



Society for the Scientific Study of Reading

2002 CONFERENCE PROGRAM

June 27 – June 30, 2002

The Palmer House Hilton, Chicago

Our conference this year will be held in conjunction with the conference of the Society for Text and Discourse. The two societies are jointly sponsoring three invited symposia (Friday, Saturday, and Sunday) and one interactive paper (poster) session on Friday. In addition, each society has organized two parallel sets of paper sessions and other events.

The SSSR Award for Distinguished Scientific Contributions will be presented to Keith Stanovich on Friday. There will be an SSSR interactive paper session on Saturday. The SSSR business meeting will be held on Sunday.

SSSR registrants may attend any session sponsored by either Society. The program for the Society for Text and Discourse is available on the SSSR Website.

All SSSR individual talks in the parallel sessions are scheduled for fifteen minutes, plus five minutes for questions. The SSSR paper sessions will be held in the State Ballroom, the Wabash Room and PDR 18. Sessions have been assigned to the rooms at random.

All attendees must register for the conference. In addition, all presenters must be members of SSSR. Conference fees and membership dues may be paid at the conference (please pay in U.S. dollars). Nametags will be available at the conference registration desk.

Please bring a copy of the program to the conference.

Note that there is a \$50 early check-out fee at the Palmer House if you check out before your stated departure date, unless you inform the hotel ahead of time..

The Program Chair for this conference was Joanna Williams, SSSR President-elect. Planning the sessions jointly sponsored with ST&D and coordinating the two conferences was done in collaboration with that organization's Program Chair, Susan Goldman, ST&D President.

The SSSR Conference Coordinator was Dolores Perin. The responsibilities involved in coordinating the conference were shared with ST&D; special thanks go to Julie Hardy of ST&D. We also appreciate the assistance of SSSR member Barbara Schmidt.

Thanks to all those who are presenting at the conference for contributing to this excellent program.

SUMMARIES OF THE PROGRAM

Thursday, June 27		Friday, June 28		Saturday, June 29		Sunday, June 30	
4:00 P.M.– 7:00 P.M.	Registration	7:00 A.M.– 8:15 A.M.	Continental Breakfast (outside State Ballroom)	7:00 A.M.– 8:15 A.M.	Continental Breakfast (outside State Ballroom)	7:00 A.M.– 8:15 A.M.	Continental Breakfast (outside State Ballroom)
5:00 P.M.– 7:00 P.M.	Reception (State Ballroom)	8:00 A.M.– 10:00 A.M.	Paper Sessions (State Ballroom & Wabash Room)	8:00 A.M.– 10:00 A.M.	Paper Sessions (State Ballroom & Wabash Room)	8:00 A.M.– 10:00 A.M.	Paper Sessions (PDR 18 & Wabash Room)
7:00 P.M.– 7:15 P.M.	Welcome (State Ballroom)	10:00 A.M.– 10:30 A.M.	Break	10:00 A.M.– 10:30 A.M.	Break	10:00 A.M.– 10:30 A.M.	Break
7:15 P.M.– 9:15 P.M.	Symposium (State Ballroom)	10:30 A.M.– 12:10 P.M.	Paper Sessions (State Ballroom & Wabash Room)	10:30 A.M.– 12:10 P.M.	Paper Sessions (State Ballroom & Wabash Room)	10:30 A.M.– 12:10 P.M.	Paper Sessions (PDR 18 & Wabash Room)
9:30 P.M.– 10:30 P.M.	Board Meeting (Presidential Suite)	12:10 P.M.– 1:30 P.M.	Lunch Break	12:10 P.M.– 1:30 P.M.	Lunch Break	12:30 P.M.– 1:30 P.M.	Business Meeting (State Ballroom)
		1:30 P.M.– 3:20 P.M.	Symposium (State Ballroom)	1:30 P.M.– 4:00 P.M.	Symposium (State Ballroom)		
		3:20 P.M.– 3:30 P.M.	Views from Washington (State Ballroom)	4:00 P.M.– 4:30 P.M.	Break (outside State Ballroom)		
		3:30 P.M.– 4:00 P.M.	Break (outside State Ballroom)	5:00 P.M.– 7:30 P.M.	Interactive Papers (Grand Ballroom)		
		4:00 P.M.– 5:15 P.M.	SSSR Award (State Ballroom)				
		5:15 P.M.– 7:00 P.M.	Dinner Break				
		7:00 P.M.– 9:30 P.M.	Interactive Papers (Grand Ballroom)				

Event Type	Event Details or Topic	Day and Time	Place
Social Events	Reception	Thursday, 5:00 – 7:00 P.M.	State Ballroom
	Welcome	Thursday, 7:00 – 7:15 P.M.	State Ballroom
Business Events	Board Meeting	Thursday, 9:30 – 10:30 P.M.	Presidential Suite
	Business Meeting	Sunday, 12:30 – 1:30 P.M.	State Ballroom
SSSR Award	Keith Stanovich (awardee): <i>Understanding the Styles of Science in the Study of Reading</i>	Friday, 4:00 - 5:00 P.M.	State Ballroom
Views from Washington		Friday, 3:20 – 3:30 P.M.	State Ballroom
Invited Joint Symposia	Technology Innovations for Research on Language	Thursday, 7:15 – 9:15 P.M.	State Ballroom
	Instruction in Reading Comprehension	Friday, 1:30 – 3:30 P.M.	State Ballroom
	Making Inferences During Reading	Saturday, 1:30 – 4:00 P.M.	State Ballroom
Paper Sessions	Instruction I	Friday, 8:00 – 10:00 A.M.	State Ballroom
	Phonological Processes and Decoding	Friday, 8:00 – 10:00 A.M.	Wabash Room
	Eye Movements, MRIs, and Genetics	Friday, 10:30 A.M. – 12:10 P.M.	State Ballroom
	Lexical Processes in Languages Other than English	Friday, 10:30 A.M. – 12:10 P.M.,	Wabash Room
	Assessment	Saturday, 8:00 – 10:00 A.M.	State Ballroom
	Instruction II	Saturday, 8:00 – 10:00 A.M.	Wabash Room
	Comprehension I	Saturday, 10:30 A.M. – 12:10 P.M.	State Ballroom

Event Type	Event Details or Topic	Day and Time	Place
Paper Sessions (cont'd)	Learning Second Languages	Saturday, 10:30 A.M. – 12:10 P.M.	Wabash Room
	Dyslexia	Sunday, 8:00 – 10:00 A.M.	PDR 18
	Lexical Processes	Sunday, 8:00 – 10:00 A.M.	Wabash Room
	Pronunciation and Spelling	Sunday, 10:30 A.M. – 12:10 P.M.	PDR 18
	Comprehension II	Sunday, 10:30 A.M. – 12:10 P.M.	Wabash Room
Poster Sessions	Interactive Papers: Joint SSSR & ST&D Posters	Friday, 7:00 – 9:30 P.M.	Grand Ballroom
	Interactive Papers: SSSR Posters	Saturday, 5:00 – 7:30 P.M.	Grand Ballroom

REFRESHMENTS

Thursday, June 27	Friday, June 28	Saturday, June 29	Sunday, June 30
5:00 P.M.– 7:00 P.M. Snacks and No-Host (cash) Bar (State Ballroom)	7:00 A.M.– 8:15 A.M. Continental Breakfast (outside State Ballroom)	7:00 A.M.– 8:15 A.M. Continental Breakfast (outside State Ballroom)	7:00 A.M.– 8:15 A.M. Continental Breakfast (outside State Ballroom)
	3:30 P.M.– 4:00 P.M. Cookies and Beverages (outside State Ballroom)	4:00 P.M.– 4:30 P.M. Cookies and Beverages (outside State Ballroom)	
	7:00 P.M.– 9:30 P.M. Snacks and No-Host (cash) Bar (Grand Ballroom)	5:00 P.M.– 7:30 P.M. Snacks and No-Host (cash) Bar (Grand Ballroom)	

THURSDAY, JUNE 27, 2002

⌘ **REGISTRATION** (4:00 – 7:00 P.M.)

⌘ **RECEPTION** (5:00 – 7:00 P.M., State Ballroom; snacks and no-host [cash] bar)

⌘ **WELCOME** (7:00 – 7:15 P.M., State Ballroom)

Richard K. Olson, President, Society for the Scientific Study of Reading
(rolson@psych.colorado.edu; University of Colorado)

Susan R. Goldman, President, Society for Text and Discourse
(sgoldman@uic.edu; University of Illinois at Chicago)

⌘ **INVITED JOINT SYMPOSIUM** (Thursday, 7:15 – 9:15 P.M., State Ballroom)

Technology Innovations for Research on Language

Chair: Susan Goldman

Art Graesser (a-graesser@memphis.edu), AutoTutor: Tutorial Dialog on a Computer
Natalie Person, and Max Louwerse

Justine Cassell Towards a Model of Technology and Literacy Development:
(justine@media.mit.edu) Story Listening Technologies

Walter Kintsch & Eileen Kintsch Latent Semantic Analysis as a Research Tool for Studying
Discourse

Wayne Ward Conversational Speech Systems
(wayne.ward@colorado.edu)

Susan Goldman (sgoldman@uic.edu) Discussant

⌘ **BOARD MEETING** (Thursday, 9:30 – 10:30 P.M., Presidential Suite)

FRIDAY, JUNE 28, 2002

⌘ **CONTINENTAL BREAKFAST** (Friday, 7:00 – 8:15 A.M., outside State Ballroom)

⌘ **SESSION A** (Friday, 8:00 – 10:00 A.M., State Ballroom)

Instruction I

Chair: Kathleen Brown

1. **Carolyn A. Denton** (Carolyn.A.Denton@uth.tmc.edu; University of Texas, Houston), and Patricia G. Mathes. *Word identification strategies in two early reading intervention models.*
2. **Benjamin Heuston** (benjamin@waterford.org; Waterford Institute), and Mark St. Andre. *A three-year study of the effectiveness of the Waterford Early Reading Program Level 1 in eight Idaho school districts.*
3. **Joseph R. Jenkins** (jjenkins@u.washington.edu; University of Washington), Julia A. Peyton, Patricia F. Vadasy, and Liz Sanders. *Effects of more and less decodable text on reading development of at-risk first grade students.*
4. **Frederick J. Morrison** (fjmorrison@umich.edu; University of Michigan), Carol McDonald Connor, and Leslie Katch. *Specificity in classroom instruction effects on first graders' reading outcomes.*
5. **Paige C. Pullen** (pullen@virginia.edu; University of Virginia), Holly B. Lane, and John Wills Lloyd. *Early literacy intervention: Identifying effective intervention components.*
6. **Pieter Reitsma** (p.reitsma@psy.vu.nl; VU Amsterdam). *Preparing the neighbourhood: Transfer of specific PA training on reading.*

⌘ **SESSION B** (Friday, 8:00 – 10:00 A.M., Wabash Room)

Phonological Processes and Decoding

Chair: Richard Olson

1. **Jason L. Anthony** (jason.anthony@times.uh.edu; University of Houston), and Christopher J. Lonigan. *Word sensitivity, syllable sensitivity, onset/rime sensitivity, phoneme sensitivity, analysis, synthesis, and sound categorization are all phonological awareness!*
2. **Joanne F. Carlisle** (jfcarl@umich.edu; University of Michigan), Nicole Patton, Kay Gugisberg, and Katherine Strasser. *Phonological sensitivity as a cornerstone of language learning and literacy acquisition.*
3. **Donald L. Compton** (donald.l.compton@vanderbilt.edu; Vanderbilt University). *Modeling the relationship between growth in rapid naming speed and decoding skill in first-grade children.*
4. **Rhona S. Johnston** (R.S.Johnston@hull.ac.uk; University of Hull), Alan McNeil, and Hazel Scott. *Poor readers are impaired in using phonological coding in pictorial memory tasks.*

5. **Rauno Parrila** (Rauno.Parrila@ualberta.ca; University of Alberta), Mari Lokholm, and Hanne Nergård. *Phonological processing of high-performing adult dyslexics.*
6. **William E. Tunmer** (W.Tunmer@massey.ac.nz; Massey University), and James W. Chapman. *The relation of metalinguistic abilities, phonological recoding skill and the use of sentence context to beginning reading development: A longitudinal study.*

⌘ **BREAK** (Friday, 10:00 – 10:30 A.M.)

⌘ **SESSION A** (Friday, 10:30 A.M. – 12:10 P.M., State Ballroom)

Eye Movements, MRIs, and Genetics

Chair: Frank Manis

1. **George W. McConkie** (gmconk@uiuc.edu; University of Illinois at Urbana-Champaign), and Shun-nan Yang. *How cognition affects eye movements in reading: An interaction/competition explanation.*
2. **Richard K. Olson** (rolson@psych.colorado.edu; University of Colorado), Brian Byrne, and Stefan Samuelsson. *Preliminary results from an international longitudinal twin study of genetic and environmental influences on early reading development.*
3. **Javier S. Sainz** (jsainz@ucm.es; Universidad Complutense de Madrid), Carmen Villalba, and Betty Moussikou. *Illusory word- and illusory object-conjunctions: Are the same brain mechanisms in use?*
4. **Rebecca L. Sandak** (sandak@haskins.yale.edu; Haskins Laboratories), W. Einar Mencl, Stephen J. Frost, Justin Bates, Annette Jenner, Stephanie A. Mason, Jay G. Rueckl, Kenneth R. Pugh, and Leonard Katz. *The neurobiology of adaptive learning in reading: The effects of repetition and differential encoding of word stimuli.*
5. **Evelin Witruk** (witruk@rz.uni-leipzig.de; University of Leipzig), Juergen Finster, and Enschargal Schirtschinbaatar. *Reading automatization and use of mass media in primary school children.*

⌘ **SESSION B** (Friday, 10:30 A.M. – 12:10 P.M., Wabash Room)

Lexical Processes in Languages Other than English

Chair: Victor van Daal

1. **Marketa Caravolas** (m.c.caravolas@liv.ac.uk; University of Liverpool), and Jan Volin. *Predictors of reading and spelling achievement in Czech and in English.*
2. **Cláudia Cardoso-Martins** (cacau@fafich.ufmg.br; Universidade Federal de Minas Gerais). *The relative contribution of sensitivity to rhyme and phoneme to beginning reading acquisition in Brazilian Portuguese.*

3. **Catherine McBride-Chang** (cmcbride@psy.cuhk.edu.hk; Chinese University of Hong Kong), Chun Pong Wat, and Yiping Zhong. *The role of morphological awareness in predicting Chinese character recognition in beginning readers.*
4. **Micahl Shany** (shany@inter.net.il; Haifa University), and Ilana Ben-Dror. *Surface and phonological reading—Evidence from Hebrew orthography.*
5. **Vered Vaknin** (veredv@hotmail.com; University of Haifa), and Joseph Shimron. *The effect of prosodic change on inflection: Evidence from a Semitic language.*

⌘ **LUNCH BREAK** (Friday, 12:10 – 1:30 P.M.)

⌘ **INVITED JOINT SYMPOSIUM** (Friday, 1:30 – 3:30 P.M., State Ballroom)

Instruction in Reading Comprehension

Chair: Rhona Stainthorp

Robert Calfee (robert.calfee@ucr.edu)	Comprehension and Composition: An Integrative Model and Supportive Findings
Nell Duke (nkduke@msu.edu)	How does Diversifying Genres used in First-grade Literacy Instruction Impact Comprehension Development?
Jane Oakhill (janeo@biols.susx.ac.uk)	Comprehension Problems: Causal Issues
Maria Vareles (mvareles@uic.edu) & Christine C. Pappas	Exploring Meaning-Making in Integrated Primary Science-Literacy Units: The Nature of Intertextuality
Michael Pressley (pressley.1@nd.edu)	Discussant
Joanna Williams (jpw15@columbia.edu)	Discussant

⌘ **VIEWS FROM WASHINGTON** (Friday, 3:20 – 3:30 P.M., State Ballroom)

Susan Neuman and G. Reid Lyon

⌘ **BREAK** (Friday, 3:30 – 4:00 P.M.; cookies and beverages, outside State Ballroom)

⌘ **SSSR AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTIONS** (Friday, 4:00 - 5:00 P.M., State Ballroom)

Chair: Anne Cunningham

Speaker (Award Recipient): KEITH STANOVICH

(kstanovich@oise.utoronto.ca; Ontario Institute for Studies in Education)

UNDERSTANDING THE STYLES OF SCIENCE IN THE STUDY OF READING

⌘ **INTERACTIVE PAPERS: JOINT SSSR AND ST&D POSTER SESSION** (Friday, 7:00 – 9:30 P.M., Grand Ballroom; snacks and no-host [cash] bar)

- N1. **Stephanie Al Otaiba** (salotaiba@home.com; Florida State University). *"Non-responder": A synonym for reading disabled? Can third grade reading disabilities be predicted by responsiveness to early literacy treatment at kindergarten?*
- N2. **Amanda Appleton** (amanda.k.appleton@vanderbilt.edu; Vanderbilt University), and Donald L. Compton. *Exploring the relationship between two text leveling systems and reading fluency in students experiencing reading difficulties.*
- N3. **Michal Balass** (mibst21@pitt.edu; University of Pittsburgh), Lesley A. Hart, and Charles A. Perfetti. *Reading skill differences in semantic, phonological, and orthographic processes: Behavioral and ERP evidence.*
- N4. **Rebecca S. Betjemann** (rbetjema@nova.psy.du.edu; University of Denver), Janice M. Keenan, Jonathan Potter, and Tedra A. Fazendeiro. *Comprehending the GORT without reading it.*
- N5. **Freyja Birgisdottir** (freyja.birgisdottir@psy.ox.ac.uk; University of Oxford), and Peter Bryant. *Pre-readers' awareness of onset, rime and coda and its relationship to reading and spelling development.*
- N6. **Richard Boada** (rboada@frontier.psy.du.edu; University of Denver), and Bruce F. Pennington. *Implicit phonological representations in children with dyslexia.*
- N7. **Donald J. Bolger** (djbolger+@pitt.edu; University of Pittsburgh), Julie Van Dyke, Nicole Landi, Charles A. Perfetti, and Barbara Foorman. *What errors can tell us about representation and process: Investigating a quantitative theory of reading acquisition.*
- N8. **Mieke Bos** (m.bos@psy.vu.nl; Vrije Universiteit Amsterdam), and Pieter Reitsma. *Effects of copying, writing-from-memory and reading on poor spellers.*
- N9. **Patricia Bowers** (pbowers@watarts.uwaterloo.ca; University of Waterloo), and Karen Baker. *Characteristic errors of double deficit subtypes on the Quick Spell Test.*
- N10. **Margo Bowman** (mbowman@sun.science.wayne.edu; Wayne State University), and Rebecca Treiman. *The special status of word-initial letter names in connecting print and speech.*
- N11. **Douglas D. Burman** (d-burman@northwestern.edu; Northwestern University), and James R. Booth. *Learning to read unfamiliar words improves word perception.*
- N12. **Soracha Cashman** (psp81a@bangor.ac.uk; University of Wales), and Victor vonDaal. *Effects of neighborhood frequency and instructional method on novel word learning.*
- N13. **Hugh W. Catts** (catts@ku.edu; University of Kansas), and Tiffany Hogan. *The fourth grade slump: Later emerging poor readers.*
- N14. **Carol McDonald Connor** (cconnor@umich.edu; University of Michigan), and Holly K. Craig. *Cultural-linguistically diverse preschoolers' responses to teachers' requests and effects on early reading skills.*

- N15. **Holly K. Craig** (hkc@umich.edu; University of Michigan), Connie A. Thompson, Julie A. Washington, and Stephanie L. Potter. *Dialectal variations from print by African American students.*
- N16. **Claudine Crane** (C.Crane@psych.york.ac.uk; University of York), and M. Snowling. *On-line inference during children's reading of fairy tales: A developmental perspective.*
- N17. **Virginia Cronin** (virginia.cronin@msvu.ca; Mount St. Vincent University). *Rhyming, rapid naming, verbal fluency and reading acquisition.*
- N18. **Rebecca J. Cross** (rebecca.cross@colorado.edu; University of Colorado), Chayna J. Davis, Sally J. Wadsworth, John C. DeFries, and Richard K. Olson. *Testing the evidence for a differential genetic etiology of reading disability subtypes.*
- N19. **Anne E. Cunningham** (acunning@uclink.berkeley.edu; University of California, Berkeley), Kathryn E. Perry, Laura Rodriguez, Keith E. Stanovich, and Paula J. Stanovich. *How teachers spend their time teaching language arts: The mismatch between policy and practice.*
- N20. **Chayna J. Davis** (davisc@colorado.edu; University of Colorado), Javier Gayan, Valerie S. Knopik, Shelley D. Smith, Lon R. Cardon, Bruce F. Pennington, Richard R. Olson, and John C. DeFries. *Genetic covariation between deficits in reading and rapid automatized naming.*
- N21. **S. Hélène Deacon** (storm.deacon@psy.ox.ac.uk; University of Oxford), and Peter Bryant. *Young children's use of base morphemes to spell derived words.*
- N22. **Eva-Maria Ebner** (eva.ebner@sbg.ac.at; University of Salzburg), Verena Thaler, and Heinz Wimmer. *Enhance reading fluency in German speaking dyslexics.*
- N23. **Mary Ann Evans** (Evans@psy.uoguelph.ca; University of Guelph), Deborah Shaw, Michelle Bell, Shelley Moretti, and Maureen Fox. *Shared book reading: A "yes" for vocabulary and phonological awareness; a "maybe" for beginning reading.*
- N24. **Michaela Evans** (m5willia@uwaterloo.ca; University of Waterloo), and Richard Steffy. *Predicting performance in reading achievement: The unique contributions of orthographic/processing speed and phonological/working memory.*
- N25. **Tedra A. Fazendeiro** (tfazendeiro@nova.pscy.du.edu; University of Denver), Janice M. Keenan, and Rebecca S. Betjemann. *Latent semantic analysis versus idea checklists: Methods for assessing passage recall and comprehension.*
- N26. **Kendra M. Hall** (kmh53@columbia.edu; Teachers College, Columbia University), Joanna P. Williams, Kristen D. Lauer, K. Brooke Stafford, Laura A. DeSisto, and John S. deCani. *A study of the effect of text structure and content on at-risk second graders' comprehension of compare/contrast informational text.*
- N27. **Emily Russell** (erus2553@postoffice.uri.edu; University of Rhode Island), and Susan Brady. *An examination of the nature of reading fluency.*

SATURDAY, JUNE 29, 2002

⌘ **CONTINENTAL BREAKFAST** (Saturday, 7:00 – 8:15 A.M., outside State Ballroom)

⌘ **SESSION A** (Saturday, 8:00 – 10:00 A.M., State Ballroom)

Assessment**Chair: Don Compton**

1. **Ronald P. Carver** (CarverR@umkc.edu; University of Missouri-Kansas City). *Investigating the root causes of high and low reading achievement and the phonological deficit hypothesis.*
2. **Carsten Elbro** (ce@cphling.dk; University of Copenhagen), and Dorthe Klint Petersen. *Pre-school prediction of good and poor reading comprehension in grade 7.*
3. **Noël Gregg** (Knoelgregg@aol.com; University of Georgia), Deborah Knight, Chris Coleman, Robert B. Stennett, Cheri Hoy, and Mark Davis. *Reading comprehension: The influence of task demands.*
4. **Linda J. Lombardino** (llombard@csd.ufl.edu; University of Florida), Wayne M. King, Sarah T. Ahmed, and Simone Campbell. *Computerized program for evaluating accuracy and speed for nonword decoding, word recognition and spelling recognition tasks.*
5. **James R. McBride** (jrmcbrid@pacbell.net; Renaissance Learning, Inc.), and Steven P. Tardrew. *Mapping the development of pre-reading skills with STAR early literacy.*
6. **Charles S. Watson** (watson@indiana.edu; Indiana University), Gary R. Kidd, 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 Beton-IU project.*

⌘ **SESSION B** (Saturday, 8:00 – 10:00 A.M., Wabash Room)

Instruction II**Chair: Pieter Reitsma**

1. **Bettina Baker** (bettinabaker@earthlink.net; University of Pennsylvania), and John F. Sabatini. *A comparison of a phonologically-based, linguistically informed individualized reading program and a balanced literacy approach to teaching reading for struggling minority readers.*
2. **Kathleen J. Brown** (brown@ed.utah.edu; University of Utah), Darrell Morris, Matthew Fields, Stacey Lowe, Debbie Skidmore, Debbie Van Gorder, and Connie Weinstein. *Who can provide effective reading intervention after grade one? The role of teachers' aides in serving maximum numbers of struggling readers.*

3. **Carol Christensen** (c.christensen@mailbox.uq.edu.au; University of Queensland). *The impact of collaborative writing compared with whole-class direct instruction in remediating writing disabilities.*
4. **Aram Dorit** (aramd@netvision.net.il; Tel Aviv University), and Iris Levin. *The role of maternal writing mediation in the child's literacy achievements in school: A longitudinal perspective from kindergarten to second grade.*
5. **Denis Lobo** (denis@readingupgrade.com; Reading Upgrade LLC). *Scientific reading instruction meets MTV: Results from first year studies on Reading Upgrade.*
6. **Jack Mostow** (Mostow@cs.cmu.edu; Carnegie Mellon University), Greg Aist, Juliet Bey, Paul Burkhead, Andrew Cuneo, Brian Junker, Susan Rossbach, Brian Tobin, Joe Valeri, and Sara Wilson. *Independent practice versus computer-guided oral reading: Equal-time comparison of sustained silent reading to an automated reading tutor that listens.*

⌘ **BREAK** (Saturday, 10:00 – 10:30 A.M.)

⌘ **SESSION A** (Saturday, 10:30 A.M. – 12:10 P.M., State Ballroom)

Comprehension I

Chair: Susan Brady

1. **Nanci Bell** (nbell@lblp.com; Lindamood-Bell Learning Process). *Concept imagery: A critical factor in reading comprehension.*
2. **Linda M. Phillips** (Linda.phillips@ualberta.ca; University of Alberta), and Stephen P. Norris. *University students' interpretations of media reports of science and their self-assessments of those interpretations.*
3. **Mark Sadoski** (msadoski@tamu.edu; Texas A&M University), Ernest T. Goetz, Andrew G. Stricker, and Thomas K. Burdinski, Jr.. *New findings for concreteness and imagery effects in the composition of written definitions*
4. **Louise Spear-Swerling** (ras-lcs@snet.net; Southern Connecticut State University). *Comparing third graders' reading comprehension with their fluency in easy text.*
5. **Loes Wauters** (L.Wauters@ped.kun.nl; University of Nijmegen), Wim van Bon, and Agnes Tellings. *Reading comprehension of deaf students in primary and secondary education.*

⌘ **SESSION B** (Saturday, 10:30 A.M. – 12:10 P.M., Wabash Room)

Learning Second Languages

Chair: Hollis Scarborough

1. **Nobuhiko Akamatsu** (nakamats@mail.doshisha.ac.jp; Doshisha University). *Effects of word-recognition training on automatization in English as a foreign language.*

2. **Michael M. Gerber** (mgerber@education.ucsb.edu; University of California, Santa Barbara), Judy English, and Jill Leafstedt. *Cross language relationships of phonological processing abilities in young, emerging bilingual students.*
3. **Ying Liu** (liuying@pitt.edu; University of Pittsburgh), Charles Perfetti, and Min Wang. *Learning to read in a new writing system: ERP evidence.*
4. **Lesly Wade-Woolley** (wadewool@educ.queensu.ca; Queen's University), and S. Helene Deacon. *Bilingual children's spelling development in L1 and L2.*
5. **Min Wang** (minwang@pitt.edu; University of Pittsburgh), Charles A. Perfetti, and Ying Liu. *The implicit and explicit learning of orthographic structure of a new writing system.*

⌘ **LUNCH BREAK** (Saturday, 12:10 – 1:30 P.M.)

⌘ **INVITED JOINT SYMPOSIUM** (Saturday, 1:30 – 4:00 P.M., State Ballroom)

**Making Inferences During Reading: New Directions from Behavioral,
Computational, and Cognitive Neuroscience Studies**

Charles Perfetti (Chair) (perfetti+@pitt.edu)	Introduction of the Symposium
Julie Fiez	Simple Reading Tasks and fMRI
Murray Singer	Inferencing in Reading Text
Paul van den Broek (pvdbroek@tc.umn.edu)	The Landscape Model
Franz Schmalhofer	Applying the CI Model to Inferencing
Mark Beeman	How the Brain Makes Inferences
Robert Mason	fMRI Studies of Causal Inferences during Reading
Morton Gernsbacher (MAGernsb@facstaff.wisc.edu)	Discussant

⌘ **BREAK** (Saturday, 4:00 – 4:30 P.M.; cookies and beverages, outside State Ballroom)

⌘ **INTERACTIVE PAPERS: SSSR POSTER SESSION** (Saturday, 5:00 – 7:30 P.M., Grand Ballroom; snacks and no-host [cash] bar)

- N28. **Vincent Goetry** (vgoetry@ulb.ac.be; Université Libre de Bruxelles), and Philippe Mousty. *Do bilingual children activate the grapheme-phoneme correspondences of their two languages when reading in one?*

- N29. **Jennifer Griffin** (Jennifer.Griffin@uth.tmc.edu; University of Texas, Houston), Jason L. Anthony, Barbara R. Foorman, Christopher Schatschneider, and David Francis. *Word decodability as a function of context and repetition.*
- N30. **Yvonne Griffiths** (ymg@Essex.ac.uk; University of Essex), Peter Bailey, Nicholas Hill, and Margaret Snowling. *An examination of the evidence for basic auditory processing deficits in dyslexia: Frequency discrimination.*
- N31. **Lesley Hart** (lhart@pitt.edu; University of Pittsburgh), Edward Wlotko, and Charles Perfetti. *Event related potential study of individual differences in learning.*
- N32. **Laura Boynton Hauerwas** (lhauerwa@providence.edu; Providence College), and Joanne Walker. *Spelling of inflectional morphemes: A study of phonological, morphological and orthographic influences on children's spelling.*
- N33. **Kristina Herden** (K.Herden@psych.york.ac.uk; University of York), and Margaret J. Snowling. *The role of paired-associate learning in the development of reading skills.*
- N34. **Tiffany Hogan** (tehogan@ukans.edu; University of Kansas), and Rochelle Harris. *Phonological awareness training in first graders and the later effects on word reading in their native and second language.*
- N35. **Lorenc Hoxhallari** (pspa02@bangor.ac.uk; University of Wales), and Victor vonDaal. *Learning to read in Albanian: A skill easily acquired.*
- N36. **Jacqueline Hulslander** (jacqui@psych.colorado.edu; University of Colorado, Boulder), Erik Willcutt, Joel Talcott, Caroline Witton, Bruce Pennington, and Richard Olson. *Reading ability, ADHD, and performance on visual and auditory psychophysical tasks.*
- N37. **Florian Hutzler** (florian.hutzler@sbg.ac.at; University of Salzburg). *Different reading strategies in orthographies of different consistency: Evidence from an eye movement study.*
- N38. **Galit Ishaik** (gishaik@watarts.uwaterloo.edu; University of Waterloo), Patricia G. Bowers, and Richard A. Steffy. *On the road to understanding good and poor reader accuracy differences for different word types.*
- N39. **Annette R. Jenner** (ajenner@holycross.edu; College of the Holy Cross), Katherine M. Quinn, Erin J. Sorey-Gregory, and Leonard Katz. *Make familiar words unfamiliar: A study of mixed-cAsE.*
- N40. **Lauren A. Katz** (jfcarl@umich.edu; University of Michigan), and Joanne F. Carlisle. *The making of close readers: Using word-analysis strategies to improve comprehension.*
- N41. **Janice M. Keenan** (jkeenan@du.edu; University of Denver), Rebecca Betjemann, and Tedra Fazendeiro. *Reading disability and inference deficits in listening comprehension.*
- N42. **Nenagh Kemp** (kempn@psy.man.ac.uk; University of Manchester). *Adults' spelling of pseudoword plurals: Not as good as you'd think.*

- N43. **John R. Kirby** (kirbyj@educ.queensu.ca; Queen's University), and S. Hélène Deacon. *Comparing the roles of morphological and phonological awareness in children's reading.*
- N44. **Line Knudsen** (linek@cphling.dk; University of Copenhagen), and Carsten Elbro. *The X-test: Knowledge of text genre may influence reading comprehension.*
- N45. **Nicole Landi** (nil3@pitt.edu; University of Pittsburgh), Julie Van Dyke, Charles A. Perfetti, and Barbara Foorman. *Causes and consequences of predictability.*
- N46. **Kristen D. Lauer** (kdl13@columbia.edu; Teachers College, Columbia University), Joanna P. Williams, Kendra M. Hall, K. Brooke Stafford, and Laura A. DeSisto. *Are second grade students sensitive to informational texts: The relationship among structure, content, and ability.*
- N47. **T. V. Joe Layng** (joe@headsprout.com; Headsprout, Inc.), Janet S. Twyman, and Kent R. Johnson. *Contingency adduction in a beginning reading program.*
- N48. **Annukka Lehtonen** (annukka.lehtonen@psy.ox.ac.uk; University of Oxford), and Peter Bryant. *Awareness of phoneme duration predicts literacy skills.*
- N49. **Deborah Litt** (rlitt@bellatlantic.net; University of Maryland, College Park). *An exploration of the double deficit hypothesis in the reading recovery population.*
- N50. **Sharon MacCoubrey** (0sjm@qlink.queensu.ca; Queen's University), Lesly Wade-Woolley, and Don A. Klinger. *Early identification of grade one French immersion students at-risk for future reading difficulties.*
- N51. **Frank Manis** (manis@usc.edu; University of Southern California), Kim Lindsey, and Caroline Bailey. *Early prediction of reading disabilities in Spanish-speaking children.*
- N52. **Souhila Messaoud-Galusi** (souhila@vjf.cnrs.fr; LEAPLE and ILPGA), René Carré, Liliane Sprenger-Charolles, Agnes Kipffer-Piquard, and Will Serniclaes. *Perceptual segregation of speech sounds by dyslexic children.*
- N53. **Vera C. S. Messbauer** (beram@educ.uva.nl; University of Amsterdam), and Peter F. de Jong. *The influence of visual and phonological distinctiveness on visual-verbal paired associate learning in Dutch dyslexic and normal readers.*
- N54. **Carlin J. Miller** (cmjones@coe.uga.edu; University of Georgia), George W. Hynd, and Scott R. Miller. *Using parental phonological processing and rapid naming ability to predict child decoding ability.*
- N55. **Paul Morgan** (paul.l.morgan@vanderbilt.edu; Peabody College, Vanderbilt University), Caresa Young, and Doug Fuchs. *Effects of tutoring on the reading performance of treatment resistant children.*
- N56. **Valerie Muter** (Valerie@vmuter.fsnet.co.uk; University of York), Charles Hulme, Margaret Snowling, and Jim Stevenson. *Phonology, grammar and reading: Extending the phonology-reading model.*

- N57. **Alyssa Goldberg O'Rourke** (agoldbe1@emerald.tufts.edu; Tufts University), Beth O'Brien, Robin Morris, Maureen Lovett, and Maryanne Wolf. *Rethinking the role of intelligence measures in reading disability research and practice: Cognitive profiles of the double-deficit subtypes.*
- N58. **Dolores Perin** (dp111@columbia.edu; Teachers College, Columbia University). *Effects of language proficiency and text characteristics on the written summarization of urban adult remedial students.*
- N59. **Jeremiah Ring** (Jerry.Ring@tsrh.org; Texas Scottish Rite Hospital for Children), and Jeffrey L. Black. *Correlates of treatment response in an alphabetic phonics dyslexia curriculum.*
- N60. **João Rosa** (jmsrosa@hotmail.com; Oxford Brookes University), and Terezinha Nunes. *Morphological priming effects in children's spelling.*
- N61. **Elinor Saiegh-Haddad** (haddade@oise.utoronto.ca; University of Toronto). *Linguistic distance and initial reading acquisition in Arabic diglossic context.*
- N62. **Kathryn Saunders** (ksaunders@ku.edu; University of Kansas), and Anthony DeFulio. *Relationships among word attack and phonological-processing skills in individuals with mild mental retardation.*
- N63. **Hollis S. Scarborough** (Hscarborough@prodigy.net; City University of New York, Brooklyn), Anne Charity, and Darion Griffin. *Is unfamiliarity with "school English" related to reading acquisition by African-American students?*
- N64. **Barbara T. Schmidt** (bschmidt@molloy.edu; Graduate School and University Center, City University of New York), Loraine K. Obler, Linnea Ehri, and Martin Chodorow. *Evidence of dissociation between phonological processes and lexical processes.*
- N65. **Latrice M. Seals** (Latrice.M.Seals@uth.tmc.edu; University of Texas), Barbara R. Foorman, and Jason L. Anthony. *Evaluation of a vocabulary enrichment program for at-risk third graders.*
- N66. **Robindra Sidhu** (sidhur@educ.queensu.ca; Queen's University), and Lesly Wade-Woolley. *The role of language-specific orthographic awareness, phonological awareness, and rapid automatized naming (RAN) in the word recognition of second grade French immersion students.*
- N67. **Ronald Stringer** (ronald.stringer@mcgill.ca; McGill University), Lisa French, Melanie Gotlieb, Mariam Haider, Shahrzad Irannejad, and Gail McCoubrey. *Analyzing the RAN with eye fixation duration and total task time.*
- N68. **Tara Stringer** (stringr4@northwestern.edu; Northwestern University), James Booth, Douglas D. Burman, Yasu Harasaki, and Frank W. VanSanten. *The influence of orthographically or phonologically inconsistent word pairs on intra-modal and cross-modal lexical judgment tasks.*
- N69. **Carrie A. Szucs** (0cas2@qmlink.queensu.ca; Queen's University), and Lesly Wade-Woolley. *Syllable and phoneme awareness as a predictor of word-reading in French immersion students.*
- N70. **Connie A. Thompson** (connietp@umich.edu; University of Michigan), and Holly K. Craig. *Relationships between vocabulary breadth, depth, flexibility and reading skills of elementary age African Americans.*

- N71. **Joanna K. Uhry** (joannauhry@aol.com; Fordham University). *The relationship between teachers' knowledge of phonology and their grade 1 students' progress in reading.*
- N72. **Frank R. Vellutino** (frv@csc.albany.edu; The University of Albany), William Tunmer, Donna M. Scanlon, James Jaccard, and RuSan Chen. *The components of reading ability: Multivariate evidence for a convergent skills model of reading development.*
- N73. **Gareth Williams** (G.J.Williams@open.ac.uk; Open University), Dorothy Faulkner, and Clare Wood. *Temporal awareness and motor synchronisation systems in participants with dyslexia, developmental coordination disorder and a control group.*
- N74. **John Worthington** (j.elkins@mailbox.uq.edu.au; University of Queensland), and John Elkins. *Three perspectives of the literacy skills of young children.*
- N75. **Yolanda W. S. Yuen** (0ywsy@qlink.queensu.ca; Queen's University), Lesly Wade-Woolley, and Robindra Sidhu. *Does reading language dominance affect word reading in bilingual children?*

SUNDAY, JUNE 30

⌘ CONTINENTAL BREAKFAST (Sunday, 7:00 – 8:15 A.M., outside State Ballroom)

⌘ SESSION A (Sunday, 8:00 – 10:00 A.M., PDR 18)

Dyslexia

Chair: Patricia Bowers

1. **Julia Carroll** (J.Carroll@psych.york.ac.uk; University of York), and Maggie Snowling. *The speech and language skills of children at risk of reading difficulties.*
2. **Peter F. de Jong** (pfdejong@educ.uva.nl; Universiteit van Amsterdam), and Aryan van der Leij. *Developmental changes in the manifestation of a phonological deficit in Dutch dyslexic children.*
3. **Bente E. Hagtvet** (bente.hagtvet@isp.uio.no; University of Oslo), Erna Horn, and Sol A. H. Lyster. *Oral language precursors of reading difficulties: A longitudinal study of children of dyslexic parents.*
4. **Karin Landerl** (Karin.Landerl@sbg.ac.at; University of Salzburg). *Arithmetic skills in children with dyslexia.*
5. **Willy Serniclaes** (willy.serniclaes@ulb.ac.be; Université Libre de Bruxelles), Liliane Sprenger-Charolles, Caroline Bogliotti, Souhila Messaoud-Galusi, Sandra Vanheghe, Philippe Mousty, and René Carré. *Categorical perception deficit in dyslexia: Reliability and implications.*
6. **Margaret J. Snowling** (mjs19@york.ac.uk; University of York), Alison Gallagher, and Uta Frith. *Individual differences in the precursors of orthographic skill: Evidence from children at genetic risk of dyslexia.*

⌘ SESSION B (Sunday, 8:00 – 10:00 A.M., Wabash Room)

Lexical Processes

Chair: Rebecca Treiman

1. **Egbert M. H. Assink** (e.assink@fss.uu.nl; Utrecht University), Stans de Haas, Petra Rendering, Sanne Rietberg, and Maaïke de Vries. *Development of orthographic processing in elementary and secondary school age readers*
2. **James R. Booth** (j-booth@nwu.edu; Northwestern University), Yasu Harasaki, and Douglas D. Burman. *Development of lexical and sentence level context effects for dominant and subordinate word meanings of homonyms.*
3. **Chris Coleman** (ccoleman@arches.uga.edu; University of Georgia), Noel Gregg, Robert Stennett, Cheri Hoy, J. Mark Davis, Richard K. Olson, Sally J. Wadsworth, and John C. DeFries. *The Colorado Perceptual Speed Task as a measure of orthographic processing.*

4. **Dominiek Sandra** (dominiek.sandra@ufsia.ac.be; University of Antwerp), James Booth, Heike Martensen, Astrid Geudens, and Charles A. Perfetti. *Which factors cause the emergence of onset-rime effects in word reading? The role of grapheme-phoneme consistency, orthographic pattern frequency, and experimental task.*
5. **Joseph Shimron** (shimron@research.haifa.ac.il; University of Haifa), and Vered Vaknin. *Access units in a Semitic language.*
6. **Victor van Daal** (vhp.van.daal@bangor.ac.uk; University of Wales), Llinos Spencer, Soracha Cashman, and Lorenc Hoxhallari. *Orthographic processing in bilinguals.*

⌘ **BREAK** (Sunday, 10:00 – 10:30 A.M.)

⌘ **SESSION A** (Sunday, 10:30 A.M. – 12:10 P.M., PDR 18)

Pronunciation and Spelling

Chair: William Tunmer

1. **Stuart E. Bernstein** (sbernst@mtsu.edu; Middle Tennessee State University), and Rebecca Treiman. *Do children use consonantal context when learning the pronunciation of vowel graphemes?*
2. **Lauren Figueredo** (laurenf@ualberta.ca; University of Alberta), and Connie Varnhagen. *Detecting a problem is half the battle: The relation between error type and spelling performance.*
3. **Brett Kessler** (bkessler@spell.psychology.wayne.edu; Wayne State University), Rebecca Treiman, and Suzanne Bick. *Use by skilled spellers of context-sensitive patterns: Onsets and codas constrain the spelling of English vowels.*
4. **Catherine Transler** (c.transler@psy.vu.nl; PI Research), Ilse Jansma, and Pieter Reitsma. *Reading and spelling in profoundly deaf children.*
5. **Rebecca Treiman** (rtreiman@wayne.edu; Wayne State University), Judy Bowey, and Derrick Bourassa. *Segmentation of spoken words into syllables by English-speaking children as compared to adults.*

⌘ **SESSION B** (Sunday, 10:30 A.M.– 12:10 P.M., Wabash Room)

Comprehension II

Chair: Mark Sadoski

1. **Ana Carolina Perrusi Brandão** (A.C.P.Brandao@sussex.ac.uk; University of Sussex, Falmer), and Jane Oakhill. *“How do we know the answer?” Children’s use of text data and general knowledge in story comprehension.*
2. **Kate Cain** (kcain@essex.ac.uk; University of Essex), Jane Oakhill, and Peter Bryant. *Individual differences in children’s comprehension skills: Concurrent prediction by working memory and verbal ability.*

3. **Valerie Marciarille LeVasseur** (valmarcial@home.com; University of Connecticut), Paul Macaruso, Laura Conway Palumbo, and Donald Shankweiler. *Formatting text facilitates fluency in developing readers.*
4. **Louise Morrison** (louisem@yorku.ca; York University), and Esther Geva. *Comprehension monitoring in first and second language reading.*
5. **Rhona Stainthorp** (R.Stainthorp@sta02.ioe.ac.uk; London University Institute of Education), and Diana Hughes. *“Matthew effects” in writing: Evidence from precocious readers.*

⌘ **BUSINESS MEETING** (Sunday, 12:30 – 1:30 P.M., State Ballroom)