



Wednesday, 13 July

8:30am **Preconference 1 Introduction**
Salons E-F

9am **Board Meeting**
Diamond Cove

10:15am **Refreshment Break**

10:20am **Preconference 1**
Salons E-F

10:30am **Board Meeting**
Diamond Cove

12pm **Lunch**
Spa Lawn

1pm **Preconference 1**
Salons E-F

2:30pm **Afternoon Break**

2:45pm **Preconference 2**
Salons E-F

5pm **Welcome Reception**
Marea Lawn

Thursday, 14 July

7:30am **Continental Breakfast**
Salons A-C

8:30am **Session 1A: Building a Science of Early Literacy Instruction**
Salon AB
Chaired by: Dr. Sonia Cabell

8:30am **Building a Science of Early Literacy Instruction: The Science of Alphabet Instruction (1)**
» [Dr. Shayne B. Piasta](#)

8:48am **Building a Science of Early Literacy Instruction: Language Interventions in Preschool and Elementary Grades—Summary and Implications from a Multi-Study Program of Research (2)**
» [Dr. Beth M. Phillips](#), Dr. Christopher Lonigan, Dr. Young-Suk Kim

9:06am **Building a Science of Early Literacy Instruction: Professional Development in Early Language and Literacy— Using Data to Balance Effectiveness and Efficiency (3)**
» [Dr. Annemarie Hindman](#), Dr. Barbara Wasik

9:24am **Building a Science of Early Literacy Instruction: Supporting Students' Early Writing Development through Data-based Instruction (4)**
» [Dr. Kristen McMaster](#), Ms. Seyma Birinci, Ms. Emma Shanahan, Dr. Erica Lembke

9:42am **Building a Science of Early Literacy Instruction: Discussant (5)**
» [Dr. Sonia Cabell](#)

8:30am **Session 1B: Behavioral, cognitive, and neural mechanisms of the performance-monitoring system in reading**
Salon C
Chaired by: Mr. Tin Nguyen



Continued from Thursday, 14 July	
8:30am	<p>Behavioral, cognitive, and neural mechanisms of the performance-monitoring system in reading: Including students in Data Mountain (1)</p> <p>» Dr. Lisa Didion</p>
8:47am	<p>Behavioral, cognitive, and neural mechanisms of the performance-monitoring system in reading: Correlating monitoring processes and brain activity in reading among second-grade students (2)</p> <p>» Mr. Tin Nguyen, Ms. Sage Pickren, Dr. Laurie Cutting</p>
9:04am	<p>Behavioral, cognitive, and neural mechanisms of the performance-monitoring system in reading: Error-signaling in the developing brain (3)</p> <p>» Dr. Jessica Church-Lang, Dr. Mary Abbe Roe</p>
9:21am	<p>Behavioral, cognitive, and neural mechanisms of the performance-monitoring system in reading: Domain-general conflict monitoring and individual differences in linguistic error detection (4)</p> <p>» Dr. Trevor Brothers, Dr. Gina Kuperberg</p>
9:38am	<p>Behavioral, cognitive, and neural mechanisms of the performance-monitoring system in reading: Discussant (5)</p> <p>» Mr. Tin Nguyen, Dr. Laurie Cutting</p>
8:30am	<p>Session 1C: Morphological Processing and Awareness <i>Salon D</i> Chaired by: Dr. Astrid Haase</p>
8:30am	<p>Neurobiology of morphological and phonological processing in developmental dyslexia</p> <p>» Ms. Rachel Eggleston, Dr. Rebecca Marks, Ms. Kehui Zhang, Ms. Xin Sun, Mr. Chi-Lin Yu, Ms. Nia Nickerson, Dr. Xiaosu Hu, Dr. Ioulia Kovelman</p>
8:48am	<p>Morphological Awareness and Literacy Skills in Monolingual and Bilingual Children and in Literacy Competent Adults: Evidence from German</p> <p>» Dr. Astrid Haase, Ms. Farah Fares, Prof. Sascha Schroeder</p>
9:06am	<p>How Is Morphological Awareness Associated with Vocabulary, Word Reading, and Reading Comprehension for Korean Grade 7 Students?</p> <p>» Mr. Joong won Lee, Dr. Young-Suk Kim</p>
9:24am	<p>Role of compound words in the developmental trajectory of morphological knowledge: Evidence from second grade</p> <p>» Dr. Robin Irey, Dr. Yi-Jui Iva Chen</p>
9:42am	<p>Neurobiology of Cross-Linguistic Differences and Bilingual Effects of Learning to Read in English and Chinese</p> <p>» Ms. Kehui Zhang, Ms. Xin Sun, Mr. Chi-Lin Yu, Ms. Rachel Eggleston, Dr. Rebecca Marks, Ms. Nia Nickerson, Dr. Xiaosu Hu, Dr. Tai-Li Chou, Dr. Twila Tardif, Dr. Ioulia Kovelman</p>
8:30am	<p>Session 1D: Writing Development and Instruction <i>Salon EF</i> Chaired by: Dr. Susan Lambrecht Smith</p>
8:30am	<p>Examining the Familial Basis of Writing: Relations between Children and their Parents' Handwriting Abilities</p> <p>» Dr. Cameron Downing, Dr. Markéta Caravolas</p>
8:48am	<p>Impact of Intensive Structured Writing Intervention for Children with Written and Expressive Language Disorders</p> <p>» Dr. Susan Lambrecht Smith, Dr. Charles Haynes, Ms. Kate Radville, Ms. Emilie Larrivee, Ms. Melissa J Feller, Ms. Courtney Perrigo, Dr. Perman Gochyyev</p>
9:06am	<p>The effects of transcription mode on the French L2 narratives of children in French immersion</p> <p>» Ms. Michelle Chin, Ms. Diana Burchell, Dr. Xi (Becky) Chen, Dr. Kathleen Hipfner-Boucher</p>
10am	<p>Morning Break <i>Rivera Foyer</i></p>



Continued from Thursday, 14 July	
10:20am	<p>Session 2A: Bilingual Development <i>Salon AB</i> Chaired by: Ms. Ye Shen</p>
10:20am	<p>Bilingual development: Examining cross-linguistic influences: Accounting for contextual factors when evaluating cross-linguistic relations of early literacy skills (1) » Dr. Lisa Fitton, Dr. Marc Goodrich, Ms. Gina Crosby-Quinatoa, Ms. Lauren Thayer</p>
10:38am	<p>Bilingual development: Examining cross-linguistic influences: Cross-linguistic influence of spoken and written skills among heritage language learners (2) » Ms. Ye Shen, Dr. Stephanie Del Tufo</p>
10:56am	<p>Bilingual development: Examining cross-linguistic influences: Bilingual effects on young Spanish- English children's emerging neural architecture for learning to read (3) » Ms. Nia Nickerson, Ms. Kehui Zhang, Ms. Rachel Eggleston, Dr. Valeria Caruso, Mr. Chi-Lin Yu, Mrs. Isabel Hernandez, Dr. Xiaosu Hu, Dr. Teresa Satterfield, Dr. Ioulia Kovelman</p>
11:14am	<p>Bilingual development: Examining cross-linguistic influences: Automatic phonological access among bilinguals across different scripts (4) » Ms. Nan Zhang, Dr. Min Wang, Prof. Nan Jiang</p>
11:32am	<p>Bilingual development: Examining cross-linguistic influences: Discussant (5) » Dr. Steven Amendum</p>
10:20am	<p>Session 2B: Exploring Syntax as the linchpin between oral reading fluency and reading comprehension ability <i>Salon C</i> Chaired by: Dr. Julie A. Van Dyke</p>
10:20am	<p>Exploring Syntax as the linchpin between oral reading fluency and reading comprehension ability: Using Visually Salient Syntactic Boundary Cues to Increase Comprehension of Complex Syntax: Evidence from 4th and 5th Graders Reading Cascade Format » Dr. Julie A. Van Dyke, Dr. Jack Dempsey</p>
10:38am	<p>Exploring Syntax as the linchpin between oral reading fluency and reading comprehension ability: An Analysis of Syntactic Text Properties as Predictors of Reading Comprehension Across Lexile & Grade Levels » Dr. Jack Dempsey, Dr. Julie A. Van Dyke</p>
10:56am	<p>Exploring Syntax as the linchpin between oral reading fluency and reading comprehension ability: An examination of the relationship between reading comprehension and oral prosodic fluency in a highly metric children's book » Ms. Maryam Ware, Dr. Ahren Fitzroy, Ms. Shamili Satheesan, Ms. Amika Sethia, Ms. Breona Martin, Dr. Mara Breen</p>
11:14am	<p>Exploring Syntax as the linchpin between oral reading fluency and reading comprehension ability: Prosodic signals of syntactic and semantic contrasts reflect reading comprehension skill in high school students » Dr. Mara Breen, Dr. Julie A. Van Dyke, Dr. Jelena Krivokapić, Dr. Nicole Landi</p>
11:32am	<p>Exploring Syntax as the linchpin between oral reading fluency and reading comprehension ability: Discussant » Dr. Lesly Wade-Woolley</p>
10:20am	<p>Session 2C: Effective Vocabulary Instruction <i>Salon D</i> Chaired by: Dr. Dawna Duff</p>
10:20am	<p>Teaching Young Children Strategies to Ascertain Unfamiliar Word Meanings From Context » Dr. Crystal Wise</p>



Continued from **Thursday, 14 July**

10:35am **Do oral language skills predict reading acquisition? Profiles of EL1 and ELL 2nd Grade children and their response to vocabulary intervention2**

» [Dr. Amna Mirza](#), Dr. Alexandra Gottardo, Dr. Jan Frijters

10:50am **The Effect of Contextual Support on Explicit Word Learning in School Aged Children**

» [Dr. Dawna Duff](#), Dr. Suzanne Adlof, Ms. Maalavika Ragunathan, Ms. Alexis Mitchell, Ms. Anna Ehrhorn, Ms. Taylor J. Bryant

11:05am **Word Learning in Children with DLD: Effects of High vs. Low Contextual Support**

» [Dr. Suzanne Adlof](#), Dr. Dawna Duff, Ms. Anna Ehrhorn, Ms. Taylor J. Bryant, Ms. Alexis Mitchell, Ms. Maalavika Ragunathan

11:20am **Music training facilitates vocabulary acquisition and reading skills among L2 learners**

» [Ms. Youjia Wang](#), Dr. Connie qun Guan, Prof. Brian MacWhinney, Dr. Esther Geva

10:20am **Session 2D: Dyslexia : Identification and Co-morbidity**

Salon EF

Chaired by: Dr. Patrick Kennedy

10:20am **Machine Learning models predict Chinese Children with dyslexia and typically developed peers using multi-dimensional features**

» [Mr. Hey Wing Liu](#), Prof. Xiuli Tong

10:38am **Validating DIBELS 8th Edition as a Screener for Dyslexia: Results from Year 1 of a 4 Year Longitudinal Study**

» [Dr. Patrick Kennedy](#), Dr. Gina Biancarosa, Dr. Brian Gearin

10:56am **Considerations for the Identification of Dyslexia for English Learners**

» [Mrs. Karol Moore](#), Ms. Jialin Lai, Mr. Juan Quinoñez, Dr. Malt Joshi

11:14am **Intergenerational transmission of dyslexia: How do different identification methods of parental difficulties influence the conclusions regarding children's dyslexia risk?**

» [Mrs. Daria Khanolainen](#), Dr. Jenni Salminen, Dr. Kenneth Eklund, Prof. Marja-Kristiina Lerkkanen, Dr. Minna Torppa

11:32am **Specificity, comorbidity and disability: Developmental dynamics of reading and math skills in children with learning disabilities**

» [Ms. Katherine Connors](#), Ms. Melissa Nichol, Ms. Joan Bosson-Heenan, Dr. Jeffrey Gruen, Dr. Jan Frijters

11:50am **Lunch**

Rivera Foyer

11:50am **Poster Session 1**

Rivera Lawn

The effect of metalinguistic awareness instruction on reading comprehension: A systematic review of the literature

» [Dr. Marcy Zipke](#), Dr. Peter Rogers, Ms. Bianca LaBella

The Effect of a Text Structure Intervention on the Informational Text Comprehension of Fifth Graders with Language Disorders

» [Dr. Shannon Hall-Mills](#)

Reading Comprehension Instruction in Elementary Schools: A Meta-Analysis Comparing Interventions Targeting Content, Strategies, and Combined Approaches

» [Dr. Julia Yi](#), Mrs. Maria Elizabeth Jaramillo, Mrs. Audrey McMillion, Dr. Karen Erickson

Comparing the Quality of Implementation of a Tier 2 Language Intervention Between Project Staff and School Personnel

» [Ms. Lexi Bandemer](#), Dr. Beth M. Phillips, Ms. Jessica M. Ritchie, Mrs. Chelsea R. Funari



Continued from **Thursday, 14 July**

Effects of the Reciprocal Teaching on reading comprehension, metacognitive knowledge of reading strategies and reading fluency of 3rd grade students with and without learning difficulties

» [Ms. Maris Iuhkam](#), Prof. Piret Soodla

Question processing as an executive tool for improving reading comprehension

» [Dr. Shani Levy Shimon](#), Dr. Miki Cohen, Ms. Anat Lavi Rosenblatt

The effects of web-based text structure strategy instruction on adult Chinese ELLs' reading comprehension and reading strategy use

» [Dr. Zhihong Xu](#), Dr. Kausalai (Kay) Wijekumar, Dr. Robin Irey, Dr. Qing Wang, Dr. Hua Liang

Second Graders' Oral Language Use by Discourse Context

» [Ms. Minkyung Cho](#), Dr. Young-Suk Kim

'Go, Going, 'Goed': The Relation between Verb Tense Errors and Reading Comprehension Skills in Fifth Grade English Learning Students

» [Ms. Kiana Hines](#), Ms. Keisey Fumero, Dr. Carla Wood

Looking Beyond Phonological Awareness: Orthographic Knowledge in Children with Speech Sound Disorder

» [Ms. Anna Ehrhorn](#), Dr. Suzanne Adlof

Korean Metalinguistic Skills in English Letter Knowledge and Word Reading among Korean Students

» [Prof. Jeung-Ryeul Cho](#), Ms. Young-Lim Jung

Examining the association between executive functions and decoding in French school-aged children

» [Mrs. Chiara Andreola](#), Prof. Grégoire Borst, Mrs. Irene Altarelli

Serial-order memory in adults with different levels of reading: the influence of schooling and literacy

» [Ms. Kadine Saraiva de Carvalho](#), Dr. Rosângela Gabriel, Ms. Marilane Gregory, Ms. Diéssica Rocha de Carvalho, Dr. Régine Kolinsky, Dr. José Morais

U.S. Multilingual Children's Executive Functioning and Reading Achievement

» [Dr. Eunsoo Cho](#), Dr. Jackie Eunjung Relyea, Ms. Elizabeth Zagata

The Role of Executive Functions in Predicting Early Reading Comprehension

» [Ms. Ellen Orcutt](#), Dr. Panayiota Kendeou, Dr. Kristen McMaster

Cognitive Contributors to Reading Difficulties in Autism Spectrum Disorder: A Systematic Review

» [Ms. Jessi Lewis](#), Ms. Yaewon Kim, Ms. Buse Bedir, Dr. Sarah Macoun

Evaluating the Importance of Letter Naming and Letter Sound Fluency in Predicting Kindergarten Reading: A Dominance Analysis

» [Mrs. Rebecca Summy](#), Mrs. Catherine Timm Fulkerson, Mr. Hugh W. Catts, Mr. Yaacov Petscher, Mrs. Jamie Quinn

What Predicts the Co-variance of Reading, Spelling, and Arithmetic?

» [Prof. Karin Landerl](#), Ms. Viktoria Jöbstl

Word Reading in Multilingual Kapampangan-Filipino-English Speakers: The Role of Phonological Awareness

» [Dr. Portia Padilla](#), Dr. Alexandra Gottardo

Is Phonological Awareness Only Instruction Helpful for Reading? A Meta-Analysis

» [Ms. Melissa Stalega](#), Dr. Devin Kearns

The Relationship Between L1 Phonological Awareness and L2 Word Reading: A Meta-Analysis

» [Mrs. Catherine Timm Fulkerson](#), Mrs. Rebecca Summy, Dr. Hugh Catts



Continued from **Thursday, 14 July**

Can EEG theta inform us about reading impairment and phonological awareness?

» [Ms. Soujin Choi](#), Dr. Silvia Clement-Lam, Dr. Elaine Kwok, Dr. Brittany Manning, Mr. Sean McWeeny, Ms. Julia Nikolaeva, Dr. Elizabeth Norton

Automated feedback on kindergarteners' independent spellings: An intervention study

» [Ms. Patience Stevens](#), Mr. Daniel Weitekamp

Learning English as a Second Orthography: A study of Welsh-to-English orthographic interference in children's spellings

» [Dr. Markéta Caravolas](#), Dr. Catrin Leah Hadden, Dr. Brett Kessler

The Prevalence of Reading Fluency and Spelling Difficulties Among Adolescents with Reading Comprehension Difficulties

» [Mrs. Cassidi Richmond](#), Ms. Mia Daucourt, Dr. Emily Solari, Dr. Sara Hart

Multiple-text Integration Among Language Arts Teachers: Knowledge-Telling and Knowledge-Transforming

» [Dr. Liron Primor](#), Dr. Sarit Barzilai

Teaching Writing in the United States and South Korea: An International Comparative Survey

» [Dr. Sohee Park](#), Prof. Bong Gee Jang, Prof. Joochwan Kim

Academic Vocabulary in First-Grade Children's Compositions: An Exploration

» [Dr. Jackie Eunjung Relyea](#), Dr. Jill Fitzgerald, Dr. James Kim, Mr. Jeff Elmore

The Effect of Individualized Font Formats on Reading Speed and Comprehension for Students in Grades 3-8

» [Dr. Stephanie Day](#), Dr. Ben Sawyer, Mr. Shaun Wallace, Mr. Rick Treitman, Mrs. Kathy Crowley, Mrs. Marjorie Jordan

The Impact of a Comprehensive, Evidence-Based Approach to Summer Literacy Intervention on the K-3 Reading Skills of Economically and Culturally Diverse Students

» [Dr. Erin Washburn](#), Dr. Miranda Fitzgerald, Dr. Samantha Gesel, Dr. Kristen Beach, Ms. Corinne Kingsbery

1pm

Session 3A: Word reading and vocabulary development among young monolingual and bilingual children

Salon AB

Chaired by: Dr. Xi Chen

1pm

Word reading and vocabulary development among young monolingual and bilingual children. Vgck Versus Vack: Children's Knowledge of Print Conventions and Their Word Reading Development (1)

» [Ms. Savannah Heintzman](#), Dr. Nicole Conrad, Dr. Hélène Deacon

1:16pm

Word reading and vocabulary development among young monolingual and bilingual children. Dynamic Assessment of Phonological Awareness: A Bilingual Perspective (2)

» [Ms. Ru Huo](#), Ms. Diana Burchell, Ms. Krystina Raymond, Dr. Julie Wolter, Dr. Xi Chen

1:32pm

Word reading and vocabulary development among young monolingual and bilingual children. Language production and communicative acts in mother-child dyads during shared reading as a function of using wordless and worded picture books (4)

» [Ms. Katherine Reid](#), Dr. Alexandra Gottardo

1:48pm

Word reading and vocabulary development among young monolingual and bilingual children. Chinese-English Bilingual Vocabulary Knowledge Gaps among Chinese-Canadian First Graders (5)

» [Dr. Guofang Li](#), Ms. Zhuo Sun, Mr. Ryan Xuejun Ji

2:04pm

Word reading and vocabulary development among young monolingual and bilingual children. Orthographic specificity and reading in emerging English-French bilingual students (3)

» [Ms. Diana Burchell](#), Ms. Ru Huo, Ms. Krystina Raymond, Dr. Jeffrey Steele, Dr. Xi Chen



Continued from Thursday, 14 July	
1pm	<p>Session 3B: Family, teacher, and student factors in supporting writing Salon C Chaired by: Dr. Gary Bingham</p>
1pm	<p>Family, teacher, and student factors in supporting writing: Mothers' General Awareness of Early Writing Development and Promotion: Relations to their Children's Early Writing Skills (1) » Dr. Dorit Aram</p>
1:18pm	<p>Family, teacher, and student factors in supporting writing: Writing development and instruction during COVID-19: Insights from a national sample of parents of children with autism spectrum disorder in elementary school (2) » Dr. Matthew Zajic, Dr. Nancy McIntyre</p>
1:36pm	<p>Family, teacher, and student factors in supporting writing: The association between Chinese preschool classroom writing environment and children's early writing skills (3) » Dr. Chenyi Zhang, Ms. Xiao Zhang</p>
1:54pm	<p>Family, teacher, and student factors in supporting writing: Barriers to Providing Effective Reading and Writing Instruction to Secondary Students with Intellectual and Developmental Disabilities: A National Survey of Special Educators (4) » Dr. Derek Rodgers, Dr. Susan Lovehall</p>
2:12pm	<p>Family, teacher, and student factors in supporting writing: Writing Motivation and Writing Performance of Culturally and Linguistically Diverse Elementary School Students (5) » Dr. April Camping, Dr. Steve Graham, Dr. Karen Harris</p>
1pm	<p>Session 3C: Syntactic Processing & Reading Comprehension Salon D Chaired by: Dr. Lana Jago</p>
1pm	<p>The longitudinal effect of preschool vocabulary and grammar on school age word reading and reading comprehension: A meta-analysis » Dr. Lana Jago, Prof. Kate Cain, Dr. Katie Alcock, Prof. Padraic Monaghan</p>
1:18pm	<p>Lexical, Syntactic, and Proficiency factors in incremental reading comprehension: Comparisons of first and second language readers of English » Dr. Lin Chen, Dr. Charles Perfetti, Dr. Xiaoping Fang, Ms. Daniela Teodorescu, Dr. Carrie Epp, Dr. Alona Fyshe</p>
1:36pm	<p>The dimensionality of syntactic comprehension and vocabulary in relation to reading comprehension » Ms. Jessie Leigh Nielsen, Dr. Mads Poulsen, Dr. Rikke Vang Christensen</p>
1:54pm	<p>Two in one: one test to measure separate constructs of reading efficiency and syntactic comprehension? » Dr. Mads Poulsen, Ms. Jessie Leigh Nielsen, Dr. Rikke Vang Christensen</p>
2:12pm	<p>Untangling the relation between syntactic skills and reading comprehension: The role of syntactic parsing » Ms. Elizabeth MacKay, Dr. Hélène Deacon</p>
1pm	<p>Session 3D: Spelling & Digital Assessment Salon EF Chaired by: Dr. Laura Tortorelli</p>
1pm	<p>Spelling skills of French-speaking Adolescents: description of grammatical and base word knowledge » Dr. Noemia Ruberto, Dr. Catherine Maynard, Dr. Judith Beaulieu, Dr. Daniel Daigle</p>
1:18pm	<p>Investigating the directionality of relations between word reading and spelling: Do they differ according to how spelling is scored? » Ms. Youngsun Moon, Dr. Young-Suk Kim</p>



Continued from Thursday, 14 July	
1:36pm	<p>The Word Nerds Project: Findings from a Research-Practice Partnership Focused on Spelling Instruction</p> <p>» Dr. Laura Tortorelli, Ms. Lori Bruner</p>
1:54pm	<p>Improving Online Assessment Design through Subgroup Analysis of a Digital Reading Assessment</p> <p>» Ms. Yunyun Shao, Dr. Jennifer Zoski, Dr. Danielle Damico, Dr. Robin Irely</p>
2:30pm	<p>Refreshments</p> <p>Salons A-C</p>
2:50pm	<p>Session 4A: Literacy and literacy instruction for students who are deaf and hard of hearing</p> <p>Salon AB</p> <p>Chaired by: Dr. Krystal Werfel</p>
2:50pm	<p>Literacy and literacy instruction for students who are deaf and hard of hearing: Language Arts Instruction in Classrooms with Deaf and Hard of Hearing Students: A Tribute to Carol Macdonald Connor (1)</p> <p>» Dr. Amy Lederberg, Dr. Carol Macdonald Connor, Dr. Victoria Burke, Dr. Shirin Antia, Dr. Lee Branum-Martin</p>
3:06pm	<p>Literacy and literacy instruction for students who are deaf and hard of hearing: Measuring the Quality of the Learning Environment: The Impact on Language and Literacy of Young Deaf and Hard-of-Hearing Students. A Tribute to Carol McDonald Connor (2)</p> <p>» Dr. M. Christina Rivera, Dr. Shirin Antia, Dr. Jennifer Catalano, Dr. Amy Lederberg, Dr. Lee Branum-Martin</p>
3:22pm	<p>Literacy and literacy instruction for students who are deaf and hard of hearing: Relationship between preschool spoken language skills and reading in deaf and hearing children (3)</p> <p>» Dr. Fiona Kyle, Dr. Kathryn Mason, Mrs. Indie Beedie, Dr. Ros Herman</p>
3:38pm	<p>Literacy and literacy instruction for students who are deaf and hard of hearing: Examination of writing in deaf and hard of hearing children in kindergarten, first, and second grade (4)</p> <p>» Dr. Cynthia Puranik, Ms. Madison Brumbaugh, Dr. Amy Lederberg</p>
3:54pm	<p>Literacy and literacy instruction for students who are deaf and hard of hearing: Linguistic basis of spelling errors of elementary school students who are deaf or hard of hearing (5)</p> <p>» Dr. Krystal Werfel, Dr. Emily Lund</p>
2:50pm	<p>Session 4B: Learning to Read in a Digital Age: Children's Contemporary Reading Experiences</p> <p>Salon C</p> <p>Chaired by: Dr. Klaudia Krenca</p>
2:50pm	<p>Learning to Read in a Digital Age: Children's Contemporary Reading Experiences: Strengthening second-language learning using multilingual digital picture books (1)</p> <p>» Dr. Adriana Bus, Dr. Kees Broekhof, Dr. Trude Hoel</p>
3:08pm	<p>Learning to Read in a Digital Age: Children's Contemporary Reading Experiences: The impact of online learning on language development in French Immersion (2)</p> <p>» Ms. Zein Abuosbeh, Ms. Diana Burchell, Dr. Klaudia Krenca, Dr. Xi Chen</p>
3:26pm	<p>Learning to Read in a Digital Age: Children's Contemporary Reading Experiences: Early detection of struggling readers using machine learning on data from a serious literacy app (3)</p> <p>» Prof. Njål Foldnes, Dr. Jenny Thomson</p>
3:44pm	<p>Learning to Read in a Digital Age: Children's Contemporary Reading Experiences: To click or not to click? Digital features and their relation to children's digital reading comprehension (4)</p> <p>» Dr. Klaudia Krenca, Ms. Emily Taylor, Dr. Hélène Deacon</p>



Continued from Thursday, 14 July	
4:02pm	<p>Learning to Read in a Digital Age: Children's Contemporary Reading Experiences: Discussant (5) » Dr. Adriana Bus</p>
2:50pm	<p>Session 4C: Word Reading and Sentence Repetition <i>Salon D</i> Chaired by: Dr. Ola Ghawi-Dakwar</p>
2:50pm	<p>Validating DIBELS 8th Edition: First Sound Isolation » Ms. Cayla Lussier, Mr. John Gallo, Dr. Gina Biancarosa, Dr. Patrick Kennedy</p>
3:08pm	<p>Validating DIBELS 8th Edition: Encoding » Mr. John Gallo, Ms. Cayla Lussier, Dr. Gina Biancarosa, Dr. Patrick Kennedy</p>
3:26pm	<p>The Role of Statistical Learning in Preparing Prereaders to Acquire the Alphabetic Code » Ms. Teng Guo, Dr. Samantha Ruvoletto, Prof. Daniel Zagar</p>
3:44pm	<p>Using the Syllabic Ambiguity to Explore the Influence of Orthographic Redundancy on Syllable Awareness » Dr. Samantha Ruvoletto, Ms. Teng Guo, Dr. Katarina Bartkova, Prof. Daniel Zagar</p>
4:02pm	<p>The role of language and memory skills in sentence repetition in Arabic diglossia » Dr. Ola Ghawi-Dakwar, Prof. Rachel Schiff, Prof. Elinor Saiegh-Haddad</p>
2:50pm	<p>Session 4D: Executive Function & Reading <i>Salon EF</i> Chaired by: Dr. Shelley Gray</p>
2:50pm	<p>Co-development among Reading, Executive Function, and Behavioral Regulation Skills? Latent Curve Modelling with Structured Residuals » Dr. Peng Peng</p>
3:08pm	<p>The Structure of Reading Comprehension in 6th Grade Spanish-English and Monolingual English-Speaking Students: The Quandary of Fit » Dr. Shelley Gray, Dr. Marilyn Thompson, Dr. Rob Davies, Dr. Margeaux Ciraolo, Dr. Jinxiang Hu, Prof. Kate Cain, Dr. Adelaida Restrepo, Dr. Mindy Bridges</p>
3:26pm	<p>What explains the relation between word reading and listening comprehension? » Dr. Young-Suk Kim</p>
3:44pm	<p>Examining the Impact of Working Memory and Mind Wandering While Reading » Dr. Amanda Miller, Ms. Giulia Aimale, Mr. Alec Mygatt, Ms. Madison Preuss, Ms. Minh Thy Nguyen</p>
4:02pm	<p>The effectiveness of integrating executive functions within a diglossia-centered language-literacy intervention in enhancing executive functions in Arabic-speaking kindergarteners » Ms. Lina Haj, Dr. Ola Ghawi-Dakwar, Prof. Rachel Schiff, Prof. Elinor Saiegh-Haddad</p>
4:20pm	<p>Business Meeting <i>Salon D</i></p>
5pm	<p>Remembering Carol Connor <i>Salon D</i></p>



Friday, 15 July

7:30am **Breakfast 7:30-8:30**
Rivera Foyer

8:30am **Session 5A: Improving Reading and Content-Area Learning for English Learners**
Salon AB
Chaired by: Dr. Philip Capin

8:30am **Improving Reading and Content-Area Learning for English Learners: The Reading Profiles of Late Elementary English Learners With and Without Reading Difficulties (Paper 1)**
» [Dr. Jeremy Miciak](#)

8:48am **Improving Reading and Content-Area Learning for English Learners: An Extensive Reading Intervention for Spanish-English Speakers With Significant Reading Difficulties (Paper 2)**
» [Dr. Sharon Vaughn](#)

9:06am **Improving Reading and Content-Area Learning for English Learners: Evaluating the Efficacy of a Narrative Language Intervention for English Learners (Paper 3)**
» [Dr. Philip Capin](#)

9:24am **Improving Reading and Content-Area Learning for English Learners: Developing Social Studies Knowledge and Literacy Among Middle School English Learners (Paper 4)**
» [Dr. Letty Martinez](#)

9:42am **Improving Reading and Content-Area Learning for English Learners: Discussant (Paper 5)**
» [Dr. David Francis](#)

8:30am **Session 5B: Examining writing assessment and intervention across ages and contexts**
Salon C
Chaired by: Dr. Margaret Quinn

8:30am **Examining writing assessment and intervention across ages and contexts: A refined preschool early writing coding rubric: Attention to transcription and composing skills (1)**
» [Ms. Xiao Zhang](#), Dr. Gary Bingham, Dr. Hope Gerde

8:48am **Examining writing assessment and intervention across ages and contexts: Predicting Spanish-speaking preschoolers' performance on a closed-ended writing task (2)**
» [Dr. Marc Goodrich](#), Dr. Hope Gerde, Dr. Katherine Strasser, Dr. Gary Bingham

9:06am **Examining writing assessment and intervention across ages and contexts: Examining Writing Assessment and Data-Driven Decision Making Practices of Kindergarten Through Second Grade Educators (3)**
» [Dr. Meaghan McKenna](#), Dr. Hope Gerde, Dr. Nicolette Grasley-Boy

9:24am **Examining writing assessment and intervention across ages and contexts: Whose Rubric Scores Predict State Writing Assessment Results?: A Comparison of Teachers, Researchers, and Electronic Scoring Systems (4)**
» [Dr. Deborah Reed](#)

9:42am **Examining writing assessment and intervention across ages and contexts: Integrated writing instruction using teacher-led and computer instruction: A randomized controlled efficacy trial (5)**
» [Dr. Debra McKeown](#), Dr. Julie Owens, Dr. Kausalai (Kay) Wijekumar, Dr. Puiwa Lei, Dr. Karen Harris, Dr. Steve Graham

8:30am **Session 5C Reading Comprehension: Component Skills, Processes, and Instruction**
Salon D
Chaired by: Dr. Anne Helder

8:30am **The impact of domain-specific vocabulary knowledge on reading comprehension and the various vocabulary practices of teachers**
» [Mr. Douglas Mosher](#), Ms. Mary Burkhauser, Dr. James Kim



Continued from Friday, 15 July	
8:48am	<p>Structure building versus word-to-text integration at sentence beginnings</p> <p>» Dr. Anne Helder, Ms. Weiqi Wang, Dr. Charles Perfetti</p>
9:06am	<p>Overcoming Comprehension Failure: A Metacognitive Perspective for the Allocation of Reading Time</p> <p>» Mr. Kole Norberg, Dr. Scott Fraundorf</p>
9:24am	<p>How Students' Component Reading Skills Impact the Benefits of Text-to-Speech on Reading Comprehension Performance?</p> <p>» Dr. Sarah Wood, Dr. Jennifer Keelor</p>
9:42am	<p>Reading Strategy Programs and their Effects on Teachers' Instruction and Students' Comprehension in Secondary Schools</p> <p>» Prof. Joerg Iost, Prof. Anke Schmitz, Dr. Fabiana Karstens, Prof. Elmar Souvignier</p>
8:30am	<p>Session 5D Reading Instruction in Diverse Modes and Contexts</p> <p><i>Salon EF</i></p> <p>Chaired by: Dr. James Kim</p>
8:30am	<p>A sustainable literacy tutoring program for children in foster care: Year three</p> <p>» Dr. Mark Lauterbach, Dr. Ginny Dembek</p>
8:48am	<p>Teacher scaffolding to promote literacy for diverse students in K-2 Tier 2 intervention</p> <p>» Ms. Kristin Keane, Dr. Karen Taylor, Dr. Rebecca Silverman</p>
9:06am	<p>Bridging the Science of Reading Research and Practice Through Structured Teacher Adaptations to an Online Science Content Literacy Intervention for Third-Grade Students: A Classroom-Level Randomized Trial</p> <p>» Dr. James Kim, Dr. Mary Burkhauser, Dr. Ethan Scherer, Mr. Douglas Mosher, Mr. Joshua Gilbert, Dr. Jackie Eunjung Relyea, Ms. Zhongyu Wei, Ms. Ruth Newhouse, Mr. Yaacov Petscher</p>
9:24am	<p>Supporting orthographic learning for reading development in young Chinese language learners: A one-year intervention study</p> <p>» Dr. Yu Ka Wong</p>
9:42am	<p>Leer+: Improving students' reading comprehension and vocabulary with an online reading platform.</p> <p>» Dr. Carolina Melo, Dr. Pelusa Orellana</p>
10am	<p>Refreshments</p> <p><i>Rivera Foyer</i></p>
10:20am	<p>Session 6A: Reading motivation and reading competence; the role of individual and environmental factors</p> <p><i>Salon AB</i></p> <p>Chaired by: Dr. Roel van Steensel</p>
10:20am	<p>Reading motivation and reading competence; the role of individual and environmental factors: Gender differences in longitudinal relationships between intrinsic reading motivation and reading competence (1)</p> <p>» Dr. Ai Miyamoto</p>
10:38am	<p>Reading motivation and reading competence; the role of individual and environmental factors; Affirming and undermining motivations and adolescent reading comprehension; effects of teacher behaviors (2)</p> <p>» Mr. Paul de Maat, Dr. Roel van Steensel</p>
10:56am	<p>Reading motivation and reading competence; the role of individual and environmental factors: The contribution of reading motivation and behavior to adolescent reading comprehension and promoting reading motivation in vocational education (3)</p> <p>» Prof. Hilde Van Keer, Dr. Kim Van Ammel, Prof. Koen Aesaert</p>
11:14am	<p>Reading motivation and reading competence; the role of individual and environmental factors: Parent support of reading motivation; effects in different age groups (4)</p> <p>» Dr. Roel van Steensel, Dr. Joran Jongerling</p>



Continued from Friday, 15 July	
11:32am	<p>Reading motivation and reading competence; the role of individual and environmental factors: Discussant (5)</p> <p>» Dr. Jan Frijters</p>
10:20am	<p>Session 6B: Dialects, differences, and multilingualism <i>Salon C</i></p> <p>Chaired by: Dr. Lee Branum-Martin</p>
10:20am	<p>Dialects, differences, and multilingualism: Distinct contributors to bidialectal and bilingual text processing and comprehension (1)</p> <p>» Dr. Sibylla Leon Guerrero</p>
10:38am	<p>Dialects, differences, and multilingualism: Developmental changes in language proficiency of bilingual children during the academic year and summer (2)</p> <p>» Dr. Yusra Ahmed, Dr. David Francis, Dr. Shiva Khalaf, Dr. Jeremy Miciak</p>
10:56am	<p>Dialects, differences, and multilingualism: Morphological knowledge of African American English-speaking children (3)</p> <p>» Dr. Ryan Lee-James, Dr. Lee Branum-Martin, Dr. Julie Washington</p>
11:14am	<p>Dialects, differences, and multilingualism: DELV-ing into the psychometrics of dialect (4)</p> <p>» Dr. Lee Branum-Martin, Dr. Julie Washington, Dr. Katherine Rhodes</p>
11:32am	<p>Dialects, differences, and multilingualism: Discussant (5)</p> <p>» Dr. Julie Washington</p>
10:20am	<p>Session 6C: Morphological Awareness Intervention & Preservice Teacher Preparation <i>Salon D</i></p> <p>Chaired by: Dr. Jie Zhang</p>
10:20am	<p>A Meta-analysis of Morphological Awareness Deficits in Developmental Dyslexia</p> <p>» Mrs. Dalia Martinez, Dr. George Georgiou, Dr. Ana Paula Alves Vieira, Dr. Kyriaki Rothou, Dr. John Kirby, Mrs. Andrea Antoniuk, Dr. Guo Kan</p>
10:38am	<p>Effectiveness of systematic morphological instruction for students with dyslexia: Evidence from latent regression analysis</p> <p>» Mr. Bowen Wang, Dr. Robin Irey, Dr. Christa Watson, Dr. Anne E. Cunningham, Dr. Maria Luisa Gorno-Tempini, Ms. Melissa Brown, Ms. Erica Gutmann, Ms. Sarah Fox, Ms. Mieke Voges</p>
10:56am	<p>Effectiveness of derivational morphology training on literacy skills of school-aged French-speaking dyslexic children.</p> <p>» Ms. Estelle Ardanouy, Dr. H�el�ene Delage, Prof. Pascal Zesiger</p>
11:14am	<p>Effects of Morphological Analysis and Morpho-phonemic Analysis on Academic Vocabulary Learning in Spanish-English Bilinguals</p> <p>» Dr. Jie Zhang, Ms. Zhenjie Hou, Ms. Lana Kharabi-Yamato, Dr. Stephen Winton, Ms. Azizah Iluore, Ms. Grace Lee, Ms. Huan Zhang, Ms. Rosa Nam</p>
11:32am	<p>A meta-analysis on effective methods of preparation for preservice elementary school teachers to teach reading</p> <p>» Mrs. Rhonda Raines, Ms. Jenny Todd, Dr. Nicole Patton-Terry</p>
10:20am	<p>Session 6D: Teacher Beliefs, Development, and Coaching <i>Salon EF</i></p> <p>Chaired by: Dr. Michael Mesa</p>
10:20am	<p>Describing Elementary Teachers' Text Use and Predicting Access to Content</p> <p>» Dr. Yi Shang, Dr. Daniel Reynolds</p>
10:35am	<p>Investigating Teachers' Beliefs and Practices for Identifying Focus Words in 3rd-grade Disciplinary Reading Passages</p> <p>» Dr. Susan Chambre, Mr. Jeff Elmore</p>



Continued from Friday, 15 July

- 10:50am **Confidence and Competence for Evidence-Based Reading Instruction Among Teachers of Students with Visual Impairments**
» [Dr. Nosheen Gul](#), Prof. Lindsay Harris
- 11:05am **Relation Between Two Types of Teacher Training and Student Outcomes within a Literacy Intervention**
» [Dr. Michael Mesa](#), Dr. Beth M. Phillips, Dr. Pamela Burris, Ms. Youngmin Oh, Ms. Lexi Bandemer
- 11:20am **The Development and Use of a Coaching Observation Tool to Examine Coaching Behaviors**
» [Dr. Kristen Beach](#), Dr. Ann Jolly
- 11:50am **Lunch**
- 11:50am **Poster Session 2**
Rivera Lawn
- Black-White Differences in Vocabulary Skills Growth During a Year-Long Reading Intervention**
» [Mrs. Cynthia Norris](#), Dr. Sara Hart, Dr. LaTasha Holden
- Predictors of science and social studies vocabulary word learning in Spanish-English learning students**
» [Dr. Genesis Arizmendi](#), Dr. Doris Baker
- The use of age of acquisition for vocabulary learning through interactive book reading**
» [Mrs. Silke Vanparys](#), Prof. Hilde Van Keer
- The Effects of Practice-Based Coaching on the Implementation of Shared Book Reading Strategies for Paraeducators and Speech-Language Pathology Assistants Working with Children with Language Delays**
» [Mrs. Anne Reed](#), Mrs. Rebecca Summy, Dr. Kelly Farquharson, Dr. Lindsay Dennis, Mrs. Jennifer Westmoreland, Ms. Kim Clark

Expanding the Perspective on the Contribution of Emotion Vocabulary to Reading Comprehension Processes

» [Dr. Tami Sabag-Shushan](#), Prof. Tami Katzir

The use and impact of vocabulary scaffolding features in a gamified digital reading supplement for children: Insights from a big data approach

» [Ms. Laura Diprossimo](#), Dr. Anastasia Ushakova, Dr. Jennifer Zoski, Dr. Harrison Gamble, Dr. Robin Irely, Prof. Kate Cain

Exploring Profiles of Cultural Capital and the Relation to Fifth Grade Students Reading Achievements

» [Ms. Sisi Dong](#)

Do Orthographic Skills Facilitate Word Learning When Text is Not Present?

» [Ms. Taylor J. Bryant](#), Dr. Dawna Duff, Dr. Bethany A. Bell, Dr. Suzanne Adlof

A specific serial order learning deficit as a causal explanation for dyslexia? Examining the role of general and within-task confounding variables

» [Prof. Wim Van den Broeck](#), Dr. Eva Staels

Word Reading and Attention-Deficit/Hyperactivity Disorder in Children With and Without Language Impairment

» [Ms. Norma Hancock](#), Prof. Sean Redmond, Dr. Annie Fox, Dr. Andrea Ash, Prof. Tiffany Hogan

A Systematic Review on Quality Indicators of Randomized Control Trial Reading Fluency Intervention Studies

» [Ms. Sandra Romero](#), Dr. George Georgiou, Ms. Nithya Naveenkumar, Dr. Ana Paula Alves Vieira, Dr. Rauno Parrila

Linking usage of Amplify Reading to growth in DIBELS

» [Dr. Yukie Toyama](#), Dr. Robin Irely, Dr. Rebecca Silverman, Dr. Gina Biancarosa, Dr. Patrick Kennedy, Dr. Jennifer Zoski, Dr. Danielle Damico, Dr. Bruce McCandliss, Prof. Kate Cain, Dr. Harrison Gamble, Dr. Stephen Newton



Continued from **Friday, 15 July**

Exploring Variability in Growth Rates and Passages for Bilingual Second Grade Students

» [Ms. Nancy Le](#), Dr. Doris Baker, Dr. Deni Basaraba, Ms. Marlen Collazo

Comparing Reading Profiles of First-Grade Students with Autism and First-Grade Students with Specific Language Impairment

» [Dr. Alyssa Henry](#), Mr. Jeffrey Shero, Dr. Carlin Conner, Dr. Emily Solari, Dr. Sara Hart

The Relationship between Oral Reading Fluency and Reading Comprehension in Children who are Deaf and Hard of Hearing

» [Ms. Marren Brooks](#), Dr. Krystal Werfel

Examining the reading achievement gap between multilingual and monolingual elementary students

» [Ms. Lauren Thayer](#), Dr. Marc Goodrich, Dr. Natalie Koziol

Performance patterns in literacy in adults with DLD

» [Ms. Pauline Prat](#), Dr. H el ene Delage

The relation between reading fluency and reading comprehension: A meta-analysis

» [Ms. Molly Leachman](#), Ms. Alissa Wolters, Dr. Young-Suk Kim

Meta-Analysis of Word Reading Intervention for High School Students

» [Ms. Kimberly McFadden](#)

"Science Of Reading" Beyond The 5 Pillars Of Instruction: Operating Principles For Linking Reading Research And Educational Practice

» [Dr. Mark S. Seidenberg](#), Ms. Margaret Goldberg

Examining change in practicing teachers' knowledge of instructional practices to teach foundational reading skills after participating in a professional learning community

» [Ms. Coretta Doss](#), Ms. Monique Harris, Mrs. Rebecca Summy, Prof. Lakeisha Johnson, Dr. Latara Osborne-Lampkin, Dr. Callie Little, Dr. Nicole Patton-Terry

Performance Feedback to Increase Preservice Teachers' Use of Evidence-Based Practices During a Reading Intervention Practicum

» Dr. Valentina Contesse, [Dr. Holly Lane](#)

Exploring the relations between drivers of teachers' implementation of evidence-based reading practices for teaching foundational reading skills

» [Ms. Monique Harris](#), Ms. Coretta Doss, Mrs. Rebecca Summy, Dr. Latara Osborne-Lampkin, Dr. Callie Little, Dr. Nicole Patton-Terry

Emergent literacy beliefs and practices of Brazilian early childhood teachers

» [Dr. Aline Pereira](#), Dr. Ros angela Gabriel

A systematic review of emergent literacy coaches' backgrounds, preparation, and organizational roles

» [Dr. Rachel E. Schachter](#), Dr. Lisa Knoche

Relations of Children's Morphological Knowledge to Reading Outcomes: A Meta-Analytic Structural Equation Modeling Study

» [Ms. Gal Kaldes](#), Dr. Elizabeth Tighe, Dr. Marcia Davidson, Ms. Roula Aldib, Ms. Christina Doan

Designing a Morphology Intervention for Struggling Adult Readers

» [Dr. Marcia Davidson](#), Dr. Elizabeth Tighe, Dr. Gal Kaldes

First language loss and maintenance in adolescents and young adults from immigrant backgrounds

» [Ms. Wanxin Li](#), Dr. Alexandra Gottardo



Continued from Friday, 15 July	
1pm	<p>Session 7A: Examining Set for Variability in Word Reading and Spelling Salon AB Chaired by: Ms. Valeria Rigobon</p>
1pm	<p>Examining Set for Variability in Word Reading and Spelling: An Introduction (1) » Dr. Laura Steacy, Ms. Ashley Edwards, Ms. Nancy Marencin, Dr. Nuria Gutierrez, Dr. Jay Rueckl, Dr. Noam Siegelman, Ms. Valeria Rigobon, Dr. Donald Compton</p>
1:18pm	<p>Examining Set for Variability in Word Reading and Spelling: The Importance of SfV in Word Reading Under Conditions that May Lead to Partial Decoding (2) » Ms. Ashley Edwards, Ms. Valeria Rigobon, Dr. Laura Steacy, Dr. Noam Siegelman, Dr. Jay Rueckl, Dr. Donald Compton</p>
1:36pm	<p>Examining Set for Variability in Word Reading and Spelling: SfV as a General and Item-level predictor of Reading and Spelling Performance (3) » Dr. Nuria Gutierrez, Ms. Valeria Rigobon, Ms. Nancy Marencin, Dr. Laura Steacy, Dr. Donald Compton</p>
1:54pm	<p>Examining Set for Variability in Word Reading and Spelling: Is SfV a purely phonological measure? (4) » Ms. Valeria Rigobon, Ms. Ashley Edwards, Dr. Laura Steacy, Dr. Donald Compton</p>
2:12pm	<p>Examining Set for Variability in Word Reading and Spelling: Exploring the Impact of Set for Variability in Reading Instruction (5) » Ms. Nancy Marencin, Dr. Donald Compton, Dr. Laura Steacy, Ms. Ashley Edwards, Ms. Valeria Rigobon</p>
1pm	<p>Session 7C Dyslexia: Teachers' Roles and Online Learning Salon D Chaired by: Dr. Michael Assel</p>
1pm	<p>School Psychologists' Knowledge of Dyslexia » Mrs. Tiffany Peltier</p>
1:18pm	<p>Development and Initial Validity of a Teacher-Reported Dyslexia Referral Checklist for Kindergarteners » Dr. Michael Assel, Dr. April Crawford, Dr. Gloria Yeomans, Dr. Tricia Zucker</p>
1:36pm	<p>Teachers' Knowledge and Perceptions of Late Emerging Reading Disabilities » Ms. Chastine Lamoureux, Dr. Deanna Friesen</p>
1:54pm	<p>Teacher educators' knowledge of English spelling: Is it sufficient? » Dr. Amanda Lindner, Dr. Emily Binks-Cantrell, Dr. Ramona Pittman, Dr. Malt Joshi, Dr. Shuai Zhang</p>
2:12pm	<p>Digital literacy: how reading disabilities affect online learning » Dr. Sunjung Thao, Dr. Amy Thompson, Ms. Alexis Johnson, Dr. Nami Bang</p>
1pm	<p>Session 7D: Motivation, Eye-Tracking, and ORF Salon EF Chaired by: Dr. Joe Nese</p>
1pm	<p>Examining changes in student-reported reading motivation and emotional engagement and early reading skills » Dr. Kimberley Tsujimoto, Dr. Jan Frijters, Dr. Rhonda Martinussen, Dr. André Plamondon</p>
1:18pm	<p>Vocational students' reading motivation profiles and the relationship with reading comprehension » Ms. Eline Decraene, Dr. Amélie Rogiers, Mrs. Soetkin Werbrouck, Prof. Hilde Van Keer</p>
1:36pm	<p>Mind Maps: Processed as Intuitively as Thought? Investigating Late Elementary Students' Eye-tracked Visual Behavior Patterns In-depth » Dr. emmelien merchie, Dr. Sofie Heirweg, Prof. Hilde Van Keer</p>



Continued from Friday, 15 July

1:54pm **A Summary of An Effort to Improve the Practical and Psychometric Properties of Traditional Oral Reading Fluency Assessment**
» [Dr. Joe Nese](#)

2:12pm **Reading Fiction and Reading Minds in Early Adolescence: A Longitudinal Study**
» [Dr. Sanne van der Kleij](#), Prof. Ian Apperly, Dr. Laura Shapiro, Dr. Jessie Ricketts, Dr. Rory Devine

2:30pm **Session 8A: Connecting reading research and practice: identifying need and implementing interventions**
Salon AB
Chaired by: Dr. Jessie Ricketts

2:30pm **Connecting reading research and practice: identifying need and implementing interventions: Leveraging researcher-practitioner partnerships to implement school-based screenings for reading disorders (1)**
» [Dr. Rouzana Komesidou](#), Ms. Melissa J Feller, Dr. Julie Wolter, Ms. Mary G Rasner, Ms. Coille Putman, Prof. Tiffany Hogan

2:48pm **Connecting reading research and practice: identifying need and implementing interventions: The Love to Read project (2)**
» [Dr. Emily Oxley](#), Dr. Laura Shapiro, Dr. Jessie Ricketts, Dr. Sarah McGeown

3:06pm **Connecting reading research and practice: identifying need and implementing interventions: Sustainment of Implementation of Data-Based Individualization in Reading: Lessons from the New York City Department of Education (3)**
» [Dr. Devin Kearns](#), Dr. Melodee Walker, Mr. Jason Borges, Ms. Meghan Duffy

3:24pm **Connecting reading research and practice: identifying need and implementing interventions: Researcher-practitioner partnerships and in-school laboratories facilitate translational research in reading (4)**
» [Dr. Dan Kleinman](#), Dr. Nicole Landi, Ms. Nikole Parrilla, Prof. Ken Pugh, Prof. Fumiko Hoeft

3:42pm **Connecting reading research and practice: identifying need and implementing interventions: Discussant**
» [Prof. Tiffany Hogan](#)

2:30pm **Session 8B: The ups and downs of reading: Prosodic sensitivity and reading in different languages and contexts**
Salon C
Chaired by: Dr. H el ene Deacon

2:30pm **The ups and downs of reading: Prosodic sensitivity and reading in different languages and contexts: How levels of prosody relate to reading in undergraduate students (Paper 1)**
» [Dr. Lesly Wade-Woolley](#)

2:48pm **The ups and downs of reading: Prosodic sensitivity and reading in different languages and contexts: Rhythm matters: Prosodic sensitivity and reading ability in Grade 1 English students (Paper 2)**
» [Dr. H el ene Deacon](#), Ms. Alex Ryken, Dr. Lesly Wade-Woolley

3:06pm **The ups and downs of reading: Prosodic sensitivity and reading in different languages and contexts: Prosodic Sensitivity and Reading in English-French bilinguals (Paper 3)**
» [Ms. Krystina Raymond](#), Ms. Ru Huo, Ms. Diana Burchell, Dr. H el ene Deacon, Dr. Jeffrey Steele, Dr. Xi (Becky) Chen

3:24pm **The ups and downs of reading: Prosodic sensitivity and reading in different languages and contexts: Prosodic Reading Predicts Chinese and English Reading Comprehension Development for English-Learning Cantonese Children in Hong Kong (Paper 4)**
» [Prof. Xiuli Tong](#), Dr. Rachel Ka Ying Tsui, Ms. Nicole Sin Hang Law, Mr. Leo Shing Chun Fung, Dr. Ming Ming Chiu, Prof. Kate Cain



Continued from Friday, 15 July	
3:42pm	The ups and downs of reading: Prosodic sensitivity and reading in different languages and contexts: Discussant » Dr. Linda Jarmulowicz
2:30pm	Session 8C Language Acquisition and Intervention <i>Salon D</i> Chaired by: Dr. Steven Amendum
2:30pm	Exploring the coupling between vocabulary and syntax in ELLs » Dr. Yueming Xi , Prof. Esther Geva
2:48pm	The Effect of ELCII on Kindergarteners' Inference Making: Does it Work for Everyone » Mr. Joseph Burey , Ms. Jasmine Kim, Dr. Kristen McMaster, Dr. Panayiota Kendeou
3:06pm	Testing the Efficacy of the Targeted Reading Intervention for Multilingual Learners: A Randomized Controlled Study » Dr. Steven Amendum , Dr. Henry May, Dr. Austin Jennings
3:24pm	The ALMA Family Literacy Project: Developing Chilean Preschoolers' Narrative Skills and Alphabet Knowledge through Shared Reading » Dr. Pelusa Orellana , Mrs. Maria Francisca Valenzuela, Dr. Malva Villalon, Mrs. Carmen De la Maza, Mrs. Magdalena Rosati
3:42pm	Usability and Teacher Perception of a Supplemental Language-focused Curriculum for Spanish-English Bilingual Children » Dr. Carol Mesa , Dr. Adelaida Restrepo, Dr. Shelley Gray
2:30pm	Session 8D: Learning during the Pandemic, and Academic Year and Summer <i>Salon EF</i>

2:30pm	Investigating Multi-Year Trajectories in Oral Reading Fluency Amidst the COVID-19 Pandemic » Mr. Christopher Ives , Dr. Gina Biancarosa, Dr. Patrick Kennedy
2:48pm	Impacts of COVID-19 on the language and literacy development among Spanish-English, Chinese-English bilingual, and English monolingual children: A longitudinal examination » Ms. Xin Sun , Ms. Kehui Zhang, Ms. Rachel Eggleston, Dr. Ioulia Kovelman
3:06pm	A new perspective on seasonality: Variability in latent reading change in school and summer months » Mrs. Emily Guertin , Ms. Joan Bosson-Heenan, Dr. Jeffrey Gruen, Dr. Jan Frijters
3:24pm	The Effect of Home Language, Parent's Educational Expectation and Early Home Literacy Environment on Children's Reading Outcomes: A large-scale study based on PIRLS-data » Dr. Sara Esmaeeli , Dr. Olaug Strand, Prof. Åse Kari Wagner
4pm	Afternoon Break
4:30pm	Awards & Mark Seidenberg <i>Grand PAC Ballroom</i>
6:15pm	California Dreamin' Social Event <i>Newport Dunes Waterfront Resort</i>
Saturday, 16 July	
7:30am	Breakfast <i>Rivera Foyer</i>



Continued from Saturday, 16 July	
8:30am	Session 9A: Reading from Middle Childhood to Adulthood <i>Salon AB</i> Chaired by: Jane Oakhill
8:30am	The relations between everyday reading experiences, mentalising skills, and prosocial behaviour in children. » Prof. Jane Oakhill , Dr. Helen Drew, Prof. Robin Banerjee, Prof. Alan Garnham
8:45am	Exploring the Impact of Text and Reader Factors on Exam Performance » Dr. Stuart Bernstein , Ms. Bethany Higgins, Ms. Teckanous VanTrease, Ms. Michelle Martinez, Dr. Teresa L. Davis
9am	Item-level differences for adults in reading component skill assessments » Mr. John Hollander , Dr. John Sabatini, Ms. E. Halle Smith, Dr. Tenaha O'Reilly
9:15am	The relation of reading components to comprehension in adult education students » Dr. John Sabatini , Mr. John Hollander, Ms. E. Halle Smith, Dr. Tenaha O'Reilly
9:30am	Elementary Teachers' Knowledge of Reading Comprehension, Classroom Practice, and Students' Performance In Reading Comprehension » Dr. Alida Hudson , Dr. Kausalai (Kay) Wijekumar, Dr. Emily Binks-Cantrell, Dr. Malt Joshi, Mrs. Kacee Lambright
8:30am	Session 9B: Word Reading for Diverse Populations <i>Salon C</i> Chaired by: Dr. Jessica Chan
8:30am	Examining the pathways between prosodic awareness and word reading in school-age children across Grades 3 to 6 » Dr. Jessica Chan , Dr. Lesly Wade-Woolley, Dr. John Kirby

8:48am	Word-level instruction in classrooms with deaf and hard-of-hearing children » Ms. Ki Young Kang , Dr. Amy Lederberg, Dr. Jessica Scott
9:06am	Sublexical Processing in Finnish Typical and Compromised Reading Development » Ms. Lisa Hintermeier , Prof. Mikko Aro
9:24am	Rapid automatized naming (RAN) as a kindergarten predictor of future reading: A systematic review and meta-analysis » Dr. Elizabeth Norton , Mr. Sean McWeeny, Ms. Soujin Choi, Mr. June Choe, Dr. Alexander LaTourette, Dr. Megan Roberts
9:42am	ReadTwin: Understanding Environmental Effects on Reading through Characterizing Discordant Monozygotic Twin Pairs » Ms. Georgia Gerike , Mrs. Daria Khanolainen, Dr. Minna Torppa, Dr. Jarmo Hamalainen
8:30am	Reading in Second Language <i>Salon D</i> Chaired by: Dr. Daniel Schmidtke
8:30am	Tracking reading development in an English language bridging program: evidence from eye-movements during passage reading » Dr. Daniel Schmidtke , Ms. Sadaf Rahmanian, Dr. Anna Moro
8:45am	Understanding Reading Comprehension of Chinese ESL Students » Ms. Huan Zhang , Dr. Miao Li
9am	Effects of different methods of teaching English to newcomers in Canada » Mr. Ali Jasemi , Dr. John Schwieter, Dr. Alexandra Gottardo, Ms. Gracy Patel
9:15am	Linguistic distance affects literacy and health of immigrants in Canada » Dr. Victor Kuperman



Continued from **Saturday, 16 July**

9:30am **The Partitioning Effects of Family-Level Ecological Factors on Children's Reading Development: A Longitudinal Study on Refugee Children in Canada**

» [Mr. Songtao Wang](#), Dr. Redab Al Janaideh, Dr. Xi (Becky) Chen

8:30am **Supporting Early Literacy Development**

Salon EF

Chaired by: Dr. Rebecca Silverman

8:30am **Replication of combined school readiness interventions for teachers and parents of head start pre-kindergarteners using remote delivery**

» [Dr. Tricia Zucker](#), Dr. Susan Landry, Dr. Janelle Montroy, Dr. Mark Hsu, Dr. Michael Assel, Dr. April Crawford, Dr. Cheryl Varghese

8:45am **Tutoring and Text Messaging to Support Early Literacy**

» [Dr. Rebecca Silverman](#), Ms. Kristin Keane, Dr. Renee Scott, Mr. Christopher Ives, Dr. Emma Brunskill

9am **How to and not to teach language in preschool? A systematic review of 20 years of research**

» [Dr. Yi-Chieh Newton](#), Dr. Sarah Herrera, Dr. Beth M. Phillips

9:15am **Dual language learning preschoolers' English and Spanish vocabulary predicted their kindergarten literacy**

» [Dr. Seunghye Claire Son](#), Dr. Ji-Young Choi

9:30am **Differences in Shared Book Reading and Lexical Complexity in Higher and Lower Language Gains Classrooms**

» [Dr. Laura Cutler](#), Dr. Shayne B. Piasta, Dr. Clarielle Gabas, Dr. Rachel E. Schachter, Ms. Hyejin Kim

10am **Morning Break**

Rivera Foyer

10:20am **Posters**

Rivera Lawn

The First-Letter Advantage: What are the Age-Related Differences?

» [Ms. Samantha Pierce](#), Dr. Richard Kruk

Parental self-efficacy in relation to reading history and children's home literacy environments

» [Ms. Kelsey Davison](#), Ms. Sophia Gomez, Dr. Alyssa Boucher, Dr. Jennifer Zuk

Home literacy environment mediates the relationship between socioeconomic status and white matter structure in infants

» [Dr. Ted Turesky](#), Mr. Joseph Sanfilippo, Dr. Jennifer Zuk, Dr. Banu Ahtam, Dr. Borjan Gagoski, Ms. Ally Lee, Ms. Kathryn Garrisi, Ms. Jade Dunstan, Ms. Clarisa Carruthers, Dr. Jolijn Vanderauwera, Dr. Xi Yu, Dr. Nadine Gaab

E-book Discussion Prompts' Impact on Children's Learning During Shared Reading in an EFL Setting

» [Ms. Jialu Zhao](#), Ms. Shuai Xu, Ms. Christina Xia, Ms. Kaidan Yang, Ms. Huaming Zeng, Mrs. Dandan Yang, Prof. Penelope Collins

Examining the heterogeneous early literacy profiles of first-grade children who are English learners

» [Ms. Isabel Vargas](#), Ms. Mia Daucourt, Dr. Emily Solari, Dr. Colby Hall, Dr. Sara Hart

Integrative review of scientific literature on literacy teaching practices for students with moderate to severe intellectual disabilities

» [Dr. Judith Beaulieu](#), Prof. André Moreau, Prof. Edith Jolicoeur, Prof. Karine Tremblay

A Systematic Review of Research on the Effectiveness of Interventions for English Learners with Reading Difficulties

» [Mrs. Karen Kehoe](#), Dr. Emily Solari, Dr. Eunsoo Cho, Dr. Colby Hall, Ms. Katlynn Dahl-Leonard, Ms. Isabel Vargas, Mrs. Cassidy Richmond, Dr. Lysandra Cook, Dr. Latisha Hayes, Ms. Alisha Demchak, Ms. Samantha Vann, Ms. Katie Wilburn



Continued from **Saturday, 16 July**

Reading Feedback Training for Parents of Children with Reading Disabilities through Telecommunication

» [Mr. Miguel Garcia-Salas](#), Dr. Danielle Brimo, Dr. Emily Lund

Text Types and Their Relation to Efficacy in Beginning Reading Interventions

» [Ms. Alia Pugh](#), Dr. Elfrieda H. Hiebert, Dr. Devin Kearns

Universal Screening in Kindergarten: Using Istation to Predict Risk of Reading Disabilities

» [Ms. Marianne Rice](#), Dr. Florina Erbeli

Validation and Diagnostic Accuracy of the Minnesota Inference Assessment (MIA)

» [Ms. Kyle Stagnaro](#), Ms. Jasmine Kim, Dr. Panayiota Kendeou, Dr. Kristen McMaster

Nonword and word decoding co-develop to a different degree in children at-risk for reading disabilities and their typically developing peers

» [Dr. Florina Erbeli](#), Ms. Marianne Rice

Comparing Reading Difficulties Classification Schemes for the Evaluation of Hispanic Students

» Dr. Veronica Mellado De La Cruz, [Dr. Sara Hart](#), Dr. Chris Schatschneider

Development of an online timed pseudoword reading task

» [Dr. Mia Haschenburger](#), Dr. Denis Fitzpatrick, Mr. Seth Bashford, Dr. Hope Lancaster

Sensitivity to orthographic and morphological cues in lexical stress among adult ESL learners and its contribution to reading

» [Ms. Jinglei Ren](#), Dr. Min Wang

Examining the relationship between decoding and narrative comprehension among children with mild intellectual disabilities.

» [Dr. Casy Walters](#), Dr. Rose Sevcik, Dr. MaryAnn Romski, Dr. Robin Morris, Dr. Elizabeth Tighe

Differential contributions of the Adult Reading History Questionnaire dimensions on children's reading and language skills

» [Dr. Amanda Martinez-Lincoln](#), Mr. Tin Nguyen, Dr. Laurie Cutting

Subcomponents of text decodability differentially influence neuronal demands in middle childhood

» [Ms. Andrea Burgess](#), Ms. Emily Harriott, Mrs. Natalie Huerta, Dr. Neena Saha, Dr. Laurie Cutting

Readability for All: The Influence of Individualized Font Formats on Influences of Font Format on Reading Comprehension: Implications of Font Personalization in K-8 Students

» [Dr. Shannon Sheppard](#), Dr. Susanne Nobles, Ms. Sophie Kajfez, Dr. Anton Palma, Mrs. Kathy Crowley, Mrs. Marjorie Jordan, Dr. Sofie Beier

Back to paper: When technology is not an option

» [Dr. Alexandra Gottardo](#), Dr. Eileen Wood, Ms. Jacqueline Biddle, Mr. Enos Kiforo, Mrs. Rose Iminza, Ms. Anne Wade, Dr. Philip Abrami

Effects of a summer reading intervention on reading achievement in grades K-5

» [Dr. John Strong](#), Dr. Blythe Anderson

The Inconsistent Treatment of "Sight Words" in Instructional Materials

» [Ms. Lauren Schilling](#), Mr. Matt Cooper Borkenhagen, Dr. Mark S. Seidenberg

Rapid Automatized Naming and the influence of bigram frequency on naming speed: a meta-analysis

» [Ms. Dana Santangelo](#), Dr. Chris Schatschneider, Ms. Ashley Edwards



Continued from **Saturday, 16 July**

Links between Reading Skills and Motivation in Elementary School: Comparisons by Learning Disability Status

» [Ms. Rachelle Johnson](#), Dr. Jenna Finch

How mother tongue impact on reading anxiety among second-grade poor readers?

» [Mrs. Gili Stolarski](#), Prof. Tami Katzir, Mrs. Shahar Dotan

Exploring Patterns of Time Allocation on a Digital Literacy Assessment with Low-Skilled Adults

» [Dr. Elizabeth Tighe](#), Dr. Qiwei He, Dr. Marcia Davidson, Dr. Gal Kaldes

Learning While Incarcerated: Examining Prison-Specific Programs in Predicting Incarcerated Adults' Literacy and Numeracy Performance

» [Ms. Roula Aldib](#), Dr. Elizabeth Tighe

Examining Relations of Foundational Reading Skills, Mental Health, Motivation and Demographic Characteristics to Reading Comprehension with College Students

» [Ms. Christina Doan](#), Dr. Elizabeth Tighe

Examining the effects of Disciplinary Literacy Practices within Social Studies Curriculum with Middle School English Language Learners

» [Ms. Sarah Fishstrom](#), Dr. Letty Martinez, Dr. Philip Capin, Dr. Sharon Vaughn

High complexity of health informative texts challenges text comprehension of Brazilian low educated elderly population

» [Dr. sabrine townsend](#), Dr. Rosângela Gabriel

11:55am **Lunch**