

**Seventeenth Annual Conference of the Society  
for the Scientific Study of Reading  
July 7-10  
Seminaris CampusHotel Berlin**

**Conference Coordinator**

Donald Compton

**Local Coordinator**

Arthur Jacobs

**Program Committee**

Stephanie Al-Otaiba

Hugh Catts

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Natalie Olinghouse

Lesly Wade-Woolley

## Conference Overview

Wednesday	15:00-19:00	Name Tag Pick-up - Lobby
July 7	16:00-18:00	Board Meeting - Stanford
	19:00-20:40	Invited Symposium - Plenum
	20:40-22:00	Conference Reception - Lobby
Thursday	08:30-10:10	Spoken Paper Sessions
July 8	10:10-10:40	Coffee Break - Lobby
	10:40-12:20	Spoken Paper Sessions
	12:20-14:30	Lunch - Lobby
	13:00-14:30	Posters - Plenum
	14:30-15:00	Refreshments - Lobby
	15:00-15:40	Business Meeting - Harvard
	15:40-17:20	Spoken Paper Sessions
Friday	08:30-10:10	Spoken Paper Sessions
July 9	10:10-10:40	Coffee Break - Lobby
	10:40-12:20	Spoken Paper Sessions
	12:20-14:30	Lunch - Lobby
	13:00-14:30	Posters - Plenum
	14:30-15:00	Refreshments - Lobby
	15:30-17:00	Distinguished Scientific Contribution - Plenum
Saturday	08:30-10:10	Spoken Paper Sessions
July 10	10:10-10:40	Coffee Break - Lobby
	10:40-12:20	Spoken Paper Sessions
	12:20-14:30	Lunch - Lobby
	13:00-14:30	Posters - Plenum
	14:30-15:00	Refreshments - Lobby
	15:00-16:40	Spoken Paper Sessions
	16:40-17:10	Farewell - Lobby

**Wednesday July 7<sup>th</sup>**

**Name Tag Pick-up July 7th**

**15:00 - 19:00**

**Lobby**

**Board Meeting July 7th**

**16:00 - 18:00**

**Room: Stanford**

**Invited Symposium:**

**19:00 - 20:40**

**Plenum (Lower Level)**

**Computational models of reading: New directions,  
new approaches**

**Organized by Mark Seidenberg**

1. Computational tools for understanding reading  
**Mark S. Seidenberg**, University of Wisconsin-Madison  
[seidenberg@wisc.edu](mailto:seidenberg@wisc.edu)
2. Linking Computational Models with Theories of Multidimensional Impairments in Literacy  
**Padraig Monaghan**, Lancaster University  
[p.monaghan@lancaster.ac.uk](mailto:p.monaghan@lancaster.ac.uk)
3. Warwick Oral Reading Differences Project  
**James S. Adelman**, University of Warwick  
Maura G. Sabatos-DeVito, University of North Carolina, Chapel Hill  
Suzanne J. Marquis, University of Warwick  
[J.S.Adelman@warwick.ac.uk](mailto:J.S.Adelman@warwick.ac.uk)
4. Ad hoc functional units in spelling to sound: Grain size issues in cross-linguistic modeling of reading  
**Jason D. Zevin**, Sackler Institute, Weill Medical College of Cornell University  
[jdz2001@med.cornell.edu](mailto:jdz2001@med.cornell.edu)
5. The directed compound graph of English: An exploration of lexical connectivity and its processing consequences  
**Harald Baayen**, University of Alberta  
[baayen@ualberta.ca](mailto:baayen@ualberta.ca)

**Conference Reception**

**20:40 - 22:00**

**Lobby**

# Day 1 – Thursday July 8<sup>th</sup>

**Morning Sessions 1: 08:30 - 10:10**

## **Symposium: Reading and writing in lesser known languages**

**Room: Princeton**

**Chair: Prakash Padakannaya and Heather Winskel**

1. Spelling processes in Ge'ez and Latin scripts; **Yonas Mesfun Asfaha (Department of Language and Culture Studies, Tilburg University, the Netherlands - [y.m.asfaha@uvt.nl](mailto:y.m.asfaha@uvt.nl)); Jeanne Kurvers.**
2. Effect of opacity and frequency in naming words in Persian abjad; **Prakash Padakannaya (University of Mysore, Mysore, INDIA - [prakashp99@yahoo.com](mailto:prakashp99@yahoo.com)); Mohammad Ahmad Panah; Nandini C Singh; R Malatesha Joshi.**
3. Reading assessment in Chitonga: A comprehensive study of Zambian children; **Thomas Skiba (Yale University, Child Study Center, New Haven, Connecticut CT 06519, USA- [thomas.skiba@yale.edu](mailto:thomas.skiba@yale.edu)); Jodi Reich; Adam Naples; Mei Tan; Kelly Nedwick; Philip E. Thuma; Elena Grigorenko.**
4. Learning to spell in Thai: Some of the challenges posed by this distinctive orthography; **Heather Winskel (University of Western Sydney, Australia - [h.winskel@uws.edu.au](mailto:h.winskel@uws.edu.au)).**
5. Literacy in Maltese-English bilingual children; **Rachael Xuereb (Communication Therapy Division, Institute of Health Care University of Malta, Mater Dei Hospital, Tal-Qroqq, Malta - [rachaelxuereb@gmail.com](mailto:rachaelxuereb@gmail.com)).**

## **Symposium: New approaches to understanding fluency**

**Room: Yale**

**Chair: Rick Wagner; Ralph Radach**

1. Preschool precursors to reading success: Joint and unique contributions to early word-reading accuracy and fluency; **Christopher J. Lonigan (Florida Center for Reading Research, Florida State University - [lonigan@psy.fsu.edu](mailto:lonigan@psy.fsu.edu)); Beth M. Phillips.**
2. Developmental relations among oral reading fluency, silent reading fluency, and reading comprehension: A two-year latent variable longitudinal study; **Young-Suk Kim (Florida Center for Reading Center- [ykim@ferr.org](mailto:ykim@ferr.org)); Richard K. Wagner; Danielle Lopez; Liz Foster; Yusra Ahmed; Patricia Thatcher Kantor.**
3. Visuo-motor control and the use of parafoveal information in rapid letter naming; **Jessica Logan (Ohio State University, Human Development and Family Science - [jlogan@ehe.osu.edu](mailto:jlogan@ehe.osu.edu)); Chris Schatschneider; Ralph Radach.**

4. The role of ‘mindless reading’ in the development of reading fluency; **Thomas Günther (RWTH Aachen University Medical Center, Child Neuropsychology Division - [Thomas.guenther2@post.rwth-aachen.de](mailto:Thomas.guenther2@post.rwth-aachen.de)); Ralph Radach.**
5. Who benefits from syllable recognition? A computer-based fluency intervention with second and third grade poor readers; **Riikka Heikkilä (Niilo Mäki Institute, Jyväskylä - [riikka.heikkila@nmi.fi](mailto:riikka.heikkila@nmi.fi)); N. Aro; V. Närhi; T. Ahonen.**

## **Symposium: The impact of school and home instructional environments on children’s literacy development**

**Room: Harvard**

**Chair: Carol McDonald Connor**

1. The role of executive function in growth of early literacy skills; **Frederick Morrison (University of Michigan - [fjmorris@umich.edu](mailto:fjmorris@umich.edu)).**
2. Promoting parental reference to mental states via storybook reading interactions with preschooler from low socio-economic status background; **Dorit Aram (Tel Aviv University, Israel - [dorita@post.tau.ac.il](mailto:dorita@post.tau.ac.il)); Margalit Ziv; Yaara Fine.**
3. Refining dynamic forecasting intervention models: new child X instruction interactions for first graders; **Carol Connor (Florida State University/FCRR - [cconnor@fsu.edu](mailto:cconnor@fsu.edu)); Elizabeth C. Crowe; Frederick J. Morrison.**
4. The role of pre-kindergarten home literacy and kindergarten classroom reading instructional environments on student reading outcomes in kindergarten and first grade; **Stephanie Al Otaiba (Florida State University/FCRR - [salotaiba@fcr.org](mailto:salotaiba@fcr.org)); Carol M. Connor; Jessica Folsom; Luana Greulich.**
5. The effect of writing instruction on writing productivity in kindergarten children; **Cynthia Puranik (University of Pittsburg - [cpuranik@pitt.edu](mailto:cpuranik@pitt.edu)); Stephanie Al Otaiba; Jessica Folsom; Luana Greulich.**

## **Comprehension**

**Room: Stanford**

**Chair: Jane Oakhill**

1. Making links: How do interclausal connectives influence young readers' on-line processing and comprehension of text?; **Kate Cain (Lancaster University - [k.cain@lancaster.ac.uk](mailto:k.cain@lancaster.ac.uk)); Hannah Nash.**
2. Effects of inference training on 6th graders’ reading comprehension; **Ida Buch-Iversen (National Centre for Reading Education and Research - [ida.buch-iversen@uis.no](mailto:ida.buch-iversen@uis.no)); Carsten Elbro.**
3. Sex differences in the effects of anticipated interest on good and poor readers’ comprehension; **Jane Oakhill (University of Sussex - [janeo@sussex.ac.uk](mailto:janeo@sussex.ac.uk)); Holly Pellatt.**
4. Long term effects of a randomised reading intervention study on accuracy, speed and comprehension: An application of structural equation modeling; **Ulrika Wolff (The University of Gothenburg - [ulrika.wolff@ped.gu.se](mailto:ulrika.wolff@ped.gu.se)).**

5. Speaking up for listening comprehension; **Janice M. Keenan** (**University of Denver** - [jkeenan@du.edu](mailto:jkeenan@du.edu)); **Sarah J. Priebe**; **Amanda C. Miller**; **Chelsea Meenan**; **Anh Hua**; **Richard K. Olson**.

## **Dyslexia**

**Room: Sorbonne**

**Chair: Peter de Jong**

1. Poor nonword-reading is not characteristic for disabled reading: An empirical study using an alternative matching methodology; **Wim Van den Broeck** (**Vrije Universiteit Brussel** - [Willem.Van.Den.Broeck@vub.ac.be](mailto:Willem.Van.Den.Broeck@vub.ac.be)); **Astrid Geudens**.
2. Variability of the dyslexic reading system; **Peter F. de Jong** (**University of Amsterdam** - [P.F.deJong@uva.nl](mailto:P.F.deJong@uva.nl)); **Eva Marinus**.
3. What letters, numbers and symbols tell us about dyslexia; **Johannes Ziegler** (**CNRS and Aix-Marseille University** - [Johannes.Ziegler@univ-provence.fr](mailto:Johannes.Ziegler@univ-provence.fr)); **Jonathan Grainger**.
4. Executive function and motor skills in pre-school children at risk of dyslexia; **Debbie Gooch** (**York University** - [dcg500@york.ac.uk](mailto:dcg500@york.ac.uk)); **Hannah Nash**; **Maggie Snowling**; **Charles Hulme**.
5. The nature of phonological representations in dyslexia: an in-depth analysis of segmental nonword repetition errors; **Astrid Geudens** (**Lessius Hogeschool** - [astrid.geudens@lessius.eu](mailto:astrid.geudens@lessius.eu)); **Kirsten Schraeyen**.

## **Coffee Break**

**10:10 - 10:40**

**Lobby**

# Day 1 – Thursday July 8<sup>th</sup>

## Morning Sessions 2: 10:40 – 12:20

### Symposium: Sources of reading comprehension difficulties across diverse groups of L2 learners

Room: Princeton

Chair: Esther Geva

1. Weak versus strong high school readers of English as an additional language: First language effects; **Janina Kahn-Horwitz** (Oranim College of Education; Israel - [horwitz@netvision.net.il](mailto:horwitz@netvision.net.il)); **Mona Saba**.
2. Comprehension skills in EAL children in later primary/early secondary school years; **Fiona Middleweek** (University of Oxford, UK - [Fiona.middleweek@education.ox.ac.uk](mailto:Fiona.middleweek@education.ox.ac.uk)); **Victoria A. Murphy**; **Mairéad McKendry**; **Kathy Sylva**.
3. Sources of reading comprehension difficulties among adolescent Spanish-speaking language minority learners; **Jeannette Mancilla-Martinez** (Harvard University, US - [lesauxno@gse.harvard.edu](mailto:lesauxno@gse.harvard.edu)); **Nonie K. Lesaux**.
4. Reading comprehension in ELLs and monolinguals– Patterns of growth and challenges; **Fataneh Farnia** (University of Toronto, Canada - [ffarnia@oise.utoronto.ca](mailto:ffarnia@oise.utoronto.ca)); **Esther Geva**.
5. The Development of Reading Comprehension Skills in ELL Children; **Linda Siegel** (University of British Columbia, Canada - [lsiegel@interchange.ubc.ca](mailto:lsiegel@interchange.ubc.ca)); **Orly Lipka**.

### Symposium: Children at risk: How can technology support their early literacy?

Room: Yale

Chair: Ofra Korat and Ora Segal-Drori

1. Multimedia storybooks: Suitable for children with SLI?; **Daisy Smeets** (Leiden University - [dsmeets@fsw.leidenuniv.nl](mailto:dsmeets@fsw.leidenuniv.nl)); **Marianne van Dijken**; **Adriana Bus**.
2. The effects of reading e-books to low SES children on their early literacy development; **Ofra Korat** (Bar-Ilan University - [korato@mail.biu.ac.il](mailto:korato@mail.biu.ac.il)); **Ora Segal-Drori**; **Pnina S. Klein**.
3. The eBook in preschool vocabulary instruction: Promise and pitfalls; **Kathleen Roskos** (John Carroll University - [roskos@jcu.edu](mailto:roskos@jcu.edu)); **Karen Burstein**; **Jeremy Brueck**.
4. The use of mnemonics in learning grapheme-phoneme connections in children with SLI; **Eliane Segers** (Radboud University - [e.segers@pwo.ru.nl](mailto:e.segers@pwo.ru.nl)).
5. Discussant; **William Teale** (University of Illinois at Chicago - [wteale@uic.edu](mailto:wteale@uic.edu)).

**Adult Readers**  
**Room: Harvard**  
**Chair: Rauno Parrila**

1. Representations of lexical stress in adults with developmental dyslexia; **Ian Mundy** (University of Warwick - [I.R.Mundy@warwick.ac.uk](mailto:I.R.Mundy@warwick.ac.uk)); **Julia Carroll**.
2. Dyslexia in the university: What predicts word reading when phonological decoding fails?; **Rauno K. Parrila** (University of Alberta - [rauno.parrila@ualberta.ca](mailto:rauno.parrila@ualberta.ca)); **Holly Stack-Cutler**; **Helene Deacon**.
3. Word-to-text integration of spoken sentences by adults with low reading comprehension skill: an event related potentials study; **Suzanne Adlof** (University of Pittsburgh - [sadlof@pitt.edu](mailto:sadlof@pitt.edu)); **Charles Perfetti**.
4. A retrieval interference account of poor sentence comprehension in young adult readers; **Julie Van Dyke** (Haskins Laboratories - [jvandyke@haskins.yale.edu](mailto:jvandyke@haskins.yale.edu)); **Clinton L. Johns**; **Anuenu Kukona**.
5. Tracking the supramodal language brain in skilled adult readers; **Donald Shankweiler** (University of Connecticut - Haskins Labs - [donald.shankweiler@uconn.edu](mailto:donald.shankweiler@uconn.edu)); **Julie Van Dyke**; **David Braze**; **Robert K. Fulbright**; **W. Einar Mencl**; **Kenneth Pugh**; **Whitney Tabor**.

**Comprehension**  
**Room: Stanford**  
**Chair: Jennifer Cromley**

1. Assessment of auditory and written language comprehension in middle and high school students; **Gloria Waters** (Boston University - [gwaters@bu.edu](mailto:gwaters@bu.edu)); **David Caplan**; **Jennifer Michaud**; **Julia Bertram**.
2. Reading comprehension--sequences of cognitive moves while reading scientific text; **Jennifer Cromley** (Temple University - [jcromley@temple.edu](mailto:jcromley@temple.edu)); **Theodore W. Wills**; **Ilyse Resnick**; **Ting Dai**; **Anthony C. Perez**; **Shannon Fitzhugh**; **Nora Newcombe**; **Natalie Ramos-Castillo**.
3. The structure and development of beginning reading comprehension skills; **Arne Lervag** (University of Oslo - [a.o.lervag@ped.uio.no](mailto:a.o.lervag@ped.uio.no)).
4. Collaborative Strategic Reading with adolescent struggling readers; **Janette Klingner** (University of Colorado at Boulder - [Janette.Klingner@colorado.edu](mailto:Janette.Klingner@colorado.edu)); **Sharon Vaughn**.



# **Symposium: Targeted treatments of developmental dyslexia**

**Room: Sorbonne**

**Chair: Genevieve McArthur**

1. Phonics and sight-word training in a group of children with developmental dyslexia; **Genevieve McArthur** (Macquarie Centre for Cognitive Science - [genevieve.mcarthur@maccs.mq.edu.au](mailto:genevieve.mcarthur@maccs.mq.edu.au)); **Max Coltheart**; **Linda Larsen**.
2. Response to phonics and sight-word training as a function of reading reliance; **Anne Castles** (Macquarie Centre for Cognitive Science - [anne.castles@maccs.mq.edu.au](mailto:anne.castles@maccs.mq.edu.au)); **Kristy Jones**; **Erin Barriball**.
3. Treatment for different forms of surface dyslexia; **Saskia Kohnen** (MULTILIT Research Unit - [saskia.kohnen@maccs.mq.edu.au](mailto:saskia.kohnen@maccs.mq.edu.au)); **Thushara Anandakumar**.
4. Treatment of the non-lexical (sight-word) route in a boy with hyperlexia; **Nicole Stadie** (University of Potsdam - [nstadie@rz.uni-potsdam.de](mailto:nstadie@rz.uni-potsdam.de)).
5. Treatment directions for developmental letter position dyslexia and attentional dyslexia; **Naama Friedmann** (Tel Aviv University - [naamafr@post.tau.ac.il](mailto:naamafr@post.tau.ac.il)); **Lilach Shvimer**; **Noa Kerbel**; **Einav Rahamim**; **Aviah Gvion**.

## **Lunch**

**12:20 - 14:30**

## **Posters Session 1**

**13:00 - 14:30**

## **Plenum**

**Posters Session 1**  
**13:00 - 14:30**  
**Plenum**

1. Prosodic sensitivity, reading with expression, and punctuation skill in eight- and twelve-year-old children; **Lesly Wade-Woolley** (Queen's University - [lesly.wade-woolley@queensu.ca](mailto:lesly.wade-woolley@queensu.ca)); **Michelle Kotanko**.
2. Emergent prosodic skills and literacy development in Spanish preschool children; **Sylvia Defior** (University of Granada - [sdefior@ugr.es](mailto:sdefior@ugr.es)); **Nuria Calet**; **Luciana Nigro**; **Eduardo Onochie**.
3. An evaluation of a prosody-based spelling intervention; **Clare Wood** (Coventry University, Psychology Department - [c.wood@coventry.ac.uk](mailto:c.wood@coventry.ac.uk)); **M. Luisa Tarczynski-Bowles**.
4. How do children read multisyllabic words?; **Lindsay Heggie** (Queen's University - [lheggie@gmail.com](mailto:lheggie@gmail.com)); **Lesly Wade-Woolley**; **Pam Briand**.
5. Word stress, reading skill and the missing letter effect; **Meaghan Crosby** (Queen's University - [rooty.tooty@me.com](mailto:rooty.tooty@me.com)); **Lesly Wade-Woolley**.
6. Prosodic sensitivity and the acquisition of punctuation marks in Spanish; **Nicolas Gutierrez-Palma** (University of Jaen - [ngpalma@ujaen.es](mailto:ngpalma@ujaen.es)); **Sylvia Defior**; **Nuria Calet**.
7. Measuring explicit instructional interactions through a direct observation instrument; **Christian Doabler** (Pacific Institutes for Research / University of Oregon - [cdoabler@uoregon.edu](mailto:cdoabler@uoregon.edu)); **Hank Fien**; **Scott Baker**; **Benjamin S. Clarke**.
8. What are the main points? Assessing summarisation skills and reading comprehension ability in 11-16 year olds; **Sue Stothard** (University of York - [sue.stothard@blueyonder.co.uk](mailto:sue.stothard@blueyonder.co.uk)); **Maggie Snowling**; **Paula Clarke**; **Emma Truelove**; **Charles Hulme**.
9. The longitudinal study of reading fluency development with six grades in Taiwan; **Su-Jan Lin** (professor of National Kaohsiung Normal University, Taiwan - [sujanlin@gamil.com](mailto:sujanlin@gamil.com)); **Shih-Jay Tzeng**; **Yu-Jen Chang**; **Su-Li Chen**.
10. LEE, reading and writing processes assessment battery in Spanish. Discrimination between good and poor readers.; **Liliana Fonseca** (UNSAM - [lfonseca@psicopedagogica.com.ar](mailto:lfonseca@psicopedagogica.com.ar)); **Barbara Gottheil**; **Adriana Aldrey**; **Maria Pujals**; **Ines Lagomarsino**; **Sylvia Defior Citoler**; **Gracia Jimenez Fernandez**; **Francisca Serrano Chica**; **Graciela Rosa**.
11. Reading characteristics of Brazilian students considered good and struggling readers; **Adriana de Souza Batista Kida** ( - [adrianabatista@gmail.com](mailto:adrianabatista@gmail.com)); **Cinthya Kawano**; **Carolina Alves Ferreira de Carvalho**; **Clara Regina Brandão de Ávila**.
12. The Renfrew Bus Story: An investigation of the elements of a measure of early narrative skills; **Kerry Hofer** (Vanderbilt University - [kerry.g.hofer@vanderbilt.edu](mailto:kerry.g.hofer@vanderbilt.edu)); **Karen S. Anthony**; **Cathy Yun**; **Dale C. Farran**; **Mark W. Lipsey**.
13. The diagnostic accuracy of oral reading fluency progress monitoring for predicting primary-grade students' proficiency on the California Standards Test; **Kristina Pineau**

(Florida State University - [kpineau@fsu.edu](mailto:kpineau@fsu.edu)); Kathie Moe; Christopher Lonigan; Laura Lang.

14. Making information meaningful: Comprehension assessment; Margaret Middleton (The Western Reserve Reading Project - [middleton.47@ehe.osu.edu](mailto:middleton.47@ehe.osu.edu)); S.A. Petrill.
15. Does the one-minute timing of the DIBELS phoneme segmentation fluency task introduce unintended variance into the test?; Mark Lauterbach (CUNY Graduate Center - [mlauterbach@gc.cuny.edu](mailto:mlauterbach@gc.cuny.edu)); Alison Puliatte; Linnea Ehri.
16. Development of bridging inferences and relation to working memory processes in school-aged children; Amber Johnston (University of Guelph - [amber@uoguelph.ca](mailto:amber@uoguelph.ca)); Marcia A. Barnes; Alain Desrochers.
17. The effect of bilingualism on English spelling: A meta-analytic review; Jing Zhao (Texas A&M University - [amyjzhao@gmail.com](mailto:amyjzhao@gmail.com)); Blanca Quiroz; L. Quentin Dixon; R. Malatesha Joshi.
18. Development and cross-linguistic transfer of specific and general reading related processes; Sonja Ugen (Université du Luxembourg - [sonja.ugen@gmail.com](mailto:sonja.ugen@gmail.com)); Martin Brunner; Sylvie Bodé; Jacqueline Leybaert.
19. Cross-language differences in sound segmentation show a robust effect of the first learned orthography: evidence from Hindi-English users; Jyotsna Vaid (Psychology Dept., Texas A&M University - [jvaid@tamu.edu](mailto:jvaid@tamu.edu)); Hsin-Chin Chen.
20. Relations of English and Spanish oral language skills with bilingual preschool children's phonological awareness development; Cherie Josefa Guerrero (Florida State University - [cherie.guerrero@gmail.com](mailto:cherie.guerrero@gmail.com)); Christopher J. Lonigan.
21. Comparing the development of word-recognition processes in English and Dutch children; Eva Marinus (Universiteit van Amsterdam - [e.marinus@uva.nl](mailto:e.marinus@uva.nl)); Peter F de Jong; Kate Nation.
22. Models of speech perception and production, meta-linguistics skills and reading development in Chinese children learning to read English as a second language; Simpson Wai Lap Wong (the University of Oxford - [wls Wong@gmail.com](mailto:wls Wong@gmail.com)); Connie Ho; Bonnie Chow; Mary Waye; Dorothy Bishop.
23. Grapheme phoneme correspondence knowledge in the initial stages of acquisition of Arabic (FL) among native Hebrew speaking students; Alon Fragman (Ben Gurion University, Beit Berl College - [alon-fr@013.net.il](mailto:alon-fr@013.net.il)); Susie Russak.
24. Does the spoken language help or hinder the spelling in the second language? A case of Indonesian and Acehnese language; Astri Yulia (Texas A&M University - [yulia.astri@gmail.com](mailto:yulia.astri@gmail.com)); R. Malatesha Joshi; Zainab Allaith.
25. Examining cross-linguistic transfer of word reading, vocabulary knowledge and morphological awareness to reading comprehension in Chinese-English Language Learners; Katie Lam (OISE/University of Toronto - [katie.lam28@gmail.com](mailto:katie.lam28@gmail.com)); Adrian Pasquarella; Xi Chen.
26. Reading comprehension in adolescent first and second language learners: A comparison of simple and multi-component models; Adrian Pasquarella (Home Residence - [a.pasquarella@gmail.com](mailto:a.pasquarella@gmail.com)); Alexandra Gottardo; Amy Grant.
27. Relations between features of the classroom literacy environments and preschool children literacy skill gains; Ying Guo (The Ohio State University - [yguo@ehe.osu.edu](mailto:yguo@ehe.osu.edu)); Laura Justice; Joan Kaderavek.

28. The effects of parent-child reading on the development of French pre-reading skills in Innu-speaking kindergartners; **Lori Morris (Université du Québec à Montréal - [morris.lori@uqam.ca](mailto:morris.lori@uqam.ca))**.
29. Relations between preschool temperament, inattention, and emergent literacy: A multi-method, multi-informant study; **Shauna Wilson (Florida State University - [wilson@psy.fsu.edu](mailto:wilson@psy.fsu.edu)); Christopher J. Lonigan; Nicholas P. Allan**.
30. Unique associations of internalizing, externalizing, and social behaviors on emergent literacy in preschool children; **Nicholas Allan (Florida State University - [allan@psy.fsu.edu](mailto:allan@psy.fsu.edu)); Christopher J. Lonigan**.
31. Does snoring impair literacy development in pre-school children?; **Amelia Gill (University of Otago, New Zealand - [amelia.gill@otago.ac.nz](mailto:amelia.gill@otago.ac.nz)); Elizabeth Schaughency; Barbara Galland; Andrew Gray; Carmen Lobb**.
32. ABC book reading and components of emergent literacy skills as predictors of first grade reading; **Bronwen Davis (University of Guelph - [davisb@uoguelph.ca](mailto:davisb@uoguelph.ca)); Mary Ann Evans**.
33. A standardized tool for assessing the quality of classroom-based shared reading: The SABR (Systematic Assessment of Book Reading); **Jill Pentimonti (The Ohio State University - [jpentimonti@hotmail.com](mailto:jpentimonti@hotmail.com)); Tricia Zucker; Laura Justice; Shayne Piasta; Joan Kaderavek; Amy Sofka**.
34. Diagnostic efficiency of prekindergarten letter name knowledge benchmarks: Relations with first-grade literacy achievement; **Shayne Piasta (The Ohio State University - [shayne.piasta@gmail.com](mailto:shayne.piasta@gmail.com)); Yaacov Petscher; Laura M. Justice**.
35. Relations between parent literacy-promoting practices, child literacy interest, and emergent literacy skills; **Laura Hume (Florida State University, Florida Center for Reading Research - [hume@psy.fsu.edu](mailto:hume@psy.fsu.edu)); Christopher J. Lonigan**.
36. Development of phonological awareness skills in preschoolers who are English language learners: Evidence of bi-directional transfer; **Amber Farrington (Florida State University - [farrington@psy.fsu.edu](mailto:farrington@psy.fsu.edu)); Christopher J. Lonigan; JoAnn M. Farver**.
37. A multi-method examination of preschool children's inattentive/hyperactive behaviors and emergent literacy skills; **Darcey Sims (Florida State University/ Florida Center for Reading Research - [sims@psy.fsu.edu](mailto:sims@psy.fsu.edu)); Christopher Lonigan**.
38. Participation in Florida's universal pre-k program: predictors of completion and kindergarten literacy achievement; **Beth Phillips (Florida Center for Reading Research - [bphillips@ferr.org](mailto:bphillips@ferr.org)); Yaacov Petscher**.
39. Do skills in children's first language promote development of skills in their second language? An experimental evaluation of transfer; **John Goodrich (Department of Psychology, Florida State University - [goodrich@psy.fsu.edu](mailto:goodrich@psy.fsu.edu)); Christopher J. Lonigan; JoAnn M. Farver**.
40. A cross-cultural comparison of home-literacy environments and their long-term association with schooling and fourth-grade literacy achievement; **Nicola McClung (UC Berkeley - [mcclung@berkeley.edu](mailto:mcclung@berkeley.edu)); Diana Arya; Anne Cunningham**.
41. Contributions of internalizing, externalizing, and social behaviors to the development of literacy-related skills from preschool to kindergarten; **Matt Lerner (Florida State University - [MDL09e@fsu.edu](mailto:MDL09e@fsu.edu)); Christopher J. Lonigan; Nicholas Allan**.

42. Schooling effects on preschoolers' self-regulation, early literacy, and language growth; **Lori Skibbe (Michigan State University - [skibbelo@msu.edu](mailto:skibbelo@msu.edu)); Carol Connor; Frederick Morrison.**
43. Exploring the genetic effects underlying the relationship between general executive functioning and reading performance; **Sara Hart (Human Development and Family Science - [hart.327@osu.edu](mailto:hart.327@osu.edu)); Stephen Petrill.**
44. Examining the contribution of spelling, reading comprehension, and working memory to written expression skills in adolescents with and without ADHD; **Rhonda Martinussen (Human Development and Applied Psychology - [rhonda.martinussen@utoronto.ca](mailto:rhonda.martinussen@utoronto.ca)); Judith Wiener.**
45. End of kindergarten spelling performance: Are spelling errors associated with response to instruction?; **Julia Lee (Florida State University - [leeacj@yahoo.com](mailto:leeacj@yahoo.com)); Stephanie Al Otaiba; Cynthia S. Puranik; Luana Gruelich; Jessica Folsom.**
46. Predictors of irregular word and non-word spelling in 11-15 year old students; **Catherine Lowe (University of Essex - [calowe@essex.ac.uk](mailto:calowe@essex.ac.uk)); Jackie Masterson; Yvonne Griffiths.**
47. The effect of response to instruction on the prediction of kindergarten invented spelling ability; **Maria Murray (SUNY Oswego - [mmurray2@oswego.edu](mailto:mmurray2@oswego.edu)); Maria S. Murray; Chris Schatschneider; Benita Blachman.**
48. The longitudinal relation between preschool children's name writing, letter knowledge, and self-regulation; **Hope Gerde (Michigan State University - [hgerde@msu.edu](mailto:hgerde@msu.edu)); Tiffany Martoccio; Kelli Smith; Lori Skibbe; Ryan Bowles.**
49. Essential recognitive disabilities for Kanji writing and/or reading in Japanese children with developmental dyslexia; **Akira Uno (University of Tsukuba - [uno@human.tsukuba.ac.jp](mailto:uno@human.tsukuba.ac.jp)); Noriko Haruhara; Masato Kaneno; Noriko Aways; Takashi Gotoh; Junko Kozuka.**
50. A comparison of phonological awareness, lexical compounding, and homophone training for Chinese word reading in Hong Kong kindergartners; **Yan Ling Zhou (The Chinese University of Hong Kong - [ylzhou@psy.cuhk.edu.hk](mailto:ylzhou@psy.cuhk.edu.hk)); Cathy Fong; Catherine McBride-Chang.**
51. Children's use of morphologically complex words in written and oral story-telling; **Katherine Binder (Mount Holyoke College - [kbinder@mtholyoke.edu](mailto:kbinder@mtholyoke.edu)); Brooke Magnus.**
52. Morphological awareness and Chinese reading development: an explanatory study; **Kai-Yan, Dustin Lau ( - [dustin@graduate.hku.hk](mailto:dustin@graduate.hku.hk)); Man-Tak Leung Him Cheung.**
53. Morphological sensitivity and its associations with vocabulary acquisition in Chinese children; **Phil Liu (Fudan University, Psychology Department - [dliu@psy.cuhk.edu.hk](mailto:dliu@psy.cuhk.edu.hk)); Catherine McBride-Chang; Juan Zhang.**
54. The processing of derived words in Korean: A masked priming study; **Say Young Kim (University of Maryland, College Park - [saykim@umd.edu](mailto:saykim@umd.edu)); Min Wang.**
55. The time course of morphological, semantic and orthographic sensitivity in visual word recognition in children and adults; **In Yeong Ko (University of Maryland, College Park - [iyko@umd.edu](mailto:iyko@umd.edu)); Min Wang.**
56. Explicit vocabulary instruction to enhance at-risk preschoolers' vocabulary; **Christa Japel (Université du Québec à Montréal - [japel.christa@uqam.ca](mailto:japel.christa@uqam.ca)); Delphine Vuattoux; Éric Dion; Monique Brodeur; Catherine Gosselin; Deborah Simmons.**

57. Language and memory skills in children with Down syndrome: A preliminary meta-analytic review; **Kari-Anne B. Naess** (Department of special needs education - [k.a.b.nass@uv.uio.no](mailto:k.a.b.nass@uv.uio.no)); Solveig-Alma Halaas Lyster; Charles Hulme; Monica Melby-Lervåg.
58. What affects the development of word knowledge among young Japanese EFL learners?; **Mitsue Allen-Tamai** (Aoyama Gakuin University - [allen-tmm128@ae.em-net.ne.jp](mailto:allen-tmm128@ae.em-net.ne.jp)).
59. Incidental vocabulary learning in a kindergarten phonological awareness and alphabetical program; **Monique Brodeur** (Université du Québec à Montréal - [brodeur.monique@uqam.ca](mailto:brodeur.monique@uqam.ca)); Eric Dion; Marie-Ève Campeau; Anne Barette.
60. The role of rich, flexible, semantic knowledge in reading intervention; **Mirit Barzillai** (Center for Reading and Language Research, Tufts University - [mirit.barzillai@tufts.edu](mailto:mirit.barzillai@tufts.edu)); Maryanne Wolf; Sasha Yampolsky; Robbin Morris; Maureen Lovett.
61. Home literacy environments and children's problem behaviors mediate the influence of socioeconomic factors on children's vocabulary skills; **Megan Vinco** (Florida Center for Reading Research-PIRT - [vinco@psy.fsu.edu](mailto:vinco@psy.fsu.edu)); Christopher J. Lonigan; Beth M. Phillips.
62. Reading, writing, and related learning disabilities research program at the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development, National Institutes of Health. **Brett Miller** (U.S. Dept. of Health and Human Services - [millerbre@mail.nih.gov](mailto:millerbre@mail.nih.gov)).
63. Lexical Competition in Reading Acquisition: A Masked Priming Study in French Children; **Marion Janiot** (Laboratoire URECA - [marion.janiot@univ-lille3.fr](mailto:marion.janiot@univ-lille3.fr)); Severine Casalis.

## Refreshments

14:30 – 15:00

Lobby

## Day 1 – Thursday July 8<sup>th</sup>

**15:00 – 15:40**  
**Business Meeting**  
**Room: Harvard**

**Afternoon Sessions: 15:40 - 17:20**

**Symposium: Morphological processing and  
development in a cross-linguistic perspective**

**Room: Stanford**  
**Chair: Rachel Schiff**

1. Word wonders: the effects of awareness of letter, sound, and meaning patterns on learning to read; **S. Hélène Deacon (Dalhousie University - [sdeacon@dal.ca](mailto:sdeacon@dal.ca))**.
2. Morphological processing in dyslexic and normally reading students: Plural adjective agreement in Hebrew; **Rachel Schiff (Bar Ilan University - [rschiff@mail.biu.ac.il](mailto:rschiff@mail.biu.ac.il)); Dorit Ravid**.
3. Toward a fine-grained analysis of Chinese morphological awareness: The roles of morphemic and submorphemic sensitivity in Chinese word reading and vocabulary development; **Shelley Xiuli Tong (Dalhousie University - [xltong@psy.cuhk.edu.hk](mailto:xltong@psy.cuhk.edu.hk)); Catherine McBride-Chang**.
4. Do French children use information about the morphological structure of new words? Evidence from self-teaching situations; **Sébastien Pacton (Université Paris Descartes / CNRS - [sebastien.pacton@parisdescartes.fr](mailto:sebastien.pacton@parisdescartes.fr))**.
5. Morphological priming in visual word recognition in French; **Séverine Casalis (Universite de Lille 3 Charles de Gaulle - [severine.casalis@univ-lille3.fr](mailto:severine.casalis@univ-lille3.fr)); Pascale Colé**.

### **Bilingualism/L2 Learners**

**Room: Yale**  
**Chair: Gloria Ramirez**

1. Precursors of word reading from kindergarten to first grade in two groups of monolingual Spanish-speakers; **Carmen L. Escribano (Universidad Complutense de Madrid - [carmenle@edu.ucm.es](mailto:carmenle@edu.ucm.es))**.

2. Predictors of word reading in Hebrew (L1) and English (FL) among normal (NR) and reading disabled (RD) adults; **Susie Russak** (Beit Berl Academic College, Israel - [susie.russak@gmail.com](mailto:susie.russak@gmail.com)); **Elinor Saiegh-Haddad**.
3. Language and literacy skills in L2 learners: A meta-analysis; **Monica Melby-Lervag** (University of Oslo, Dep. of special needs education - [monica.melby-lervag@isp.uio.no](mailto:monica.melby-lervag@isp.uio.no)); **Arne Lervåg**.
4. Morphological awareness and vocabulary in English Language Learners (ELLs): Evidence from Spanish- and Chinese-Speaking children; **Xi Chen** (University of Toronto - [chen-bumgardner@oise.utoronto.ca](mailto:chen-bumgardner@oise.utoronto.ca)); **Gloria Ramirez**; **Cathy Yang Luo**; **Esther Geva**.
5. How simple is the view of reading for ELLs?; **Gloria Ramirez** (Thompson Rivers University - [gleduvi@gmail.com](mailto:gleduvi@gmail.com)); **Xi Chen-Bumgardner**; **Yang C. Luo**.

## **Symposium: The interplay of reader and text during reading comprehension: Evidence from eye-tracking**

**Room: Harvard**

**Chair: Panayiota Kendeou and Paul van den Broek**

1. Reader individual differences during reading: Evidence from eye-tracking; **Panayiota Kendeou** (McGill University, Canada - [panayiota.kendeou@mcgill.ca](mailto:panayiota.kendeou@mcgill.ca)); **Sandra Fulton**.
2. Text structure and learning from expository text: Evidence from eye-tracking; **Nicola Ariasi** (University of Padova, Italy - [nicola.ariasi@unipd.it](mailto:nicola.ariasi@unipd.it)); **Lucia Mason**.
3. Expository text reading comprehension: Evidence from eye-tracking; **Paul van den Broek** (Leiden University, The Netherlands - [broekpwwanden@fsw.leidenuniv.nl](mailto:broekpwwanden@fsw.leidenuniv.nl)); **Andrew Elfenbein**; **Sarah Carlson**; **Mark Lewis**.
4. Discussion; **Kate Cain** (Lancaster University, UK - [k.cain@lancaster.ac.uk](mailto:k.cain@lancaster.ac.uk)).

## **Instruction/Intervention**

**Room: Princeton**

**Chair: Joanna Uhry**

1. Effective reading interventions in developing countries: Year one results from an RCT study in Liberia; **Marcia Davidson** (University of Utah - [marcia.davidson@utah.edu](mailto:marcia.davidson@utah.edu)); **Medina Korda**; **Ollie Collins White**.
2. The effects of an individualized tier 3 reading intervention provided to primary grade students with low response to previous tier 2 intervention; **Carolyn A. Denton** (University of Texas Health Science Center - Houston - [Carolyn.A.Denton@uth.tmc.edu](mailto:Carolyn.A.Denton@uth.tmc.edu)); **Amy E. Barth**; **Tammy D. Tolar**; **Jack M. Fletcher**; **Sharon Vaughn**; **David J. Francis**.



3. Intervention that integrates imagery and language improves adolescents' reading skills.; **Nanci Bell (Lindamood-Bell Learning Processes - [jlivingston@lblp.com](mailto:jlivingston@lblp.com))**.
4. Can finger-point reading be taught in kindergarten? And if so, does it benefit emergent literacy?; **Joanna Uhry (Fordham University - [uhry@fordham.edu](mailto:uhry@fordham.edu))**.
5. The effect of reading motivation when using a computer-assisted intervention (GraphoGame-Rime) with poor readers; **Fiona Kyle (University of Cambridge - [fek22@cam.ac.uk](mailto:fek22@cam.ac.uk))**; **Ulla Richardson**; **Catherine Khan**; **Heikki Lyytinen**; **Usha Goswami**.

## Symposium: Speech perception as predictor of early literacy

**Room: Sorbonne**  
**Chair: Eliane Segers**

1. Speech perception, lexical retrieval and phonological awareness as precursors of early literacy; **Ludo Verhoeven (Radboud University Nijmegen - [l.verhoeven@pwo.ru.nl](mailto:l.verhoeven@pwo.ru.nl))**.
2. Longitudinal relations between auditory processing, speech perception, phonology and literacy development in children at risk for dyslexia; **Bart Boets (Katholieke Universiteit Leuven - [bart.boets@ped.kuleuven.be](mailto:bart.boets@ped.kuleuven.be))**; **Maaïke Vandermosten**; **Hanne Poelmans**; **Heleen Luts**; **Jan Wouters**; **Pol Ghesquière**.
3. The allophonic mode of speech perception in children at risk for dyslexia; **Mark Noordenbos (Radboud University Nijmegen - [m.noordenbos@bsi.ru.nl](mailto:m.noordenbos@bsi.ru.nl))**; **Eliane Segers**; **Willy Serniclaes**; **Ludo Verhoeven**.
4. The development of speech perception in childhood: Comparison between speech, colors and facial expression; **Ingrid Hoonhorst (Université Libre de Bruxelles - [Ingrid.Hoonhorst@ulb.ac.be](mailto:Ingrid.Hoonhorst@ulb.ac.be))**.
5. A review of the evidence in support of allophonic perception in developmental dyslexia; **Willy Serniclaes (L'Université Paris Descartes - [willy.serniclaes@parisdescartes.fr](mailto:willy.serniclaes@parisdescartes.fr))**; **Miguel Lopez**; **Nora Termeche**; **Olivier Dufor**; **Juan-Luis Luque**; **Jean-François Démonet**; **Liliane-Sprenger Charolles**.

## Day 2 – Friday July 9<sup>th</sup>

**Morning Sessions 1: 08:30 - 10:10**

### **Symposium: Early literacy across orthographies and cultures**

**Room: Harvard**

**Chair: Dorit Aram and Ofra Korat**

1. Learning about writing begins informally: How parents and children talk about letters; **Sarah Robins (Philosophy-Neuroscience-Psychology Program, Washington University in St. Louis - [skrobins@artsci.wustl.edu](mailto:skrobins@artsci.wustl.edu)); Rebecca Treiman.**
2. It's all in the name; **Adriana G. Bus (Leiden University, Netherlands - [bus@fsw.leidenuniv.nl](mailto:bus@fsw.leidenuniv.nl)); Anna Both-de Vries.**
3. Instances of attention to print during independent reading of Alphabet books by pre-readers; **Mary Ann Evans (Department of Psychology, University of Guelph, Guelph, Ontario, Canada - [evans@psy.uoguelph.ca](mailto:evans@psy.uoguelph.ca)); Jean Saint-Aubin.**
4. Aleph, Bet, Gimel ...: Long Hebrew letter names bridge the gap between oral and written words; **Iris Levin (Tel Aviv University, Israel - [irisl@post.tau.ac.il](mailto:irisl@post.tau.ac.il)).**

### **Vocabulary**

**Room: Princeton**

**Chair: Tami Katzir**

1. Developing low-income preschoolers' social studies and science vocabulary knowledge through content-focused shared book reading; **Jorge E. Gonzalez (Texas A&M University, VS - [jegonzalez@tamu.edu](mailto:jegonzalez@tamu.edu)); Sharolyn Pollard-Durodola; Deborah C. Simmons; Aaron B. Taylor; Matthew J. Davis, Leslie Simmons.**
2. Do elementary teachers in high poverty schools take advantage of opportunities to support students' word learning?; **Joanne Carlisle (University of Michigan - [jfcarl@umich.edu](mailto:jfcarl@umich.edu)); Dan Berebitsky.**
3. Expressive vs. receptive word learning from text: A comparison of three groups of readers in fourth grade; **Tami Katzir (Haifa University - [katzirta@gmail.com](mailto:katzirta@gmail.com)); Yamit Harush.**
4. 'Real books' or 'reading schemes': Evidence from instructional psychology on the texts which best facilitate children's phonic and sight vocabulary skills; **Jonathan Solity (KRM-PER Ltd - [jonathan@solity.fsnet.co.uk](mailto:jonathan@solity.fsnet.co.uk)); Janet I. Vousden.**

5. Semantics and word-level reading: Does the relationship change with age?; **Jessie Ricketts (Institute of Education - [j.ricketts@ioe.ac.uk](mailto:j.ricketts@ioe.ac.uk)); Fiona Duff; Jackie Masterson; Morag Stuart.**

## **Symposium: Understanding the relationships between reading skills at incremental levels: Evidence from multiple methodologies**

**Room: Stanford**

**Chair: Esther Steenbeek-Planting and Joshua Lawrence**

1. Improving reading comprehension through academic vocabulary instruction; **Joshua Lawrence (Harvard Graduate School of Education - [lawrenjo@gse.harvard.edu](mailto:lawrenjo@gse.harvard.edu)); Claire White; Catherine Snow.**
2. Enhancing reading fluency beyond the word level: Text level repeated reading and sentence level reading acceleration; **Patrick Snellings (University of Amsterdam, Department of Psychology - [p.snellings@uva.nl](mailto:p.snellings@uva.nl)); Petra de Waard.**
3. Aptitude-treatment interactions in improvement of reading speed at the word level; **Esther Steenbeek-Planting (Radboud University Nijmegen, Behavioral Science Institute - [e.steenbeek@pwo.ru.nl](mailto:e.steenbeek@pwo.ru.nl)); Wim van Bon; Robert Schreuder.**
4. Assessing improved reading of syllables among Finnish poor readers; **Mikko Aro (University of Jyväskylä and Niilo Mäki Institute - [mikko.aro@nmi.fi](mailto:mikko.aro@nmi.fi)); Jarkko Hautala; Sini Huemer.**

## **Spelling**

**Room: Yale**

**Chair: Daisy Powell**

1. Does SMS text messaging have a negative effect on knowledge of standard spelling?; **Daisy Powell (School of Human and Life Sciences, Roehampton University - [d.powell@roehampton.ac.uk](mailto:d.powell@roehampton.ac.uk)); Maureen Dixon; Lynette Chesson.**
2. Does RAN performance contribute to word spelling?; **Rhona Stainthorp (Institute of Education University of Reading - [r.w.stainthorp@reading.ac.uk](mailto:r.w.stainthorp@reading.ac.uk)); Daisy Powell; Morag Stuart.**
3. Conceptual awareness and its role in children's spelling; **Jane Hurry (Institute of Education, Uni of London - [j.hurry@ioe.ac.uk](mailto:j.hurry@ioe.ac.uk)).**
4. Spelling errors of Greek dyslexic and nondyslexic children in Grades 3-4 and 7-8; **Athanasios Protopapas (Institute for Language & Speech Processing - [protopap@ilsp.gr](mailto:protopap@ilsp.gr)); Katerina Fakou; Stella Drakopoulou; Christos Skaloumbakas; Angeliki Mouzaki.**
5. Predicting spelling accuracy to Grade 2 by computer analysis of erroneous spellings in kindergarten; **Brett Kessler (Washington University in St. Louis -**

[bkessler@wustl.edu](mailto:bkessler@wustl.edu)); Tatiana Cury Pollo; Rebecca Treiman; Brian Byrne; Richard K. Olson.

**Symposium: What you hear is what you read:  
Auditory processing in dyslexia**

**Room: Sorbonne**

**Chair: Bart Boets**

1. The role of phonetic and temporal aspects of auditory processing in adults with dyslexia; **Maaïke Vandermosten (Centre for Parenting, Child Welfare and Disabilities, K.U.Leuven, Belgium - [maaïke.vandermosten@ped.kuleuven.be](mailto:maaïke.vandermosten@ped.kuleuven.be)); Bart Boets; Heleen Luts; Hanne Poelmans; Narly Golestani; Jan Wouters; Pol Ghesquière**
2. Basic auditory processing skills and phonetic discrimination in developmental dyslexia; **Martina Huss (Faculty of Education, University of Cambridge, UK - [mh286@cam.ac.uk](mailto:mh286@cam.ac.uk)); Tim Fosker; Natasha Mead; Usha Goswami.**
3. Amplitude envelope perception and prosodic sensitivity to syllable stress in developmental dyslexia; **Victoria Cheah (Faculty of Education, University of Cambridge, UK - [yvec2@cam.ac.uk](mailto:yvec2@cam.ac.uk)); Jarmo Hamalainen; Fruzsina Soltesz; Usha Goswami.**
4. Auditory temporal envelope processing deficit in dyslexia: An auditory steady-state responses study; **Hanne Poelmans (ExpORL, Dept. of Neurosciences, K.U.Leuven, Belgium - [hanne.poelmans@med.kuleuven.be](mailto:hanne.poelmans@med.kuleuven.be)); Heleen Luts; Bart Boets; Maaïke Vandermosten; Pol Ghesquière; Jan Wouters.**
5. Subcortical neural markers of reading and speech-in-noise impairments in children; **Jane Hornickel (Auditory Neuroscience Lab [www.brainvolts.northwestern.edu](http://www.brainvolts.northwestern.edu), Northwestern University, USA - [j-hornickel@northwestern.edu](mailto:j-hornickel@northwestern.edu)); Steve Zecker; Nina Kraus.**

**Coffee Break**

**10:10 - 10:40**

**Lobby**

## Day 2 – Friday July 9<sup>th</sup>

**Morning Sessions 2: 10:40 – 12:20**

### **Symposium: Variation in genetic and environmental influences on reading and related skills**

**Room: Harvard**

**Chair: Richard Olson**

1. Heritability of low- and high-end reading in the early years; **Brian Byrne (University of New England, NSW, Australia - [bbyrne@une.edu.au](mailto:bbyrne@une.edu.au)); Dipti McGowan; William Coventry.**
2. Examining differences in genetic and environmental effects across levels of reading; **Jessica Logan (Ohio State University - [jlogan@ehe.osu.edu](mailto:jlogan@ehe.osu.edu)); Steve Petrill.**
3. Genetic influence on reading constructs in kindergarten and first grade: evidence from a diverse twin sample; **Chris Schatschneider (Florida State University - [Schatschneider@psy.fsu.edu](mailto:Schatschneider@psy.fsu.edu)); Brooke Soden Hensler; Jeannette Taylor.**
4. Parental education does not consistently moderate heritability of reading ability across the normal range: evidence from three independent samples; **Angela Friend (University of Denver - [friend.angie@gmail.com](mailto:friend.angie@gmail.com)).**
5. Genetic and environmental etiology of vocabulary and reading development from preschool through 4th grade; **Richard Olson (University of Colorado - [Richard.Olson@Colorado.EDU](mailto:Richard.Olson@Colorado.EDU)); Janice Keenan.**

### **Writing**

**Room: Princeton**

**Chair: Taeko Wydell**

1. How reflective writing helps third grade children improve their reading abilities; **Emiko Koyama (University of Toronto - [emiko.koyama@utoronto.ca](mailto:emiko.koyama@utoronto.ca)); Guanglei Hong; Esther Geva.**
2. L2 Component reading skills predict L2 writing in 5-6 year old ESL Canadian children; **Gina Harrison (Educational Psychology & Leadership Studies, University of Victoria - [harrison@uvic.ca](mailto:harrison@uvic.ca)); Keira Ogle; Megan Keilty.**
3. Using writing to improve reading: A meta-analysis; **Michael Hebert (Vanderbilt University - [michael.a.hebert@vanderbilt.edu](mailto:michael.a.hebert@vanderbilt.edu)); Amy Gillespie; Steve Graham.**
4. Writing instruction for rural students in seven U.S. states; **Linda H. Mason (Pennsylvania State University - [lhm12@psu.edu](mailto:lhm12@psu.edu)).**

5. The impact of phonological processing skills on writing in English and Kanji among Japanese secondary school children; **Taeko N. Wydell (Brunel University - [Taeko.Wydell@brunel.ac.uk](mailto:Taeko.Wydell@brunel.ac.uk))**; Akira Uno; Noriko Haruhara; Masato Kaneko; Noriko Awaya; Naoko Shinya.

## **Symposium: Contribution of reading subskills to reading comprehension across age and language**

**Room: Stanford**

**Chair: Barbara R. Foorman**

1. Relations between components of reading and reading comprehension; **Richard Wagner (Florida State University - [rkwagner@psy.fsu.edu](mailto:rkwagner@psy.fsu.edu))**.
2. Predictors of reading comprehension difficulties in Chinese children; **Juan Zhang (Chinese University of Hong Kong - [zhangjuanpsy@gmail.com](mailto:zhangjuanpsy@gmail.com))**; Catherine McBride-Chang.
3. Investigating the range and variability in reading subskills of middle school students; **John Sabatini (Educational Testing Service (ETS) - [JSabatini@ETS.ORG](mailto:JSabatini@ETS.ORG))**; Kelly Bruce.
4. Contributions of reading comprehension, text reading efficiency, and spelling in predicting high stakes outcomes in grades 3-12; **Yaacov Petscher (Florida Center for Reading Research - [ypetscher@fcr.org](mailto:ypetscher@fcr.org))**; Christopher Schatschneider.
5. Discussion of the contribution of reading subskills to reading comprehension across age and language; **Barbara Foorman (FL State University, Florida Center for Reading Research - [bfoorman@fcr.org](mailto:bfoorman@fcr.org))**.

## **Dyslexia**

**Room: Sorbonne**

**Chair: Stephanie Gottwald**

1. The overlap between children at family risk for Dyslexia and children with Language impairment in the pre-school years; **Hannah Nash (University of York - [h.nash@psych.york.ac.uk](mailto:h.nash@psych.york.ac.uk))**; Debbie Gooch; Charles Hulme; Maggie Snowling.
2. Comorbidity of reading disability and attention-deficit disorder: Findings from a longitudinal study; **Timothy Papadopoulos (Department of Psychology, University of Cyprus - [tpapadop@ucy.ac.cy](mailto:tpapadop@ucy.ac.cy))**; Maria Constantinidou; Sotiris Douklias.
3. Beyond the phoneme and the word: deficits in sentence level production in developmental dyslexia; **Stephanie Gottwald (Ctr for Reading and Language Research- Tufts University - [steph.gottwald@tufts.edu](mailto:steph.gottwald@tufts.edu))**; Kathleen Spencer; Robin Morris; Maureen Lovett; Maryanne Wolf.
4. Language profiles in dyslexia: evidence from dyslexic parents and their offspring.; **Bente E. Hagtvet (University of Oslo - [b.e.hagtvet@isp.uio.no](mailto:b.e.hagtvet@isp.uio.no))**; Solveig A. H. Lyster.

## **Symposium: The impacts of language features on spelling: Looking across ages and writing systems**

**Room: Yale**

**Chair: H el ene Deacon; Nenagh Kemp**

1. Children's initial spelling strategies: 'Bear' is not bigger than 'mosquito'; **Tatiana Cury Pollo** (Washington University in St Louis - [tpollo@wustl.edu](mailto:tpollo@wustl.edu)); **Rebecca Treiman; Brett Kessler; Emily Rosenzweig.**
2. Spelling of derivational morphology in Brazilian Portuguese; **M arcia da Mota** (Universidade Salgado de Oliveira - [mmotapsi@gmail.com](mailto:mmotapsi@gmail.com)); **Luciene Corr ea Miranda.**
3. Multiple determiners of English spelling: An intervention study with university students; **Nenagh Kemp** (University of Tasmania - [nenagh.kemp@utas.edu.au](mailto:nenagh.kemp@utas.edu.au)); **Lesli Hokanson.**
4. Double it up: How children integrate information about orthographic and morphological regularities in English spelling.; **Diane LeBlanc** (Dalhousie University - [sdeacon@dal.ca](mailto:sdeacon@dal.ca)); **H el ene Deacon; Chantal Sabourin.**
5. Uncovering young children's spelling strategies: An analysis of spelling error patterns in Chinese; **Xiuli Tong** (Dalhousie University - [xltong@psy.cuhk.edu.hk](mailto:xltong@psy.cuhk.edu.hk)); **Catherine McBride-Chang.**

### **Lunch**

**12:20 - 14:30**

### **Posters Session 2**

**13:00 - 14:30**

**Plenum**

## Posters Session 2

13:00 - 14:30

### Plenum

1. A meta-analysis on young children's home literacy environment; An update and replication of Bus et al. (1995); **Suzanne E. Mol** (Leiden University, Netherlands - [smol@fsw.leidenuniv.nl](mailto:smol@fsw.leidenuniv.nl)); **Adriana G. Bus**.
2. The impact of Reading Recovery three years after intervention; **Andrew Holliman** (Coventry University - [a.holliman@coventry.ac.uk](mailto:a.holliman@coventry.ac.uk)); **Jane Hurry**.
3. A meta-analysis of teaching comprehension-oriented reading strategies to less-skilled college readers; **Lauren Capotosto** (Harvard Graduate School of Education - [lac922@mail.harvard.edu](mailto:lac922@mail.harvard.edu)).
4. The relationship between component skills, reading experience, and reading comprehension in Danish 3rd graders; **Louise Ronberg** (Danmarks Pædagogiske Universitets skole - [roenberg@dpu.dk](mailto:roenberg@dpu.dk)); **Dorthe Klint Petersen**.
5. Teaching three text structures within social studies instruction to at-risk second graders; **Joanna P. Williams** (Columbia University - [jpw15@columbia.edu](mailto:jpw15@columbia.edu)); **J. Grant Atkins**; **Jill G. Ordynans**.
6. Reciprocal teaching - an effective intervention to improve reading comprehension for children in the U.K. aged 9-10?; **Frances Hampson-Jones** (Institute of Education, London - [hampsonjones@hotmail.com](mailto:hampsonjones@hotmail.com)); **Jackie Masterson**.
7. Effects of adolescents' motivations for reading on comprehension and grades; **Cassandra Coddington** (Georgia State University - [ccoddington@gsu.edu](mailto:ccoddington@gsu.edu)); **John T. Guthrie**.
8. Is Mandarin Chinese knowledge transferred to English reading proficiency among Taiwanese junior high school students? **Hui-Kai Chuang** (Texas A&M University - [hkchuang68@gmail.com](mailto:hkchuang68@gmail.com)); **R. Malatesha Joshi**; **L. Quentin Dixon**.
9. Genetic and environmental influences on reading comprehension: a research synthesis; **Derek Pasisz** (Florida State University - [pasisz@psy.fsu.edu](mailto:pasisz@psy.fsu.edu)); **Brooke Soden-Hensler**; **Chris Schatschneider**.
10. Determinants of literacy in monolingual and bilingual at-risk adolescents; **Mirjam Trapman** (University of Amsterdam - [m.j.w.trapman@uva.nl](mailto:m.j.w.trapman@uva.nl)); **Jan Hulstijn**; **Amos van Gelderen**; **Roel van Steensel**.
11. Improving at-risk second-graders' reading comprehension through vocabulary or strategy instruction: a randomized field study; **Eric Dion** (Universite du Quebec a Montreal - [dion.e@uqam.ca](mailto:dion.e@uqam.ca)); **Léonie Lemire-Théberge**, **Marie-Hélène Guay**; **Isabelle Dubé**; **Monique Brodeur**; **Douglas Fuchs**.
12. Developmental trajectories distinguishing between dyslexics and poor comprehenders; **Åsa Elwér** (Linköping University - [asa.elwer@liu.se](mailto:asa.elwer@liu.se)); **Stefan Samuelsson**.
13. Predicting reading comprehension of narrative and expository texts among different profiles of readers; **Liron Primor** (Department of Learning Disabilities, University of Haifa, Israel - [lironprimor@gmail.com](mailto:lironprimor@gmail.com)); **Margaret Pierce**; **Tami Katzir**.



14. Daily differences in reading motivation: Young monolingual and language-minority adolescents' motivation to read inside and outside of school; **Sabina Neugebauer** (Harvard Graduate School of Education - [Sabina\\_neugebauer@mail.harvard.edu](mailto:Sabina_neugebauer@mail.harvard.edu)).
15. The simple view of reading in Down syndrome: Concurrent and longitudinal predictors; **M. Chiara Levorato** (University of Padua - [chiara.levorato@unipd.it](mailto:chiara.levorato@unipd.it)); **Maja Roch**; **Elena Florit**.
16. Children and adolescents from the third to tenth grades see things through the protagonist's eyes during reading; **Marcia Barnes** (University of Texas-Houston Health Sciences - [marcia.barnes@uth.tmc.edu](mailto:marcia.barnes@uth.tmc.edu)); **Kimberly Raghubar**.
17. Factors that predict reading comprehension in 10th grade; **Sarah Kershaw** (Florida State University, Florida Center for Reading Research - [skershaw@fcrr.org](mailto:skershaw@fcrr.org)); **Chris Schatschneider**.
18. Knowledge-based inference in 3rd to 8th grade children: cognitive underpinnings and relation to reading comprehension; **Meredith Pike** (University of Guelph - [mpike@uoguelph.ca](mailto:mpike@uoguelph.ca)); **Marcia Barnes**; **Alain Desrochers**.
19. fMRI correlates of a dynamic measure of word learning in children; **Aparna Sivapurapu-Pisupati** (Kennedy Krieger Institute - [sivapurapu@kennedykrieger.org](mailto:sivapurapu@kennedykrieger.org)); **Raj A. Stewart**; **Sheryl L. Rimrodt**; **Sarah H. Eason**; **Katherine M. Young**; **Lindsay F. Goldberg**; **Nicole Davis**; **Ken R. Pugh**; **Laurie E. Cutting**.
20. Comprehension instruction in first grade classrooms; **Sibel Kaya** (Kocaeli University, Turkey - [sibelkaya@gmail.com](mailto:sibelkaya@gmail.com)); **Carol Connor**.
21. Are better communicators better readers? An exploration of the associations between expressive language and reading comprehension.; **Gabriela Silva Maceda** (- [gabelaconejo@hotmail.com](mailto:gabelaconejo@hotmail.com)); **Josephine Chen-Wilson**; **Kenneth Manktelow**.
22. Neural correlates of sentence type in adolescent readers; **Raj Stewart** (Kennedy Krieger Institute - [stewartr@kennedykrieger.org](mailto:stewartr@kennedykrieger.org)); **Aparna Pisupati**; **Matthew Ryan**; **Lindsay Goldberg**; **Katherine Young**; **Sarah Eason**; **Sheryl Rimrodt**; **Laurie Cutting**.
23. Factors related to reading comprehension in second language learners in second grade; **Alexandra Gottardo** (Wilfrid Laurier University - [agottard@wlu.ca](mailto:agottard@wlu.ca)); **Esther Geva**, **Fataneh Farnia**, **Amy Grant**, **Mashid Azimi**.
24. Developmental links from early language and phonological skills to first grade literacy achievement in the transparent Greek orthography: Evidence from typically developing and language impaired children.; **Dimitra Ioannou** (Center for Reading and Language, Department of Psychology, University of York - [di501@york.ac.uk](mailto:di501@york.ac.uk)); **Margaret J. Snowling**; **Emma Hayiou-Thomas**.
25. Task-focused versus task-avoidance behavior and Chinese literacy development; **Chen-Huei Liao** (National Taichung University, Taiwan - [chenhueiliao@gmail.com](mailto:chenhueiliao@gmail.com)); **Bor-Chen Kuo**; **George Georgiou**.
26. The influence of rime-unit frequency on children's lexical word-reading strategies; **Emily Coyne** (Nottingham Trent University - [emily.coyne@ntu.ac.uk](mailto:emily.coyne@ntu.ac.uk)); **Lee Farrington-Flint**; **Jean Underwood**; **James Stiller**.
27. Acquisition of efficient visual word processing: Evidence from eye movement and naming latencies; **Benjamin Gagl** (University of Salzburg - [benjamin.gagl@sbg.ac.at](mailto:benjamin.gagl@sbg.ac.at)); **Stefan Hawelka**; **Heinz Wimmer**.

28. Development of audiovisual integration of print and speech in normal and poor readers; **Silvia Brem (Department of Child and Adolescent Psychiatry, University of Zurich - [sbrem@kjpd.uzh.ch](mailto:sbrem@kjpd.uzh.ch)); Ulla Richardson; Silvia Bach; Christoph Hofstetter; Ernst Martin; Daniel Brandeis.**
29. Reading acquisition in English and German - development of the word length and the word frequency effect; **Anne Rau (University of Tuebingen, Germany - [anne.rau@psycho.uni-tuebingen.de](mailto:anne.rau@psycho.uni-tuebingen.de)); Karin Landerl.**
30. To bold or not to bold? The effect of bolding as a syllabification cue on multisyllabic word recognition among Finnish 2nd graders; **Tuomo Haikio (University of Turku - [tuilha@utu.fi](mailto:tuilha@utu.fi)); Raymond Bertram; Jukka Hyona.**
31. Eye movements are modulated by cognitive load and individual differences; **Anja Gendt (University of Potsdam - [anja.gendt@uni-potsdam.de](mailto:anja.gendt@uni-potsdam.de)); Reinhold Kliegl.**
32. Memory span and the contextual effects on the processing of homonymy and polysemy during Chinese sentence reading: Evidences from eye movements; **Chihyu Yang (National Central University - [rumyoga@gmail.com](mailto:rumyoga@gmail.com)); Hwawei Ko; Yujen Chang; Minglei Chen.**
33. Vowel length in silent and oral reading: Implications for 'inner speech' and the eye voice span; **Matt Solomon (Florida State University - [mattsol1@gmail.com](mailto:mattsol1@gmail.com)); Albrecht Inhoff; Ralph Radach.**
34. Narrative comprehension and production: The role of oral language and home literacy; **Macarena Silva (Lancaster University - [m.silvatrujillo@lancaster.ac.uk](mailto:m.silvatrujillo@lancaster.ac.uk)); Kate Cain.**
35. Grain size, RAN, and PA; **Virginia Cronin (George Washington University - [vcronin@gwu.edu](mailto:vcronin@gwu.edu)); Maha Khalid.**
36. Development of writing conventions in L1 and L2 children between grades 4 and 6; **Lucja Segal-Seiden (OISE/UT - [lucja.segal.seiden@utoronto.ca](mailto:lucja.segal.seiden@utoronto.ca)); Esther Geva.**
37. Longitudinal twin study on Chinese reading development: Stability and change in genetic and environmental influences; **Wing Yin Bonnie Chow (Department of Experimental Psychology, University of Oxford - [wymbchow@gmail.com](mailto:wymbchow@gmail.com)); Connie S.-H. Ho; Mary Waye; Dorothy V. M. Bishop.**
38. Do reading subskills share the same etiology?: Investigating genetic overlap of reading subskills in a diverse twin sample.; **Brooke Soden Hensler (Florida Center for Reading Research, FSU - [bsodenhensler@gmail.com](mailto:bsodenhensler@gmail.com)); Chris Schatschneider; Jeanette Taylor.**
39. Predicting reading skills in the two forms of Hebrew orthography at the formal transitional stage between the 3rd and the 4th grades.; **Irit Bar Kochva (University of Haifa, The Edmond J. Safra Brain Research Center for the Study of Learning Disabilities - [iritbarkochva@gmail.com](mailto:iritbarkochva@gmail.com)); Zvia Breznitz.**
40. Longitudinal study of phonological processing, visual memory, RAN, morphological awareness, listening comprehension and reading acquisition up to Grade 1; **Chung-Hui Hsuan (Asia University, Taiwan - [chunghui2002@yahoo.com.tw](mailto:chunghui2002@yahoo.com.tw)); Chen-Hui Su; Bi-Chin Chen; Yin-Juin Chen; Han Wang; Mong-Ju Yu.**
41. A SEM on reading development from kindergarten to second Grade: The role of vocabulary; **Luana Greulich (Florida State University-Florida Center for Reading Research - [lgreulich@frr.org](mailto:lgreulich@frr.org)); Jessica Folsom; Stephanie Al Otaiba; Jane Meadows.**

42. Story or spelling list? Context effects on orthographic learning of regular and irregular words; **Huachen Wang** (Macquarie Center for Cognitive Science (MACCS), Macquarie University - [hwang@maccs.mq.edu.au](mailto:hwang@maccs.mq.edu.au)); Lyndsey Nickels; Kate Nation; Anne Castles.
43. A comparison of orthographic learning following spelling and reading practice; **Nicole Conrad** (Department of Psychology, Saint Mary's University - [nicole.conrad@smu.ca](mailto:nicole.conrad@smu.ca)); Wafa Saoud; Laura Scallion.
44. An individual difference analysis of the self teaching hypothesis; **Susan Loveall** (University of Alabama - [sjloveall@bama.ua.edu](mailto:sjloveall@bama.ua.edu)); Marie Moore; Frances Connors; Laura Hume; Dale Maddox.
45. Neuronal activation for consistency effects in a sequential spelling task; **Annette R. Jenner** (Syracuse University - [arjenner@syr.edu](mailto:arjenner@syr.edu)); Colin Poon; W. Einar Mencl; Stephen Frost; Kenneth Pugh.
46. Does semantic knowledge support irregular word reading? A meta-analysis of neuroimaging data. ; **Jo Taylor** (Medical Research Council Cognition and Brain Sciences Unit - [joanne.taylor@mrc-cbu.cam.ac.uk](mailto:joanne.taylor@mrc-cbu.cam.ac.uk)); Matt Davis.
47. Orthographic learning: insights from fixation-related potentials; **Peter de Lissa** (Macquarie Centre for Cognitive Science- Macquarie University - [pdelissa@maccs.mq.edu.au](mailto:pdelissa@maccs.mq.edu.au)); Genevieve McArthur; Anne Castles.
48. The effect of sub-syllabic units in the orthographic processing of Korean; **Donald Bolger** (University of Maryland - [djbolger@umd.edu](mailto:djbolger@umd.edu)); Say Young Kim.
49. Written age-of-acquisition effects reflect family resemblance in the lexical network; **Brendan Weekes Weekes** (University of Hong Kong - [B.S.Weekes@sussex.ac.uk](mailto:B.S.Weekes@sussex.ac.uk)).
50. Reconsidering fluency theory: Aligning assessment and practice; **Melanie Kuhn** (Boston University - [melaniek@bu.edu](mailto:melaniek@bu.edu)); Paula J. Schwanenflugel; Elizabeth B. Meisinger; Megan Gregory; Carolyn Groff.
51. Dynamic measures of acquisition of reading fluency and vocabulary. A study of their validity; **Anna Gellert** (University of Copenhagen - [agellert@hum.ku.dk](mailto:agellert@hum.ku.dk)); Carsten Elbro.
52. RAN and counting skill: predictors of reading and calculation fluency after controlling for verbal short-term memory and phonological awareness; **Paula Salmi** (Psychology department, University of Jyväskylä - [paula.h.salmi@jyu.fi](mailto:paula.h.salmi@jyu.fi)); Tuire Koponen; Kenneth Eklund; Tuija Aro.
53. Extending the RAN task to musical pitches and durations; **Anna Kristina Tirovolas** (Centre for Interdisciplinary Research in Music Media and Technology (CIRMMT), McGill University - [anna.tirovolas@mail.mcgill.ca](mailto:anna.tirovolas@mail.mcgill.ca)); Ron Stringer; Daniel Levitin.
54. Testing Raney's (2003) model of text processing: effects of text-base and situation model overlap; **Heather Poole** (McMaster University - [hpoole97@yahoo.ca](mailto:hpoole97@yahoo.ca)); Betty Ann Levy; Beverly Ho.
55. Speed and accuracy in the first year of reading development; **Ake Olofsson** (Umea University - [ake.olofsson@psy.umu.se](mailto:ake.olofsson@psy.umu.se)); Pernilla Juhlander.
56. Early identification and the double deficit hypothesis: Stability of groups from kindergarten to grade 2; **Laura Steacy** (Queen's University - [laurasteacy@hotmail.com](mailto:laurasteacy@hotmail.com)); John R. Kirby; Lesly Wade-Woolley.

57. Can setting goals to read more help struggling readers increase their motivation and ability?; **Micaela Christopher** (University of Colorado at Boulder - [micaela.christopher@colorado.edu](mailto:micaela.christopher@colorado.edu)); **Barbara Wise**.
58. Effects of family literacy programs: results of a meta-analysis; **Stephanie Herppich** (Leibniz Institute for Science and Mathematics Education at the University of Kiel (IPN) - [herppich@ipn.uni-kiel.de](mailto:herppich@ipn.uni-kiel.de)); **Roel van Steensel**; **Nele McElvany**; **Jeanne Kurvers**.
59. Effects of kindergarten intervention for the prevention of Chinese children with reading difficulties; **Kevin Kien Hoa Chung** (Department of Educational Psychology, Counseling and Learning Needs, The Hong Kong Institute of Education - [kevin@ied.edu.hk](mailto:kevin@ied.edu.hk)); **Connie S H Ho**; **David W Chan**; **Tsang S M**; **Lee S H**.
60. Does access to books during summer vacation increase home reading activities and improve reading ability? Results from a longitudinal randomized experiment; **James Kim** (Harvard University - [james\\_kim@gse.harvard.edu](mailto:james_kim@gse.harvard.edu)).
61. Promoting oral language skills to build a secure foundation for reading; **Silke Fricke** (University of York - [S.Fricke@psych.york.ac.uk](mailto:S.Fricke@psych.york.ac.uk)); **Maggie Snowling**; **Claudine Bowyer-Crane**; **Charles Hulme**.
62. The development of computerized instruction for generalized sound-print relations: Long- and short-vowel word pairs; **Kathryn Saunders** (University of Kansas - [k Saunders@ku.edu](mailto:k Saunders@ku.edu)); **Megan Stein**.
63. Reading interventions outcomes for students with LD in Taiwan: A quantitative synthesis of single-subject researches; **Hsiu-Fen Chen** (Special Education Center, National Taiwan Normal University - [irallene@ntnu.edu.tw](mailto:irallene@ntnu.edu.tw)); **Li-Yu Hung**; **Hsin-Yi Chen**; **Yu-Huei Huang**; **Sheng-Min Cheng**; **Su-Jan Wong**.
64. Training parents to support their children's reading at home: a randomised control trial; **Fiona Roberts** (University of Oxford Department of Education - [fiona.roberts@education.ox.ac.uk](mailto:fiona.roberts@education.ox.ac.uk)); **Kathy Sylva**.
65. A randomized controlled trial evaluating the efficacy of parent tutoring on reading; **Jen Goudey** (University of Alberta - [jgoudey@ualberta.ca](mailto:jgoudey@ualberta.ca)); **Jan Frijters**; **Rauno Parrila**; **Maureen W. Lovett**.

## **Refreshments**

**14:30 – 15:00**

**Lobby**

**Day 2 – Friday July 9<sup>th</sup>**

**15:30 - 17:00**

**Key Note Address**

**Distinguished Scientific Contribution**

**When Matters!**

**Hollis Scarbrough**

**Introduction by Fred Morrison**

**Plenum**

## Day 3 – Saturday July 10<sup>th</sup>

### Morning Sessions 1: 08:30 - 10:10

#### Symposium: Unraveling interrelations between cognitive control and early literacy

Room: Harvard

Chair: Maria T. de Jong

1. Verbal and visuo-spatial working memory predicting vocabulary and discourse comprehension in monolingual native Dutch and bilingual Turkish-Dutch 6-year-olds; **Paul P.M. Leseman (Utrecht University, Department of Education, Utrecht, The Netherlands - [p.p.m.leseman@uu.nl](mailto:p.p.m.leseman@uu.nl)); Johannes E.H. van Luit; Marielle H. Messer.**
2. Self-Regulation and the link to literacy: A pilot study of the Tools of the Mind program; **Elena Bodrova (Mid-continent Research for Education and Learning; Denver, Colorado, USA - [ebodrova@mcrel.org](mailto:ebodrova@mcrel.org)); Deborah J. Leong.**
3. Are effects of book exposure on vocabulary and letter knowledge influenced by learning behavior?; **Neeltje J. Davidse (Leiden University, The Netherlands - [ndavidse@fsw.leidenuniv.nl](mailto:ndavidse@fsw.leidenuniv.nl)); Maria T. de Jong.**
4. Impulse control and oral feedback: Essential ingredients for kindergartners to learn from a computer intervention; **Cornelia A.T. Kegel (Leiden University, The Netherlands - [ckegel@fsw.leidenuniv.nl](mailto:ckegel@fsw.leidenuniv.nl)); Adriana G. Bus.**
5. This spoken paper will be a discussant; **Christopher J. Lonigan (Florida Center for Reading Research and Department of Psychology, Florida State University - [lonigan@psy.fsu.edu](mailto:lonigan@psy.fsu.edu)).**

#### Symposium: Instructional vocabulary enhancements: improving outcomes for students with limited vocabulary and academic language

Room: Stanford

Chair: Lana Santoro and Joe Dimino

1. Building vocabulary and listening comprehension through storybook reading; **Michael Coyne (University of Connecticut - [mcoyne@uconn.edu](mailto:mcoyne@uconn.edu))**
2. Enhancing expository read alouds with tier 2 vocabulary and language instruction; **Lana Santoro (Pacific Institutes for Research & Instructional Research Group - [lane.santoro@earthlink.net](mailto:lane.santoro@earthlink.net)); Scott K. Baker; Hank Fien; Yonghan Park; David Chard**

3. Academic vocabulary instruction for early adolescents from linguistically diverse backgrounds: findings from a large-scale experiment; **Nonie Lesaux (Harvard University - [lesauxno@gse.harvard.edu](mailto:lesauxno@gse.harvard.edu)); Michael J. Kieffer; Joan G. Kelley; Andrea Anushko**
4. Enhancing social studies vocabulary and comprehension for 7th grade English language learners: findings from three experimental studies; **Sharon Vaughn (University of Texas at Austin - [ShariVaughnUTX@aol.com](mailto:ShariVaughnUTX@aol.com)); Colleen K. Reutebuch; Coleen D. Carlson; Amory Cable; David J. Francis**
5. Discussant; **Russell Gersten (Pacific Institutes for Research & Instructional Research Group - [rgersten@inresg.org](mailto:rgersten@inresg.org)).**

**RAN**  
**Room: Princeton**  
**Chair: Jurgen Tijms**

1. Why is RAN related to reading? Manipulating the demands and the format of RAN tasks; **George Georgiou (University of Alberta - [georgiou@ualberta.ca](mailto:georgiou@ualberta.ca)); Rauno Parrila; Timothy Papadopoulos; Hollis Scarborough.**
2. A study investigating the role of prosodic sensitivity in reading involving priming and low band pass speech; **Gareth Williams (Nottingham Trent University - [gareth.williams@ntu.ac.uk](mailto:gareth.williams@ntu.ac.uk)); Clare Wood.**
3. Rapid automatized naming in children with dyslexia: are inhibitory control mechanisms involved?; **Jurgen Tijms (University of Amsterdam and IWAL Institute - [jurgentijms@iwal.nl](mailto:jurgentijms@iwal.nl)); Anika Bexkens; Wery van den Wildenberg.**
4. Relative contributions of fixation durations and overall RAN performance times reading skill; **Ron Stringer (McGill University - [ron.stringer@mcgill.ca](mailto:ron.stringer@mcgill.ca)); Brenda Linn; Olivia Leung; Anna Tirovolas.**

**Symposium: Writing and spelling processes in  
different languages**

**Room: Yale**  
**Chair: Dorit Ravid**

1. Young Chinese children differentiate between drawing and writing; **Li Yin (Tsinghua University - [yinl@tsinghua.edu.cn](mailto:yinl@tsinghua.edu.cn)); Rebecca Treiman.**
2. Unexpectedly poor spelling in English speakers; **Virginia M. Holmes (University of Melbourne - [vmholmes@unimelb.edu.au](mailto:vmholmes@unimelb.edu.au)); Sachiko Kinoshita.**
3. Morphological transparency and spelling accuracy in Arabic; **Elinor Saiegh-Haddad (Bar-Ilan University - [saiegh@mail.biu.ac.il](mailto:saiegh@mail.biu.ac.il)); Haitham Taha.**
4. Spelling in Hebrew-speaking dyslexic and non-dyslexic university students; **Dorit Ravid (Tel Aviv University - [doritr@post.tau.ac.il](mailto:doritr@post.tau.ac.il)); Rachel Schiff; Ronit Levie.**

5. The development of phonological spelling skill in alphabetic orthographies: The roles of syllable structure, orthographic depth and cognitive ability; **Markéta Caravolas (Bangor University, Bangor, Wales, UK - [m.caravolas@bangor.ac.uk](mailto:m.caravolas@bangor.ac.uk)); Brett Kessler; Charles Hulme.**

## **Symposium: New perspectives on a brain model for reading**

**Room: Sorbonne  
Chair: Leo Blomert**

1. The multisensory brain basis of normal and abnormal reading; **Leo Blomert (Dept. Cognitive Neuroscience, Faculty Psychology & Neuroscience Maastricht University, the Netherlands - [l.blomert@maastrichtuniversity.nl](mailto:l.blomert@maastrichtuniversity.nl)); Nienke van Atteveldt; Vera Blau; Dries Froyen.**
2. Further MEG explorations of early activation in Broca's area during visual word recognition; **Piers Cornelissen (University of York, UK - [p.cornelissen@psych.york.ac.uk](mailto:p.cornelissen@psych.york.ac.uk)); Katherine Wheat; Peter Hansen.**
3. Investigating ventral occipito-temporal contributions to reading; **Joseph T. Devlin (Cognitive, Perceptual, & Brain Sciences and Institute for Cognitive Neuroscience, UCL, UK - [joe.t.devlin@googlemail.com](mailto:joe.t.devlin@googlemail.com)).**
4. Multicenter imaging of visual print processing deficits in dyslexia; **Daniel Brandeis (Dept. Child and Adolescent Psychiatry, University of Zürich, Switzerland - [brandeis@kjp.d.uzh.ch](mailto:brandeis@kjp.d.uzh.ch)); Sylvia Brem; Martin Kronbichler; Matthias Schurz; Vera Blau; Joel Reithler; Sanne van der Mark; E. Schulz; K. Bucher; E. Martin; Rainer Goebel; Leo Blomert; Heinz Wimmer; Urs Maurer.**
5. On the brain reflection of visual word processing in dyslexic (German) readers; **Heinz Wimmer (University of Salzburg, Austria - [Heinz.Wimmer@sbg.ac.at](mailto:Heinz.Wimmer@sbg.ac.at)); Matthias Schurz; Fabio Richlan; Jürgen Bergmann; Martin Kronbichler.**

**Coffee Break  
10:10 - 10:40  
Lobby**



## Day 3 – Saturday July 10<sup>th</sup>

Morning Sessions 2: 10:40 – 12:20

### Symposium: Eye movements in reading: Development and individual variability.

Room: Harvard  
Chair: Ralph Radach

1. Eye movements, the perceptual span, preview benefit, and disappearing text effects in older and younger readers; **Keith Rayner** (University of California, San Diego - [krayner@ucsd.edu](mailto:krayner@ucsd.edu)); **Jinmian Yang**; **Monica S. Castelhana**; **Simon P. Liversedge**.
2. Reading-strategy impacts on parafoveal-on-foveal effects in sentence reading; **Christiane Wotschack** (Free University of Berlin - [Christiane.Wotschack@fu-berlin.de](mailto:Christiane.Wotschack@fu-berlin.de)); **Reinhold Kliegl**.
3. The science of speed reading: Exploring the impact of speed on visuomotor control and comprehension; **Ralph Radach** (Florida State University - [radach@psy.fsu.edu](mailto:radach@psy.fsu.edu)); **Christian Vorstius**; **Ronan Reilly**.
4. Reading causes increased binocular disparity in dyslexic children; **Simon P. Liversedge** (University of Southampton - [S.P.Liversedge@soton.ac.uk](mailto:S.P.Liversedge@soton.ac.uk)); **Julie A. Kirkby**; **Hazel I. Blythe**; **Denis Drieghe**.
5. Test of reading skills predict individual differences in eye-movements among non-college-bound adolescent readers; **Victor Kuperman** (Stanford University - [vickup@stanford.edu](mailto:vickup@stanford.edu)); **Julie A. Van Dyke**.

### Bilingualism/L2 Learners

Room: Stanford  
Chair: Theresa Roberts

1. Spelling: Identifying bilingual children at-risk using a single measure; **Susan J. Rickard Liow** (Home - [psysusan@nus.edu.sg](mailto:psysusan@nus.edu.sg)); **Shi Min Chua**; **Sara Da Silva Ramos**; **Stephanie Yeong**.
2. Learning to read and spell in a second language: Effects of the orthographic depth of L1; **Victor H.P. van Daal** (University of Stavanger - [victor.v.daal@uis.no](mailto:victor.v.daal@uis.no)); **Vibeke Rønneberg**; **Malin Wass**.
3. Prediction of literacy skills of at-risk adolescents in a French-speaking environment; **Pascal Zesiger** (FPSE - University of Geneva - [Pascal.Zesiger@unige.ch](mailto:Pascal.Zesiger@unige.ch)); **Jacqueline Lurin**; **Anne Soussi**.

4. Cross-linguistic perspectives on reading difficulties: Comparison of literacy profile between bilingual and monolingual adult dyslexic students; **Mila Schwartz (University of Haifa, Oranim College - [milasch@bgu.ac.il](mailto:milasch@bgu.ac.il)); Michal Lerner; Zvia Breznitz.**
5. Levels and patterns of kindergarten literacy performance under different instructional conditions; **Theresa Roberts (California State University, Sacramento - [robertst@csus.edu](mailto:robertst@csus.edu)).**

## **Symposium: Reading instruction and assessment for children in special education**

**Room: Princeton**

**Chair: Christopher Lemons**

1. An observational study of reading instruction for students with intellectual disabilities; **Christopher Lemons (University of Pittsburgh - [lemons@pitt.edu](mailto:lemons@pitt.edu)).**
2. What state tests reveal about achievement and growth of students with disabilities; **Andrew Roach (Georgia State University - [cpsatr@langate.gsu.edu](mailto:cpsatr@langate.gsu.edu)); Christopher Lemons.**
3. Opportunity to learn (OTL) in the context of special education; **Alexander Kurtz (Vanderbilt University - [alexander.kurz@vanderbilt.edu](mailto:alexander.kurz@vanderbilt.edu)).**
4. Designing accessible achievement tests for students with reading difficulties; **Stephen Elliott (Vanderbilt University - [steve.elliott@vanderbilt.edu](mailto:steve.elliott@vanderbilt.edu)); Peter Beddow.**

## **Morphology**

**Room: Sorbonne**

**Chair: Min Wang**

1. Morphological awareness and vocabulary development: Understanding the direction of their relationship; **Erin Sparks ( - [erin.sparks@dal.ca](mailto:erin.sparks@dal.ca)); S. Hélène Deacon.**
2. The development of grammatical sensitivity in French and its relationship to phonological awareness, letter knowledge, and word reading; **John R. Kirby (Queen's University - [john.kirby@queensu.ca](mailto:john.kirby@queensu.ca)); Alain Desrochers; Glenn Thompson.**
3. Morphological, semantic and orthographic sensitivity in visual word recognition among Korean children and adults; **Min Wang (Dept. of Human Development - [minwang@umd.edu](mailto:minwang@umd.edu)); In Yeong Ko.**
4. Do young readers show morphological sensitivity in visual word recognition? New evidence from masked priming; **Lynne Duncan (University of Dundee - [l.g.duncan@dundee.ac.uk](mailto:l.g.duncan@dundee.ac.uk)); Elaine Gray.**
5. Morphological processing and learning to read: a comparison between deaf and dyslexic children; **Rachel Berthiaume (Département de didactique - [rachel.berthiaume@umontreal.ca](mailto:rachel.berthiaume@umontreal.ca)); Daniel Daigle; Elisabeth Demont.**

## **Symposium: Dyslexia - International perspectives**

**Room: Yale**

**Chair: Karin Landerl**

1. Dyslexia in six different orthographies: Associations with phonological awareness, phonological working memory and naming speed; **Karin Landerl (University of Tübingen - [Karin.Landerl@uni-tuebingen.de](mailto:Karin.Landerl@uni-tuebingen.de)); Franck Ramus; Neurodys Consortium.**
2. Cross-linguistic study of brain responses to vowel differences in children with dyslexia in four European countries; **Paavo H.T. Leppänen (Finnish Center of Excellence in Learning and Motivation Research, Department of Psychology, University of Jyväskylä - [paavo.ht.leppanen@jyu.fi](mailto:paavo.ht.leppanen@jyu.fi)); Kaisa Lohvansuu; Jürgen Bartling; Jennifer Bruder; Ferenc Honbolygó; Jarmo Hämäläinen; Stephanie Iannuzzi; Rodolphe Nenert; Nina Neuhoff; Silke Streiftau; Annika Tanskanen; Dénes Tóth; Jean-Francois Demonet; Gerd Schulte-Körne; Valéria Csépe.**
3. Reading for meaning in dyslexic and young children: Distinct neural pathways but common endpoints; **Urs Maurer (University of Zürich - [umaurer@kjpgd.uzh.ch](mailto:umaurer@kjpgd.uzh.ch)); Enrico Schulz; Sanne van der Mark; Kerstin Bucher; Silvia Brem; Ernst Martin; Daniel Brandeis.**
4. First genome-wide association scan on neurophysiological endophenotypes points to transregulation-effects on SLC2A3 in dyslexic children; **Gerd Schulte-Körne (Department of Child and Adolescent Psychiatry, Psychosomatics, and Psychotherapy, University of Munich - [gerd.schulte-koerne@med.uni-muenchen.de](mailto:gerd.schulte-koerne@med.uni-muenchen.de)); Darina Roeske; Nina Neuhoff; Jessica Becker; Jürgen Bartling; Jennifer Bruder; Felix F. Brockschmidt; Andreas Warnke; Helmut Remschmidt; Per Hoffmann; Bertram Müller-Myhsok; Markus M. Nöthen.**
5. Discussant - **Heinz Wimmer (University of Salzburg, Austria - [Heinz.Wimmer@sbg.ac.at](mailto:Heinz.Wimmer@sbg.ac.at)).**

### **Lunch**

**12:20 - 14:30**

### **Posters Session 3**

**13:00 - 14:30**

### **Plenum**

## Posters Session 3

13:00 - 14:30

### Plenum

1. Analyzing the impact of curriculum implementation, professional development, and instructional cues on bilingual preschool teachers' shared book reading practices; **Sharolyn Pollard-Durodola** (Texas A&M University, Department of Educational Psychology - [sdurodola@tamu.edu](mailto:sdurodola@tamu.edu)); **Jorge Gonzalez**; **Deborah C. Simmons**; **Aaron B. Taylor**; **Matthew J. Davis**; **Leslie Simmons**; **Miranda Nava-Walichowski**.
2. Investigating the relation between reading fluency and word analysis with a success probability rating for adolescents on a state accountability reading assessment; **Meghan Hauptli** (Florida Center for Reading Research - [meghanhauptli@hotmail.com](mailto:meghanhauptli@hotmail.com)); **Yaacov Petscher**; **Barbara Foorman**; **Laura B. Lang**.
3. Relating braille reading difficulties to developmental dyslexia: first empirical evidence; **Anneli Veispak** (PhD student in Katholieke Universiteit Leuven - [Anneli.veispak@ped.kuleuven.be](mailto:Anneli.veispak@ped.kuleuven.be)); **Pol Ghesquière**.
4. Longitudinal patterns in basic auditory processing skills, language and phonological awareness in low IQ children and controls; **Sarah Kuppen** (Cambridge University - [Sarah.Kuppen@beds.ac.uk](mailto:Sarah.Kuppen@beds.ac.uk)); **Usha Goswami**.
5. Dyslexia in a second language? A dynamic test of reading acquisition may provide the answer; **Carsten Elbro** (University of Copenhagen - [ce@hum.ku.dk](mailto:ce@hum.ku.dk)); **Hanne T. Daugaard**; **Anna S. Gellert**.
6. A dual-route perspective on eye movements of dyslexic readers; **Stefan Hawelka** (University of Salzburg, Austria - [stefan.hawelka@sbg.ac.at](mailto:stefan.hawelka@sbg.ac.at)); **Benjamin Gagl**; **Heinz Wimmer**.
7. Examining the association between children's reading outcome and parents' literacy levels within families with a background of dyslexia; **Elsje van Bergen** (University of Amsterdam, Child Development and Education - [e.vanbergen@uva.nl](mailto:e.vanbergen@uva.nl)); **Peter F. de Jong**; **Anna Plakas**; **Judith Bekebrede**; **Aryan van der Leij**.
8. Perception of phonemic length and its relation to reading and spelling skills in children with family risk for dyslexia; **Riitta Pennala** (- [riitta.l.a.pennala@jyu.fi](mailto:riitta.l.a.pennala@jyu.fi)); **Kenneth Eklund**; **Jarmo Hämäläinen**; **Paavo H.T. Leppänen**; **Heikki Lyytinen**.
9. Cognitive processing style and reasoning strategies of dyslexic readers during learning tasks; **Hedva Meiri** (University of Haifa - [hedva.meiri@gmail.com](mailto:hedva.meiri@gmail.com)); **Zvia Breznitz**.
10. Eye movement evidence for sublexical effects of repeated reading; **Jarkko Hautala** (Postgraduate student - [Jarkko.Hautala@psyka.jyu.fi](mailto:Jarkko.Hautala@psyka.jyu.fi)); **Jukka Hyönä**; **Mikko Aro**; **Heikki Lyytinen**.
11. The role of discourse skills and working memory in the reading comprehension of dyslexic children; **Susannah Trotter** (- [s.trotter@lancaster.ac.uk](mailto:s.trotter@lancaster.ac.uk)); **Kate Cain**.
12. Assessing magnocellular function at different levels of the visual system in Specific Reading Deficits; **Rachael Sperring** (The University of Reading - [r.j.sperring@reading.ac.uk](mailto:r.j.sperring@reading.ac.uk)); **Patricia Riddell**; **John Stein**.

13. Dual-task attention and the reading process; **Jonathan Haenen** (School of Psychology and CLS, University of Reading - [j.w.haenen@rdg.ac.uk](mailto:j.w.haenen@rdg.ac.uk)); Patricia Riddell; Tim Williams.
14. Dyslexia across three decades; **Judith Bekebrede** (University of Amsterdam - [J.I.Bekebrede@uva.nl](mailto:J.I.Bekebrede@uva.nl)); **Aryan van der Leij**; **Truus Schijf**; **David Share**.
15. Training reading fluency in children with dyslexia: explicit, rule-based learning versus implicit, associative learning; **Sebastián Aravena** (University of Amsterdam - [sebastianaravena@iwal.nl](mailto:sebastianaravena@iwal.nl)); **Jurgen Tijms**.
16. Reading fluency development in Spanish normal and dyslexic readers; **Gracia Jiménez-Fernández** (University of Granada - [gracijf@ugr.es](mailto:gracijf@ugr.es)); **Sylvia Defior**; **Francisca Serrano**.
17. Evaluation of an orthographic spelling training in German dyslexic students Grade 5-6; **Elena Ise** (Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Ludwigs-Maximilians-University, Munich, Germany - [elena.ise@med.uni-muenchen.de](mailto:elena.ise@med.uni-muenchen.de)); **Gerd Schulte-Körne**.
18. The importance of attitudes and out-of-school reading in the promotion of reading skills of at-risk adolescents; **Claudia van Kruistum** (University of Amsterdam - [c.j.vankruistum@uu.nl](mailto:c.j.vankruistum@uu.nl)); **Ilona de Milliano**; **Paul Leseman**; **Peter Slegers**; **Amos van Gelderen**; **Roel van Steensel**.
19. Performance of poor and average readers on cerebellar and phonological measures: A reading-level design; **Shahzad Irannejad** (McGill University - [shahzad.irannejad@mail.mcgill.ca](mailto:shahzad.irannejad@mail.mcgill.ca)); **Robert Savage**.
20. Kindergarten resilience factors of reading difficulties; **Jessica Folsom** ( - [jfolsom@fsu.edu](mailto:jfolsom@fsu.edu)); **Stephanie Al Otaiba**; **Luana Greulich**; **Jane Meadows**.
21. Speech timing characteristics of young children's longest utterances and later reading disability; **Allan Smith** (University of Maine, Orono - [allan.b.smith@umit.maine.edu](mailto:allan.b.smith@umit.maine.edu)); **Susan Lambrecht Smith**; **Jenny Roberts**; **John L. Locke**; **Katharine Farrell**.
22. Graphophonemic processing in deaf readers and in dyslexic readers of French; **Daniel Daigle** (Universite de Montreal - [daniel.daigle@umontreal.ca](mailto:daniel.daigle@umontreal.ca)); **Rachel Berthiaume**; **Elisabeth Demont**.
23. Word reading in Chinese kindergarten children with SLI; **Anita Mei-Yin Wong** (University of Hong Kong - [amywong@hkusua.hku.hk](mailto:amywong@hkusua.hku.hk)); **Terry KF Au**; **Connie, SH Ho**; **Joanne C Kidd**; **Catherine CC Lam**; **Fanny WF Lam**; **Lesley, PW Yip**.
24. Evidence for expressive and receptive language difficulties in children with specific language impairment, but not in children with reading difficulties; **George Spanoudis** (University of Cyprus - [spanoud@ucy.ac.cy](mailto:spanoud@ucy.ac.cy)); **Timothy C. Papadopoulos**; **Spyroula Spyrou**.
25. Letter names and sounds in preschool: A Rasch model analysis; **Michelle Drouin** (Indiana Purdue University Fort Wayne - [drouinm@ipfw.edu](mailto:drouinm@ipfw.edu)); **Sherri Horner**; **Toni Sondergeld**.
26. Visual perception and short-term memory in learning to read Chinese characters; **Yang Luo** (OISE/University of Toronto - [ylo@oise.utoronto.ca](mailto:ylo@oise.utoronto.ca)); **Xi Chen**.
27. Under-specified and multiply-influenced phonemic awareness in teenagers from Mainland China, Hong Kong and England; **Heather McDowell** (Birkbeck College, University of London - [heatherjmcdowell@yahoo.co.uk](mailto:heatherjmcdowell@yahoo.co.uk)); **Marjorie Lorch**.

28. Development of tone sensitivity in young Chinese children and its relation to reading; **Candise Chen** (University of Maryland, College Park - [candisec@umd.edu](mailto:candisec@umd.edu)); **Min Wang; Hua Shu; Han Wu; Chu Chu Li.**
29. Does preschool training of phonological awareness have an effect still in Grade 6?; **Ann-Christina Kjeldsen** (Åbo Academy University - [ackjeldsen@aland.net](mailto:ackjeldsen@aland.net)); **Katarina Witting; Pekka Niemi; Åke Olofsson.**
30. Double Deficit Hypothesis Tested in a Large Finnish Sample; **Minna Torppa** (Jyväskylä University, Department of Psychology - [minna.torppa@psyka.jyu.fi](mailto:minna.torppa@psyka.jyu.fi)); **Rauno Parrila; Pekka Niemi; Anna-Maija Poikkeus; Marja-Kristiina Lerkkanen; Jari-Erik Nurmi.**
31. Phoneme training and its impact on letter learning; **Gabriela Seidlova Malkova** (Charles University Prague - [gabriela.malkova@gmail.com](mailto:gabriela.malkova@gmail.com)); **Markéta Caravolas.**
32. Phonological processing in college students who are poor readers; **Leonard Katz** (Haskins Laboratories - [leonard.katz@uconn.edu](mailto:leonard.katz@uconn.edu)); **Stephen Katz.**
33. Does the mode of phonological representation make a difference? The effects of vowel letters vs. diacritic marks in reading Hebrew words at different developmental stages; **Tali Bitan** (Dept. of Communication Disorders, University of Haifa - [tbitan@research.haifa.ac.il](mailto:tbitan@research.haifa.ac.il)); **Adi Morag; Einav Yehezkel; Tami Katzir.**
34. Word decoding and reading comprehension in Arabic speaking children; **Nadia Taibah** (King AbdulAziz University - [nadiat@u.washington.edu](mailto:nadiat@u.washington.edu)); **John Everatt, Gad Elbeheri, Abdessatar Mahfoudi, Mosaad Abu Al-Diyar.**
35. A tracking study of the relationship between rapid naming and chinese reading ability; **Yu-Jen Chang** (National Central University - [yuzen1227@gmail.com](mailto:yuzen1227@gmail.com)); **Shihjay Tzeng; Sujan Lin; Suli Chen; Hwawei Ko.**
36. RAN components and reading development in Greek: what underlies their relationship?; **Argyro Fella** (Department of Psychology University of Cyprus - [argirini@hotmail.com](mailto:argirini@hotmail.com)); **Timothy C. Papadopoulos; George K. Georgiou.**
37. Does ability to establish symbol-sound pairings mediate the RAN-reading relationship?; **Mads Poulsen** (University of Copenhagen - [m.poulsen@hum.ku.dk](mailto:m.poulsen@hum.ku.dk)); **Holger Juul; Carsten Elbro.**
38. Examining the relations between Rapid Automatized Naming (RAN) and reading / mathematical precursors in children at preschool age; **Hanno Pauly** (German Institute for International Educational Research - [pauly@dipf.de](mailto:pauly@dipf.de)); **Sven Lindberg; Jan Lonnemann; Janosch Linkersdörfer; Marcus Hasselhorn.**
39. The continued search for a double dissociation: relationships between rapid automatized naming (RAN), reading, and attention; **Olivia Leung** (McGill University - [olivia.leung@mail.mcgill.ca](mailto:olivia.leung@mail.mcgill.ca)); **Ronald Stringer.**
40. The effectiveness of two Chinese remedial reading programs on the intervention outcomes of Taiwanese first- and second-grade poor readers; **Shih-Jay Tzeng** (National Taitung University, Taiwan - [jav.tzeng@gmail.com](mailto:jav.tzeng@gmail.com)); **Shu-Li Chen; Shu-Jan Lin; Yu-Zen Chang.**
41. Reading intervention with Spanish-speaking students: Maximizing instructional effectiveness in Spanish and English in first grade; **Doris Luft Baker** (Center on Teaching and Learning - [dbaker@uoregon.edu](mailto:dbaker@uoregon.edu)); **Keith Smolkowski; Scott K. Baker; Sylvia Linan-Thompson; Alejandra Mielke.**

42. Statistical methods for the study of schooling effects; **Ryan Bowles (Michigan State University - [bowlesr@msu.edu](mailto:bowlesr@msu.edu)); Kevin Grimm; Lori Skibbe; Fred Morrison.**
43. Resistance to literacy intervention; **Ruth Fielding-Barnsley (University of Tasmania - [r.fielding-barnsley@qut.edu.au](mailto:r.fielding-barnsley@qut.edu.au)).**
44. Language profiles of treatment nonresponders, treatment responders, and typically developing students; **Amy Barth (University of Houston - [aebarth@uh.edu](mailto:aebarth@uh.edu)); Marcia Barnes; Karla Stuebing; Carolyn Denton; Jack Fletcher.**
45. A comparison of word features affecting word recognition of at-risk beginning readers and their peers; **Elfrieda H. Hiebert (University of California, Berkeley - [hiebert@textproject.org](mailto:hiebert@textproject.org)); John Stewart; Masa Uzicanin.**
46. Early training at code and comprehension skills and reading achievement at first grade; **Bianco Maryse (Université P. Mendès France - [maryse.bianco@wanadoo.fr](mailto:maryse.bianco@wanadoo.fr)); Lima, L., Bressoux, P., Pellenq, C.**
47. Reading speed enhanced? Effects of the Reading Acceleration Program on reading behavior and eye movements of young German adults; **Sebastian Korinth (University of Haifa - [korinth@korinth.org](mailto:korinth@korinth.org)); Olaf Dimigen; Werner Sommer; Zvia Breznitz**
48. Investigating the effectiveness of phonological and visual word reading strategies; **Sarah Logan (Psychology Department, University of Hull - [s.logan@hull.ac.uk](mailto:s.logan@hull.ac.uk)); Emma Medford; Naomi Hughes.**
49. Effects of orthographic and phonological opacity in the processing of morphologically complex words: A masked priming study in children from grade 3 to 7; **Pauline Quemart (University of Lille - Nord de France - [pauline.quemart2@univ-lille3.fr](mailto:pauline.quemart2@univ-lille3.fr)); Severine Casalis.**
50. Lexical Competition in Reading Acquisition: A Masked Priming Study in French Children; **Marion Janiot (Laboratoire URECA - [marion.janiot@univ-lille3.fr](mailto:marion.janiot@univ-lille3.fr)); Severine Casalis. (MOVED TO THURSDAY)**
51. Does visual word recognition in developing readers involve automatic phonological code activation?; **Maike Zeguers (University of Amsterdam - [m.h.t.zeguers@uva.nl](mailto:m.h.t.zeguers@uva.nl)); Patrick Snellings; Hilde M. Huizenga; Maurits W. van der Molen.**
52. Against morpho-orthographic decomposition in early visual word recognition: Evidence from masked priming; **Hei Won Ahn (University of Oxford - [heiwon.ahn@psy.ox.ac.uk](mailto:heiwon.ahn@psy.ox.ac.uk)); Kate Nation; Elizabeth Wonnacott.**
53. The development of visual-spatial orthographic skill in Chinese children; **Pei-Ying Lin (Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) - [pivilinse@gmail.com](mailto:pivilinse@gmail.com)); Yu-Cheng Lin.**
54. The role of phonetic radicals in processing Japanese two-kanji compound words; **Hisashi Masuda (Hiroshima Shudo University - [hmasuda@shudo-u.ac.jp](mailto:hmasuda@shudo-u.ac.jp)); Takaaki Tabuchi; Chikako Fujita.**
55. Lexical and sublexical orthographic interactions across languages in young learners of a L2; **Eva Commissaire (Laboratoire URECA - [eva\\_commissaire@hotmail.com](mailto:eva_commissaire@hotmail.com)); Lynne G. Duncan; Severine Casalis.**
56. Uh-Oh! I made a mistake: ERP indicators of meaning processing during word reading; **Michal Balass (University of Pittsburgh - [michal.balass@gmail.com](mailto:michal.balass@gmail.com)); Laura Halderman; Erik Benau; Charles A. Perfetti.**

57. Comparing the content of UK reading programs using the Simplicity Principle; **Janet Vousden** (Coventry University - [janet.vousden@coventry.ac.uk](mailto:janet.vousden@coventry.ac.uk)); **Michelle Ellefson**; **Nick Chater**; **Jonathan Solithy**.
58. A longitudinal investigation of GPA, ACT, and SAT scores as outcome measures related to reading ability. **Rebecca S., Betjemann**, (Regis University- [rbetjema@regis.edu](mailto:rbetjema@regis.edu)); **Sally J. Wadsworth**; **Richard K. Olson**; **Erik G. Willcut**.

## **Refreshments**

**14:30 – 15:00**

**Lobby**



## Day 3 – Saturday July 10<sup>th</sup>

Afternoon Sessions: 15:00 – 16:40

### Symposium: The development of orthographic-phonologic relations in children with varying word reading abilities, spoken language skills, or both

Room: Harvard

Chair: Tiffany Hogan

1. Learning to read changes children's phonological skills: evidence from a latent variable longitudinal study of reading and nonword repetition; **Kate Nation (University of Oxford - [kate.nation@psy.ox.ac.uk](mailto:kate.nation@psy.ox.ac.uk))**.
2. Early reading predicts later nonword repetition in children with dyslexia, language impairment, or both; **Tiffany Hogan (University of Nebraska - Lincoln - [thogan2@unl.edu](mailto:thogan2@unl.edu))**; **Hugh Catts**.
3. Initial mental graphemic representation acquisition and later literacy achievement in children with language impairment: a longitudinal study; **Julie Wolter (Utah State University - [julie.wolter@usu.edu](mailto:julie.wolter@usu.edu))**; **Kenn Apel**.
4. Cognitive development of fluent reading skills and the modulating influence of orthographic depth; **Anniek Vaessen (Maastricht University - [a.vaessen@maastrichtuniversity.nl](mailto:a.vaessen@maastrichtuniversity.nl))**; **Leo Blomert**; **Daisy Bertrand**; **Dénes Tóth**; **Valéria Csépe**; **Luís Faisca**; **Alexandra Reis**.
5. Phono-orthographic and attentional control factors in intra- and cross-modal rhyme decision tasks in reading-disabled versus typically-achieving children; **Nadia Cone (Northwestern University - [NadiaCone@u.northwestern.edu](mailto:NadiaCone@u.northwestern.edu))**; **James Booth**.

**Symposium: Age-of-acquisition effects in visual word recognition: Cross-linguistic evidence from five different orthographies**

**Room: Standford**

**Chair: Maximiliano Wilson and Cristina Burani**

1. Testing the Arbitrary Mapping hypothesis across scripts: A comparison of Chinese and English; **Brendan S. Weekes (University of Hong Kong, China - [weekes@hku.hk](mailto:weekes@hku.hk)).**
2. Effects of AoA and frequency on picture and word naming in transparent orthography: Evidence from Serbian; **Jelena Havelka (University of Leeds, UK - [J.Havelka@leeds.ac.uk](mailto:J.Havelka@leeds.ac.uk)).**
3. Age of acquisition and frequency effects in Spanish visual word recognition; **Maximiliano Wilson (Centre de recherche de l'Institut Universitaire de gériatrie de Montréal, Canada - [maximiliano.wilson@criugm.qc.ca](mailto:maximiliano.wilson@criugm.qc.ca)); Fernando Cuetos; Rob Davies; Cristina Burani.**
4. The development of word attribute effects in word naming: A multi-level model; **Rob Davies (University of Oxford Brookes, UK - [r.davies@brookes.ac.uk](mailto:r.davies@brookes.ac.uk)).**

**Symposium: Linguistic and educational factors in second language literacy learning**

**Room: Sorbonne**

**Chair: Roel Van Steensel and Nele McElvany**

1. The relationship of reading acquisition to the incongruity between school and family language; **Rebecca Hartmann (Free University of Berlin - [rebecca.hartmann@fu-berlin.de](mailto:rebecca.hartmann@fu-berlin.de)); Michael Becker; Nele McElvany; Camilla Rjosk.**
2. Academic language input and early literacy in native Dutch and Dutch-as-second-language learning Moroccan-Dutch and Turkish-Dutch children; **Rian Aarts (Utrecht University - [P.P.M.Leseman@uu.nl](mailto:P.P.M.Leseman@uu.nl)); Lotte Henrichs; Paul Leseman.**
3. Early home language and school language predictors of grade 4 reading comprehension; **Mahshid Azimi (OISE/University of Toronto - [azimimahshid@gmail.com](mailto:azimimahshid@gmail.com)); Esther Geva; Fataneh Farnia; Alexandra Gottardo.**
4. Expediting reading comprehension for English language learners; **Margarita Calderón (Johns Hopkins University - [mecalde@aol.com](mailto:mecalde@aol.com)).**
5. Discussant contribution; **Catherine Snow (Harvard Graduate School of Education - [snowcat249@gmail.com](mailto:snowcat249@gmail.com)).**

## Word Recognition

Room: Princeton

Chair: Florian Hutzler

1. Vocabulary knowledge and the development of word recognition skills: The missing link?; **William Tunmer** (Massey University - [w.tunmer@massey.ac.nz](mailto:w.tunmer@massey.ac.nz)); **Wes Hoover**; **James Chapman**.
2. Orthographic analogies and early reading: Evidence from a multiple clue word paradigm; **Robert Savage** (Department of Educational and Counselling Psychology - [robert.savage@mcgill.ca](mailto:robert.savage@mcgill.ca)); **Louise Deault**; **Julia Daki**; & **Julie Aouad**.
3. Masked form-priming effects in episodic recognition and lexical decision: an index of lexical acquisition.; **Meredith McKague** (The University of Melbourne - [mckaguem@unimelb.edu.au](mailto:mckaguem@unimelb.edu.au)).
4. Preview benefit revisited: Fixation-related brain potentials question eye-tracking evidence; **Florian Hutzler** (University of Salzburg - [florian.hutzler@sbg.ac.at](mailto:florian.hutzler@sbg.ac.at)); **Isabella Fuchs**; **Benjamin Gagl**; **Stefan Hawelka**.

## Phonological Processes

Room: Yale

Chair: Lucia Colombo

1. Measuring Phoneme Awareness in Chinese-speaking Children; **Aleck Shih-wei Chen** (National Cheng Kung University, Taiwan - [aleck@mail.ncku.edu.tw](mailto:aleck@mail.ncku.edu.tw)); **Jensen Chia-sen Tsou**.
2. Phonological learning as a function of age and exposure to reading instruction; **Anna Cunningham** (University of Warwick - [A.J.Cunningham@warwick.ac.uk](mailto:A.J.Cunningham@warwick.ac.uk)); **Julia Carroll**.
3. The links between phonological processing, language and literacy: Do they vary according to different samples?; **Julia Carroll** (University of Warwick - [J.M.Carroll@warwick.ac.uk](mailto:J.M.Carroll@warwick.ac.uk)).
4. Early phonological predictors of spelling achievement in Greek; **George Manolitsis** (University of Crete, Greece - [gmanolitsis@edc.uoc.gr](mailto:gmanolitsis@edc.uoc.gr)); **George K. Georgiou**; **Rauno Parrila**.
5. The acquisition of distributional characteristics of stress assignment in children; **Lucia Colombo** (Department of Psychology, University of Padua, Italy - [lucia.colombo@unipd.it](mailto:lucia.colombo@unipd.it)).

16:40 - 17:10

Farewell - Lobby