

Friday, 17 April 1998

PROGRAM

Fifth Annual Meeting

**Society for the Scientific
Study of Reading**

April 17 - April 19, 1998

Hyatt Regency San Diego
1 Market Place
San Diego, CA92109
1-619-232-1234

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NO SMOKING IN ANY SESSION

Presenters are requested to provide a one-page handout summarizing their presentation and listing key references. This should be distributed at the time of their presentations.

10:30 a.m. - 9:30 p.m. - Registration

12:30 to 2:30 p.m. - Plenary Session

Phonemic Awareness Plus - Regency A, Hyatt

Gale Sinatra, University of Utah = Chair

- 12:30 1. Philip B. Gough - University of Texas at Austin - Phonemic awareness as a predictor of reading achievement
- 12:45 2. Pieter Reitsma, & R. Wesseling - Paedologisch Instituut - VU Amsterdam - Precursors to phonological awareness
- 1:00 3. Carsten Elbro, Ina Beining Borstrom & Dorthe Klint Peterson - University of Copenhagen - The roots of phoneme awareness: prediction of gains in phoneme awareness in trained and untrained kindergartners
- 1:15 4. Deborah L. Speece, David H. Cooper & Froma P. Roth - University of Maryland - Accounting for growth in early reading and phonological awareness: Analysis of the contributions of oral language
- 1:30 5. Barbara Foorman, David J. Francis, Jack Fletcher, Christopher Schatschneider & Colleen Calson - University of Texas and University of Houston - Manipulating phonological awareness within kindergarten programs that vary in explicitness of code instruction
- 1:45 6. Rhona Johnston & Joyce Watson - University of St. Andrews - The role of letter knowledge in developing reading, spelling and phonemic awareness skills in 5 yr olds
- 2:00 7. Jane Oakhill & Fiona Kyle - University of Sussex - The relation between phonological awareness and working memory
- 2:15 8. Frederick J. Morrison, Megan Williams, & Greta Massetti - Loyola University Chicago - The contributions of IQ and schooling to academic achievement

Coffee Break - 2:30 to 2:45 p.m. - TBA

2:45 to 4:45 p.m. - Plenary Session

Comprehension & Text Processing - Regency A, Hyatt

Tamara Jetton, University of Utah = Chair

- 2:45 1. Kate Cain & Jane Oakhill - University of Sussex - Comprehension skill and the use of context
- 3:00 2. P. Karen Murphy, Pat Alexander, Michelle Buehl & Christopher

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2:45 to 4:45 p.m. - Plenary Session

Comprehension & Text Processing - Regency A, Hyatt - (Con't.)

- 3:15 3. Kate Nation & Margaret Snowling - University of York -
Semantic processing and the development of word recognition:
Evidence from children with reading comprehension difficulties
- 3:30 4. Kimberly Lawless & Scott Brown - Utah State University &
University of Connecticut - Knowledge, interest, recall, &
navigation: A look at hypertext
- 3:45 5. Donna Salmen & Ralph E. Reynolds - University of Utah -
Comprehension strategy differences between good and poor
readers
- 4:00 6. Jennifer Wiley & Keith Rayner - University of Massachusetts -
Effects of titles on processing of text: Evidence from eye-
movement
- 4:15 7. Robert Calfee - Stanford University - School of Ed - Skill and
will, want to and can do
- 4:30 8. Arthur Graesser & Tim Bragdon - University of Memphis -
Propagating information about who knows what in literary short
stories

Dinner Break 4:45 to 7:00:00 to 8:30 p.m. - Interactive Papers in a Poster

Format

Session # 1 - Reading, Writing, & Technology Regency A, Hyatt

Ralph E. Reynolds, University of Utah = Facilitator

1. Matt Fields, Amy Morris, Tamara Jetton & Ralph E. Reynolds - University
of Utah - Metaphors: Aids or distractions to learning
2. Mina C. Johnson-Glenberg - University of Colorado at Boulder -
Remediating poor comprehension: A training study comparing reciprocal
teaching with visualizing techniques
3. Lisa Butterworth & Jane Oakhill - University of Sussex - Pictorial support
for text comprehension in less skilled comprehenders
4. Martha L. Smith - Harvard Graduate School of Education - Sense and
sensitivity: The relationship of English derivational morphology to
measures of vocabulary and reading ability in 5th grade children
5. Barbara Schirmer & Jill Bailey - Kent State University and Oregon School
for the Deaf - Using a writing assessment rubric as an instructional

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7:00 to 8:30 p.m. - Interactive Papers in a Poster Format

Session # 1 - Reading, Writing, & Technology Regency A, Hyatt - (Con't.)

6. Heather J. Bachman - Loyola University - Black-white differences in early
literacy at school entry: Race or social class?
7. Catherine Crain-Thoreson, Crystal N. Neva, & Darcy Bradley - Western
Washington University - Does the Slingerland method work? One district's
story
8. Alison Mack & Charles Hall - University of Toronto and University of
Connecticut - Misclassification in one- and two- population models
9. Walter Sa, Keith Stanovich, & Richard West - University of Toronto - Text
dependency in argument evaluation: The role of cognitive ability and
dispositions toward decontextualize thought
10. Betty Ann Levy & Derrick Bourassa - McMaster University - Slow versus fast
namers: benefits of segmentation and whole word training
11. Rebecca L. Sandak & Charles A. Perfetti - University of Pittsburgh - The
locus of reading skill differences in causal inferencing
12. Maria Giulua Cataldo - University of Sussex - Spatial representation of the
text and search strategies in good and poor comprehenders
13. Donna Salmen, Dale Niederhauser, Phil Skolmoski, & Ralph E. Reynolds -
University of Utah - Hypertext: Navigation & learning

Session # 2 - Development/ESL Windsor A, Hyatt

Linnea Ehri, CUNY = Facilitator

1. Joanne F. Carlisle, Margaret Beeman, Lyle H. Davis & Galila Spharim -
Northwestern University - Metalinguistic and literacy acquisition of children
differing in native language proficiency
2. Ramie Robeson Cooney - Loyola University - Influence of parental control
and work-related social skills on early literacy skills
3. Leonard Katz & Elena Grigorenko - Yale University & Moscow State
University - Russian children's reading
4. Robindra Sidhu, Barbara Valeska Schuster & Esther Geva - OISE,
University of Ontario - The role of frequency, regularity and consistency on
word recognition in ESL and non-ESL populations
5. Sherri L. Horner - City University of New York - Do Matthew effects begin
before school begins?
6. Stephen R. Burgess - Southwestern Oklahoma State University - The

influence of speech perception, oral language ability, the home literacy environment, and preceding knowledge on growth of phonological sensitivity: A one-year longitudinal study

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7:00 to 8:30 p.m. - Interactive Papers in a Poster Format

Session # 2 - Development/ESL Windsor A, Hyatt - (Con't.)

7. Kate Christian - Loyola University - Kindergarten schooling effect on children's growth in referential communication
8. Emily Hanson - Loyola University Chicago - Predicting school adaption: Links between kindergarten social skills and elementary school achievement and aggression
9. M. Griss & R. Kruk - Bishops University - The Effects of summed spatial frequency redundancy of primes, prime duration, and neighborhood information on lexical access
10. Catherine Christo - Calif. State University, Sacramento - A comparison of the stored orthographic representations of three different reader/speller groups
11. Kelly Ann Parise, Karen Baker, & Patricia Bowers - University of Waterloo - Symbol naming speed as a predictor of reading development
12. Gale M. Sinatra, Kathleen Brown, & Ralph E. Reynolds - University of Utah - Linguistic and orthographic awareness

Session # 3 - Reading Disability Windsor B, Hyatt

Charles Perfetti, University of Pittsburgh = Facilitator

1. Ron Stringer & Keith E. Stanovich - OISE/University of Toronto - On the possibility of cerebellar involvement on reading disability
2. R.S. Kruk - Bishop's University - Effects of color and peripheral information in sentence reading by disabled readers
3. Jeremiah Ring, Barbara W. Wise, & Richard K. Olson - University of Colorado - An Investigation of the double deficit hypothesis in a computer-based remediation program
4. Patricia Bowers, Elissa Newby-Clark, & Kim Sunseth - University of Waterloo - Parametric explorations of single and double deficits in rapid naming and phonemic awareness in grade 3
5. Theresa A Deeney - Tufts University - Building environments: The utility of reading aloud to remedial seventh graders
6. Megan M. McClelland - Loyola University - Children at risk for literacy problems

7. Megan M. Dixon & Richard K. Wagner - Florida State University - Comparing spelling and reading measures in the identification of dyslexia subtypes
8. Stephanie Al Otaiba, Lynn Fuchs, & Doug Fuchs - Peabody College, Vanderbilt University - Peer-assisted learning strategies for kindergarten students

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7:00 to 8:30 p.m. - Interactive Papers in a Poster Format

Session # 3 - Reading Disability Windsor B, Hyatt - (Con't.)

9. J. Anne Calhoun & Lauren Leslie - University of Wisconsin- Madison and Marquette University - A longitudinal study of the influences of rime neighborhood on rime recognition in lists and stories
10. Laurie E. Cutting & Joanne Carlisle - Johns Hopkins, Northwestern - A model of the relationships among rapid automatized naming (RAN) and other predictors of word reading
11. Linda Lombardino, T. Oakland, J. Kranzler, H. Kane, C. Leonard, M. Saravanos - University of Florida - Neurological foundations of reading disabilities, Part 1, Behavioral characteristics that discriminate college students with and without developed dyslexia
12. Wayne King, C. Crandell, A. Freeman J. Kranzler, C. Leonard, L. Lombardino, C. Mohr, T. Oakland - University of Florida - Neurobiological foundations of reading disabilities: Part 2 , Auditory processing in college students with and without developmental dyslexia
13. Christiana Leonard, W. King, L. Lombardino, A. Freeman, C. Mohr, J. Kranzler, T. Oakland - University of Florida - Neurobiological foundations of reading disabilities: Part 3, College students with compensated dyslexia do not have anomalous asymmetry of the plenum

9:30 p.m. to 11:30 p.m. - Board Meeting - TBA

8:00 p.m. to 12:00 midnight - Vital Issues - TBA

Facilitator:

Saturday, 18 April 1997

7:30 a.m. - 3:30 pm. - Registration

8:30 to 10:30 a.m. - Concurrent Sessions

Session # 1 - Phonological Processing Regency A, Hyatt
Kate Nation, University of Sussex = Chair

- 8:30 1. Robert J. Scholes - University of Florida - The case against phonemic awareness: Part II; Historical evidence
- 8:50 2. P.F. deJong & A. van der Liej - Vrije Universiteit, The Netherlands - Specific contributions of phonological abilities to early reading acquisition
- 9:10 3. Karin Landerl - University of Salzburg - The two-cycles model of

phonological assembly: Universal or language specific?

Saturday, 18 April 1997

8:30 to 10:30 a.m. - Concurrent Sessions

Session # 1 - Phonological Processing Regency A, Hyatt - (Con't.)

- 9:30 4. Christopher J. Lonigan & Stephen R. Burgess - Florida State University and Southwestern Oklahoma State University - Emergence of phonological processing abilities in preschool children: A confirmatory analysis
- 9:50 5. Wim H.J. van Bon - University of Nijmegen - Phonological ability at preschool and reading and spelling achievement in first grade
- 10:10 6. Christopher Schatschneider, David J. Francis, Barbara R. Fooman & Jack M. Fletcher - University of Houston and University of Texas - Phonological awareness: What is it and how much is enough?

Session # 2 Reading Disabilities Windsor A, Hyatt

Anne Cunningham, University of California @ Berkeley = Chair

- 8:30 1. Jose Morais, Alain Content, & Nathale Genard - Universite' Libre de Bruxelles - A longitudinal study of reading and spelling in developmental dyslexia: Universal factors and impact of the orthographic system
- 8:50 2. Heinz Wimmer, Heinz Mayringer, Thomas Raberger & Brigit Stadler - University of Salzburg, Austria - Reading and balancing: Evidence against the automatization deficit explanation of developmental dyslexia
- 9:10 3. Solveig-Alma H. Lyster University of Oslo Preventing reading failure and predicting reading outcome: A follow-up study
- 9:30 4. Brian Byrne, Ruth Fielding-Barnsley, Barbara Hindson, Carol Mackay, & Cara Newman University of New England Early intervention with children at risk for reading disability: a mid-term report
- 9:50 5. Barbara W. Wise, Jerry Ring, & Richard K. Olson University of Colorado - A comparison of phonological awareness training methods
- 10:10 6. Joseph Torgesen, Ann Alexander, Richard Wagner, & Carol Rusatte - Florida State University - Individual differences in response to intensive reading instruction among 9-11 year old severely disabled readers

10:45 to 12:45 p.m. - Concurrent Sessions

Session # 1 - Spelling Regency A, Hyatt

Bill Rupley, Texas A & M University = Chair

- 10:45 1. Virginia W. Berninger & Robert D. Abbot - University of Washington - Spelling is not the simple inverse of word recognition
- 11:05 2. Anna M.T. Bosman - University of Nijmegen - Over-pronunciation: Regularizing the spelling-sound relationship helps learning to spell
- 11:25 3. Che Kan Leong - University of Saskatchewan, Canada - Recognizing base and derived forms of words and children's spelling - A developmental study
- 11:45 4. Stuart E. Bernstein & Rebecca Treiman - Ferris State University and Wayne State University - Analogy and context sensitivity in children's spelling
- 12:05 5. Michal Shany, Ilana Ben-Dror - Bet-Berl College and Hebrew University - The mutual contribution of contextual reading to spelling accuracy and of spelling accuracy to contextual reading from a developmental perspective- Evidence from Hebrew orthography
- 12:25 6. V.M. Holmes, N.F. Brown - University of Melbourne - Effective spelling strategies in skilled spellers

Session # 2 - Emergent Literacy Gibbons A, Hyatt

Kathleen Brown, University of Utah = Chair

- 10:45 1. David K. Dickinson, Miriam W. Smith & Theodore P. Cross - Educational Development Center and Brandeis University - Preschool factors affecting language and literacy development in kindergarten
- 11:05 2. Iris Levin & Dorit Aram - Tel Aviv University and Tel Aviv and Hakibbutzim College - Preschoolers' literacy and its relation to socio-economic literate environment and maternal mediation: A study in a "developmental town"
- 11:25 3. Catherine Snow, Patton O. Tabors, & Keven Roach - Harvard Graduate School of Education - Home factors during the preschool years affecting language and literacy development in kindergarten
- 11:45 4. Ludo Verhoeven - Nijmegen University - Early literacy development and sociocultural variation
- 12:05 5. Joanna K. Uhry - Fordham University - Finger-point reading in kindergarten: Underlying linguistic processes
- 12:25 6. Rebecca Treiman & Victor Broderick - Wayne State University and Ferris State University - What's in a name? Children's knowledge

about the letters in their own names

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Lunch Break 12:45 to 2:00

2:00 to 4:00 p.m. - Concurrent Sessions

Session # 1 - Disabled Readers: Subtypes Regency A, Hyatt

Malt Joshi, Oklahoma State University = Chair

- 2:00 1. Elissa D. Newby-Clark & Patricia Greig Bowers - University of Waterloo - The effects of single and double deficits in phonemic awareness and naming speed on use of orthographic pattern knowledge
- 2:20 2. Alyssa Goldberg, Maryanne Wolf, Robin Morris & Maureen Lovett - Tufts University, Georgia State University and Toronto Hospital for Sick Children - A test of the double-deficit hypothesis
- 2:40 3. Kim Sunseth & Patricia Greig Bowers - University of Waterloo - Reading correlates of digit naming speed and phonological awareness in "single" and "double deficit" children: a replication
- 3:00 4. A. Castles, R.K. Olson, J. Gayan, H.E. Datta - University of Melbourne and University of Colorado at Boulder - Genetic and environmental influences on subtypes of developmental dyslexia
- 3:20 5. Hugh W. Catts & Marc Fey - University of Kansas - Subtyping poor readers: An alternative to IQ- achievement discrepancy
- 3:40 6. J. Gayan, S. Cherny, L. Cardon, D. Fulker, W. Kimberling, R. Olson, B. Pennington, S. Smith, J. DeFries - University of Colorado, Sequana Therapeutics, University of Denver, and Boys Town Research Hospital - A Genetic locus for deficits in component reading skills

Session # 2 - Language Issues and Reading Gibbons A, Hyatt

Jane Oakhill, University of Sussex = Chair

- 2:00 1. Andrew Biemiller - University of Toronto - Oral vocabulary, word identification, and reading comprehension in English second language and English first language elementary school children
- 2:20 2. Ester Geva, Alison Mack, Clara Merbaum, Margaret Lam & Lesley Wade-Wolley - OSIE/University of Toronto and University of British Columbia - Learning to read in a second language (L2): Does L2 oral proficiency matter?
- 2:40 3. Nancy E. Jackson, M. Everson, C. Ke, J. Coyne, H. Doellinger -

University of Iowa - What can we learn about phonological and orthographic processing in beginning reading from second-language learners? The case of Americans learning Chinese

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2:00 to 4:00 p.m. - Concurrent Sessions

Session # 2 - Language Issues and Reading Gibbons A, Hyatt - (Con't.)

- 3:00 4. Ingvar Lundberg & Louise Miller-Guron - Goteborg University - Dyslexia and second language reading- a second bite at the apple?
- 3:20 5. Lesly Wade-Woolley, Penny Chiappe, & Linda Siegel - University of British Columbia - Learning to read in a second language: Does phonological awareness really matter?
- 3:40 6. Charles A Perfetti and Li Hai Tan - University of Pittsburgh - Phonology and meaning in word identification

4:00 to 5:15 p.m. - Awards Session - Regency A, Hyatt

Ralph E. Reynolds, University of Utah = Chair

- 1 Alvin Liberman, University of Connecticut, Yale University, Haskins Laboratory - Why the scientific study of reading must probe more deeply into speech
- 2 Donald Schankweiler, University of Connecticut, Haskins Laboratory - Words to meanings

Coffee Break - 5:15 to 5:30 p.m. - TBA

5:30 to 7:30 p.m. - Concurrent Sessions

Session # 1 - Reading, Writing, & Technology Gibbons A, Hyatt

Joanne Carlisle, Northwestern University = Chair

- 5:30 1. Mark Sadoski & Ernest T. Goetz - Texas A&M University - Concreteness effects and syntactic modification in written composition
- 5:50 2. Jay Blanchard, Gary Anderson, & John Behrens - Arizona State University - The family-school connection and technology: Effects on standardized achievement test scores
- 6:10 3. Joseph Shimron - University of Haifa - Decomposition of word elements: Evidence from Hebrew
- 6:30 4. Evelin Witruk, Thomas Lachmann, Judith Grve, & Hans-Georg Geissler - University of Leipzig, Germany - Dyslexia and age specificity of visual matching performance with different types of

5:30 to 7:30 p.m. - Concurrent Sessions

Session # 1 - Reading, Writing, & Technology Gibbons A, Hyatt - (Con't.)

- 6:50 5. James Booth, Sean B. Hunt, Charles A. Perfetti & Brian MacWhinney - Carnegie Mellon University and University of Pittsburgh (3) - The influence of rapid sequential perception on orthographic and phonological processing in reading disabled children and adults
- 7:10 6. Bente E. Hagtvet - University of Oslo - Emotional and linguistic precursors of reading disabilities

Session # 2 - Components of Reading and Development Cunningham A, Hyatt
Kate Cain, University of Sussex = Chair

- 5:30 1. William H. Rupley & Victor L. Willson - Texas A&M University - Exploring stages and phases of reading development
- 5:50 2. Jan Mejding & Peter Allerup - Danish National Institute for Educational Research - Reading development from grade 3 to grade 8- A longitudinal study
- 6:10 3. Virginia Cronin, Janne Buisseret, Michelle Lawrence, Daniel Stephenson & Julie Quinn - Mount St. Vincent University - Individual differences in component processes of reading
- 6:30 4. Ronald P. Carver - University of Missouri at Kansas City - What is the best way to measure pronunciation knowledge, decoding knowledge, spelling knowledge, and orthographic knowledge?
- 6:50 5. R. Malatesta Joshi & P.G. Aaron - Oklahoma State University and Indiana state University - The simple view of reading made a little more complex
- 7:10 6. Anthony Manzo, Andrew Lang, & Amy Barnhill - University of Missouri-Kansas City - Factor analysis suggests four subtypes of proficient readers

8:00 p.m. to 12:00 midnight - Vital Issues - TBA

Facilitator:

Sunday, 19 April 1998

9:00 to 11:00 a.m. - Concurrent Sessions

Session # 1 - Words & Spellings - Topeka, Embassy Suites

Lesly Wade-Wooley, University of British Columbia = Chair

- 9:00 1. Rhona Stainthorp - University of Reading - Morpho-syntactic influences on spelling: A study of the development of the spelling of the past tense morpheme using a proof reading
- 9:20 2. Egbert M. H. Assink & H. Nefs - Utrecht University, Psychology Dept - Processing morphologically complex words
- 9:40 3. Hollis S. Scarborough & Raquel M. Domgaard - Brooklyn College of CUNY and Haskins Laboratories - An exploration of the relationship between reading and rapid serial naming
- 10:00 4. Linnea Ehri, Alison Soffer, Eleanor Hanlon, & Simone Nunes - CUNY Graduate School - Graphophonemic awareness: Development in elementary students
- 10:20 5. Victor H.P. van Daal, Herman J. Ader - Free University - Effects of frequency and versatility of consistent letter clusters on the naming of words
- 10:40 6. Alexandra Gottardo, Linda S. Siegel & Keith E. Stanovich - Grand Valley State University (1); University of British Columbia (2); University of Toronto (3) - The development of orthographic processing skills

Session # 2 - Reading Disabilities - Sante Fe, Embassy Suites

Anthony Manzo, University of Missouri at Kansas City = Chair

- 9:00 1. Richard K. Olson, Jacqui Hulsander & Anne Castles - University of Colorado and University of Melbourne - Individual differences among children with reading disability
- 9:20 2. James M. Royer, Kenneth Rath, & Loel Tronsky - University of Massachusetts - Cognitive component profiles of disabled, poor, and normal readers
- 9:40 3. Marc Joanisse, Franklin Manis, Mark Seidenberg & Patricia Keating - University of Southern California and UCLA - Heterogeneity of language deficits in dyslexia
- 10:00 4. Frank Manis - University of Southern California - Development of dyslexic subtypes
- 10:20 5. Monica Biscaldi, Gernot Gutjahr & Burkhardt Fischer - Brain Research Unit - Institute of Biophysics, University of Freiburg - Impairment of voluntary saccade generation in dyslexia
- 10:40 6. Linda S. Siegel & Liliane Sprenger-Charolles - University of British Columbia - Phonological mediation and orthographic factors in silent

reading in French: A comparison of dyslexics, below average, and average readers

Sunday, 19 April 1998

11:15 to 12:15 p.m. - Business Meeting

TBA

12:30 to 2:30 p.m. - Board Meeting

TBA