
Sunday, March 23, 1997

5:00 p.m. - 7:00 p.m. Concurrent Session A (con't)

Froma P. Roth, Deborah L. Speece, David H. Cooper

University of Maryland

The developmental connection between oral language and early reading: A longitudinal study

**5:00 p.m. - 7:00 p.m. Concurrent Session B
(Salon V, 3rd floor)**

Chair: Connie Varnhagen, *University of Alberta*

Anthony V. Manzo, Kim McNeley

University of Missouri-Kansas City, UMKC Med. Ctr.

Potential problems of brain mapping in reading research

Francoise Vitu, G. W. McConkie

ONRS - Universite' Rene' Descartes, Beckman Institute, UIUC

On the relation between word processing and eye movements

P.G. Aaron, R.M. Joshi

Indiana University, Oklahoma State University

Developmental changes in word reading speed processing strategy

Therese Fitzpatrick, Jim Wagner

Brock University

The implicit and explicit learning of a pronunciation rule in word recognition

Joanne F. Carlisle

Northwestern University

Reading morphologically complex words

Egbert M.H. Assink, Caroline Vooyo

Utrecht University, Netherlands

Prefixes as access units in morphologically complex words

9:00 p.m. - 12:00 a.m. Vital Issues

Reception/Informal Discussion

(Private Dining Room 17, 5th floor)

Facilitator: Joanna Uhry, *Fordham University*

See Next Page for Monday's schedule

Saturday, March 22, 1997

**9:00 a.m. - 12:00 noon Board Meeting
(Location TBA)**

**11:00 a.m. - 6:30 p.m. Registration
(Foyer of Private Dining Rm. 17, 5th fl.)**

1:00 p.m. - 2:30 p.m. Plenary Session

(Private Dining Room 17, 5th floor)

Chair: Jamie Metsala, *University of Maryland*

Joseph K. Torgesen, Richard K. Wagner,

Carol A. Rashatte

Florida State University

Preventing reading disabilities: Results from 2-1/2 years of intervention

Dustin Heuston, Maureen A. Marron

Waterford Institute

Success at learning to read: A preliminary look at the Waterford Early Reading Program

Jeremiah Ring, Barbsra Wise, Richard Olson

University of Colorado

The long-term effects of computer-based remedial reading instruction

Barbara W. Wise, Richard K. Olson

University of Colorado

Two years of phonological awareness and comprehension instruction on talking computers

Peter Reitsma

Paedologisch Instituut Amsterdam

Remediation of reading problems by using CAI

Alice A. Wilder, Joanna Williams

Teachers College, Columbia University

Instruction in the generation and generalization of themes for students with learning disabilities

**3:00 p.m. - 4:45 p.m. Plenary Session (Private Dining
Room 17, 5th floor)**

Chair: Hugh Catts, *University of Kansas*

Frank Manis

University of Southern California

Cognitive profiles in dyslexic reading subgroups

Alexandra Gottardo, Keith E. Stanovich,

Robindra Sidhu, Linda S. Siegel

University of British Columbia, University of Ontario, University of British Columbia

The search for subtypes of developmental dyslexia in adults

Sunday, March 23, 1997

1:00 p.m. - 2:15 p.m. Lunch Break

**2:15 p.m. - 4:35 p.m. Concurrent Session A
(Private Dining Room 17, 5th floor)**

Chair: Gale M. Sinatra, *University of Utah*

Hugh W. Catts, Mark Fey, Bruce Tomblin

University of Kansas, University of Iowa

Language deficit in reading disabilities

Louis Volante, Alexandra Gottardo, Keith Stanovich

University of Toronto

Subtypes of reading disability: Differences in real word and pseudoword pronunciation errors

Frank R. Vellutino

SUNY Albany

The importance of early identification and early intervention in diagnosing reading disability: A Longitudinal study of literacy development in difficult to remediate and readily remediated poor readers

Elissa D. Newby-Clark
University of Waterloo
Deficits in phonemic awareness and naming speed: Effects on response to training

Tamara Garon, Richard K. Wagner
Florida State University
The effect of linguistic complexity on young children's phonological awareness

Mina C. Johnson, Barbara Wise, Richard K. Olson
University of Colorado, Boulder
Effects of training in phonological awareness and reciprocal teaching on the comprehension of reading disabled 2nd through 5th graders

Javier Gayan, Helen E. Patta, Richard K. Olson
University of Colorado, Boulder
Genetic influences on reading disability subtypes

2:15 p.m. - 4:35 p.m. Concurrent Session B
(Salon V, 3rd floor)

Chair: Egbert Assink, *Utrecht University*

Arthur C. Graesser, Cheryl A. Bowers, Brent Olde,
University of Memphis
Tracking agents in literary short stories

Sandra Stotsky
Harvard Graduate School
How the cultural contents of current reading series affect the development of a literate reading vocabulary

Saturday, March 22, 1997

5:00 p.m. - 6:30 p.m. Plenary Session (con't)

Rhona Stainthorp
The University of Reading
The non-word reading skills of precocious readers

Rhona Johnston
University of St. Andrews, Scotland
Nonword reading deficits in poor readers

9:00 p.m. - 12:00 a.m. Vital Issues
Reception/Informal Discussion
(Private Dining Room 17, 5th floor)

Facilitator: Joanna Uhry, *Fordham University*

Sunday, March 23, 1997

7:30 a.m. - 5:00 p.m. Registration
(Foyer, Private Dining Rm. 17, 5th floor)

8:30 a.m. - 10:30 a.m. Concurrent Session A
(Private Dining Room 17, 5th floor)

Chair: Sandra Stotsky, *Harvard Graduate School*

Ronald P. Carver
University of Missouri at Kansas City
Relationship between spelling and reading rate for graduate students

R. Maletsha Joshi, P.G. Aaron

Oklahoma State University, Indiana University
The regularity effect in spelling

Connie K. Varnhagen
University of Alberta
Segmentation in children's spelling

Jennifer Susan Smith, R.T. Elliot
University of New South Wales
Spelling instruction by phonemic analysis versus letter name: Effects on spelling and reading

Sarah Ahmed, Linda J. Lombardino
University of Florida
An investigation of phonological patterns in invented spelling of kindergarten children

Monique J.W.L. Coenen
University of Nijmegen
The development of orthographic representations

Sunday, March 23, 1997

8:30 a.m. - 10:30 a.m. Concurrent Session B
(Salon V, 3rd floor)

Chair: Margaret Steffensen, *Illinois State University*

Kim Sunseth
University of Waterloo
The relationship between digit naming speed and orthography in children with and without phonological deficits

Patricia G. Bowers
University of Waterloo
Exploration of the link between processes tapped by rapid naming tests and orthographic skill

Ron Stringer, Keith E. Stanovich
University of Toronto, OISE/UT
The performance of reading disabled adults on temporal processing tasks: A test of the "timing deficit hypothesis"

Cheryl A. Cisero Durwin, James M. Royer
Wayne State University, University of Massachusetts
Evidence for phonological deficits and orthographic skill in disabled college readers

Maureen A. Marron
University Pittsburgh
The role of phonological awareness in the reading ability of adult literacy students

Dolores Perin
Teachers College, Columbia University
Relation of functional reading ability to writing skills in adult literacy students

10:30 a.m. - 11:00 a.m. Coffee Break
(Private Dining Room 17, 5th floor)

11:00 a.m. - 1:00 p.m. Concurrent Session A
(Private Dining Room 17, 5th floor)

Chair: James M. Royer, *University of Massachusetts*

Ralph E. Reynolds, Kathleen J. Brown,
Dale Niederhauser, Woodrow Trathen
University of Utah, Appalachian State University
Selective attention, individual differences, and learning from text

Gale M. Sinatra, Kathleen J. Brown, Ralph E. Reynolds
University of Utah
Predictors of successful reading comprehension: A longitudinal study

Sunday, March 23, 1997

11:00 a.m. - 1:00 p.m. Concurrent Session A (con't)

Jane Oakhill, Kate Cain, Peter Bryant
University of Sussex, UK, University of Oxford
Factors that contribute to individual differences in children's comprehension skill

Kate Cain
University of Sussex
How knowledge about reading is related to young children's reading comprehension failure

Roger Bruning, Barbara Schweiger, John Neitfeld
University of Nebraska
The role of observation in reading

Patricia A. Alexander, P. Karen Murphy
University of Maryland
What counts: The predictive powers of subject-matter knowledge, interest, strategic processing in expository text comprehension

**11:00 a.m. - 1:00 p.m. Concurrent Session B
(Salon V, 3rd floor)**

Chair: Patricia Bowers, *University of Waterloo*

Esther Geva
University of Toronto
The contribution of morphosyntactic and orthographic knowledge to second language word recognition

Leslie Wade-Wooley
University of Toronto and University of British Columbia
A comparison of the word recognition and sublexical processing of ESL learners with different orthographies

Ilana Ben-Dror, Michal Shan, Bet Berl, Tova Grinfeld
Hebrew University, Jerusalem, Teachers College
Perception and production of semantic, phonologic and morphologic relationship between spoken Hebrew words: Comparison between reading disabled and normal readers

Aydin Durgunoglu, Banu Oney
University of Minnesota@Duluth, Bogazici University
Beginning reading and reading difficulties: Effects of language and orthography

Karin Landerl
University of Salzburg
Word and nonword reading in four different orthographies

Margaret S. Steffensen, Ernest T. Goetz,
Xiaoguang Cheng
Illinois State University, Texas A&M, Liaoning Normal University
Linguistic representation in bilingual readers: Dual coding in Chinese and English

Saturday, March 22, 1997

3:00 p.m. - 4:45 p.m. Plenary Session (con't)

Penny Chiappe, Keith Stanovich, Linda Siegel
Ontario Institute for Studies in Education/University of Toronto, University of British Columbia
A timely look at the timing deficit hypothesis of developmental dyslexia

Arlene R. Young
Clarke Institute of Psychiatry, Toronto
Relationship of phonological analysis and naming speed to training effects among dyslexic readers

James M. Royer, Cheryl A. Cisero Durwin,
Loel Tronsky
University of Massachusetts, Wayne State University, University of Massachusetts
Word fluency training in severe dyslexic readers transfers to higher level reading skills

Richard K. Olson
University of Colorado
Processing speed and the genetic etiology of reading disability

Sandra Whitehouse, Dan Woltz, Gale M. Sinatra,
Ted Packard
University of Utah
Comparing dyslexic and normal readers' implicit memory for phonological processing

**5:00 p.m. - 6:30 p.m. Plenary Session
(Private Dining Room 17, 5th floor)**

Chair: Malt Joshi, *Oklahoma State University*

Philip B. Gough
University of Texas
How interactive is word recognition?

Jamie L. Metsala, Keith E. Stanovich,
Gordon D. A. Brown, Betty Ruei
University of Maryland, University of Toronto, University of Warwick, University of Maryland
Regularity effects and the phonological deficit account of reading disabilities: A meta-analytic review

Joanna K. Uhry
Fordham University
Fingerpoint-reading as a predictor of sight word acquisition

Heinz Wimmer, Heinz Mayringer, Karin Landerl
University of Salzburg, Austria
What deficit underlies reading difficulties in a more regular orthography

Sunday, March 23, 1997

2:15 p.m. - 4:35 p.m. Concurrent Session B (con't)

Mariam Jean Dreher, William Schafer

University of Maryland

An analysis of reading achievement from the engagement perspective based on the 1992 National Assessment of Educational Progress

Stephen R. Burgess, Christopher J. Lonugan

Florida State University

A meta-analysis examining the impact of the preschool home literacy environment on reading development: Paper lion or king of the reading jungle?

Ludo Verhoeven

Nymegen University, Netherlands

Early literacy development and sociocultural variation

David K. Dickinson, Miriam Smith

Educational Development Center

Fostering teacher reflection on language in Head Start classrooms

Ramie A. Robeson, Frederick J. Morrison

Loyola University Chicago

Discrepancy between parental aspirations/expectations and literacy promoting activities

**5:00 p.m. - 7:00 p.m. Concurrent Session A
(Private Dining Room 17, 5th floor)**

Chair: Richard K. Olson, *University of Colorado*

Rollanda E. O'Connor, Timothy A. Slocum,

Linda Lisowski

University of Pittsburgh, Utah State University

Do low-skilled children learn blending more easily than segmenting? Evidence from four prereader studies

Kenyatta O. Rivers, Linda J. Lombardino

University of Central Florida, University of Florida

Generalization of early metalinguistic skills in a phonological decoding study with first-graders at-risk for reading failure

Greta Massetti, Frederick J. Morrison

Loyola University, Chicago

Effects of schooling on phonological segmentation and reading

Che Kan Leong

University of Saskatchewan

What is the nature of phonemic awareness in reading Chinese?

Robert Scholes

University of Florida

The case against phonemic awareness

Monday, March 24, 1997

**8:00 a.m. - 9:45 a.m. Invited Symposium
(Private Dining Room 17, 5th floor)**

Chair: Patricia Alexander, *University of Maryland*

Jan Dole

University of Utah

Comprehension instruction

John Guthrie

University of Maryland

Motivation variables: Links to basic reading processes

P. David Pearson

Michigan State University

Returning to our roots - the need to understand the early acquisition of reading

Barbara Foorman

University of Houston

Future directions in reading disability research

Richard C. Anderson

University of Illinois

Future directions in reading research

9:45 a.m. - 10:15 a.m. Coffee Break

(Private Dining Room 17, 5th floor)

10:15 a.m. - 11:00 a.m. Presidential Address

(Private Dining Room 17, 5th floor)

Linnea Ehri

CUNY Graduate School

Learning to read and spell

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

(Private Dining Room 17, 5th floor)

12:30 p.m.-3:00 p.m. Board Meeting

(lunch included)

(Location TBA)

Fourth Annual Meeting

**Society for the
Scientific Study
of Reading**

March 22 - 24, 1997
Palmer House
17 East Monroe
Chicago, IL 60603
1-800-HILTONS or 312-726-7500 ext. 5990 or 5991

Program Chair: Ralph E. Reynolds

President
Linnea C. Ehri

President Elect
Ralph E. Reynolds

Vice-President
(to be elected)

Treasurer
Joseph K. Torgesen

Secretary
Nancy E. Jackson

Historian
Barbara R. Foorman

Publications Chair
Mark Sadoski

**Elected
Board Members**

Rebecca Treiman
Keith Stanovich
Robert C. Calfee

**Conference
Coordinator**
Dolores Perin

**International
Coordinator**
Pieter Reitsma

Past President
Ronald P. Carver

(NO SMOKING IN ANY SESSION)