frank Manis

University of Southern California
Speech perception deficits in reading disability.

David K. Dickinson, Molly Dolane-Rourke

EDC & Clark University
Current patterns of literacy instruction in primary grade classrooms.

Michael Pressley, Jennifer Mistretta,
Ruth Wharton-McDonald, Linda Yokoi
University at Albany, SUNY

National survey of outstanding grade 5 literacy teachers about their instruction.

9:00 p.m. - 12:00 p.m.

Vital Issues

Union Square Ballroom North

Sunday, April 23, 1995

8:30 a.m. - 10:30 a.m.

Board Meeting - SSSR Suite/ Room 2501

(NO SMOKING IN ANY SESSION)

Saturday, April 22, 1995

2:25 p.m. - 3:25 p.m.

Concurrent Session A

Union Square Ballroom North

Chair: William Rupley/*Texas A&M University*

Jim Wagner
Brock University
Analogy and rule-based processing in early word recognition.

Sandy Giancarlo, Jim Wagner
Brock University
Word family effects in analogy and rule-based processing in word recognition.

Mary Lou McKinley, Jim Wagner

Brock University

The effects of sentence context on analogy and rule-based processing in word recognition.

Marie Carbone, Jim Wagner

Brock University

The effects of story context on analogy and rule-based processing in word recognition.

2:25 p.m. - 3:25 p.m.

**Concurrent Session B
Sutter Number 3**

Chair: Jamie Metsala/*University of Maryland*

Keith E. Stanovich, Linda S. Siegel, Alexandra Gottardo

Ontario Institute for Studies in Education

Phonological sensitivity, working memory, and syntactic processing as predictors of word recognition skill in third-grade children.

Elena Zaretsky, James M. Hodgson

MGH Institute of Health Professions

The influence of spoken language structure on phonological awareness in Russian- and English-speaking pre-readers.

Aydin Y. Durgunoglu, Montsererat Mir, Sofia Arino-Marti

Univ. of Minnesota, Middlebury College, Univ. of Illinois@Urbana-Champaign

Spelling proficiency in two languages of bilingual students.

3:45 p.m. - 4:45 p.m.

**Presidential Address
Union Square Ballroom North**

Ronald P. Carver/*University of Missouri-Kansas City*

One-second, one-minute, or one-year of reading: What difference does it make?

(NO SMOKING IN ANY SESSION)

Saturday, April 22, 1995

9:50 a.m. - 10:50 a.m.

**Concurrent Session A
Union Square Ballroom North**

Chair: Virginia Berninger

University of Washington

Betty Ann Levy, Linda Lysynchuk

McMaster University

Segmentation versus whole word repetition: Optimal training methods for beginning and delay readers.

R. Malatesha Joshi

Oklahoma State University

The two components of reading: Implications for diagnosis and instruction.

Frederick J. Morrison, Christina L. Hardway

Loyola University, Chicago

Ready to learn: Individual differences in children's academic and social skills at school entry and beyond.

9:50 a.m. - 10:50 a.m.

**Concurrent Session B
Sutter Number 3**

Chair: Ann Pace

University of Missouri-Kansas City

Thomas W. Bean, John Readence

University of Hawaii at Hilo, University of Nevada at Las Vegas

Reading attitudes of preservice and inservice teachers in Hawaii and Nevada: A comparative study.

Nancy Marshall

Florida International University

Comparing restricted and unrestricted summaries of stories.

Carol Christensen, John Elkins

The University of Queensland

Learning disabilities or difficulties: The impact of teachers' conceptions on identification, assessment and instruction of students with reading problems.

(NO SMOKING IN ANY SESSION)

Saturday, April 22, 1995

11:00 a.m. - 12:00 p.m.

**Concurrent Session A
Union Square Ballroom North**

Chair: Ralph Reynolds

University of Utah

Anthony V. Manzo, Ula Manzo, Michael McKenna

University of Missouri-Kansas City, Central Missouri State, Georgia Southern University

Cybernetic classrooms & schools.

Gale M. Sinatra, James M. Royer

University of Utah, University of Massachusetts

Investigating a new method of combining response time and accuracy scores on measures of reading ability.

Ernst Z. Rothkopf

Teachers College, Columbia University

Stability of individual readers' eye movements in six reading tasks.

11:00 a.m. - 12:00 p.m.

**Concurrent Session B
Sutter Number 3**

Chair: Peter Dewitz

University of Virginia

Victoria Purcell-Gates, Ellen McIntyre, Penny Freppon

Harvard Graduate School of Education

Learning written storybook language in school: A comparison of low-SES children in skills-based whole language classrooms.

Beverly Griffin Cox, Maribeth Schmitt, Brenda Williams

Purdue University

How does reading recovery contribute to literacy development: A preliminary report.

Connie Juel

University of Virginia

What makes tutoring effective: Do actions speak louder than words?

(NO SMOKING IN ANY SESSION)

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Saturday, April 22, 1995

1:15 p.m. - 2:15 p.m.

Concurrent Session A

Union Square Ballroom North

Chair: Joanna Uhry

Fordham University

Linnea C. Ehri, Jill Saltmarsh

CUNY Graduate School

Beginning readers outperform older disabled readers in learning to read words by sight.

James M. Hodgson

Massachusetts General Hospital

Orthographic processes in literate adults with developmental dyslexia.

Laurence Rieben

University of Geneva

Word searching strategies and learning to read.

1:15 p.m. - 2:15 p.m.

Concurrent Session B

Sutter Number 3

Chair: Michael McKenna

Georgia Southern University

Mariam Jean Dreher

University of Maryland

Children as researchers: Does process-emphasis research strategy instruction facilitate performance?

Pieter Reitsma

Paedologisch Instituut, The Netherlands

Learning to recognize affixes in printed words.

Barbara R. Schirmer

Lewis & Clark College

Reasoning during reading: The effect of teacher questions on the comprehension of deaf children.

(Final Version)

PROGRAM

Second Annual Meeting

**Society for the
Scientific Study
of Reading**

April 21 - 23, 1995
Holiday Inn/Union Square
480 Sutter Street
San Francisco, California
1-800-243-1135

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