

SSSR Conference, Asheville, North Carolina – 2008 Program

9th July 9:00 – 16:30

**Pre-Conference Symposium: The Phonological Deficit Hypothesis: How Well Has it Withstood the Test of Time (and Evidence)?
A Symposium Honoring the Career of Donald Shankweiler (separate registration necessary)**

**Registration for main conference will take place July 9th
16:00 – 21:00 Laurel Registration Area**

Board Meeting July 9th 17:00 - 19:30 Dogwood

Welcome Social Event July 9th 20:00 - 22:00 Overlook

Day 1 - 10th July

**10th July 08:30 - 10:10, Room: Pilot
Symposium: Development of Word Meanings and Reading Skill
Chair: Ludo Verhoeven Co-Chair: Charles Perfetti; Discussant: Kate Nation**

1. Phonological Awareness in Relation to Lexical Restructuring; **Barbara Wagensveld (F.C. Donders Institute for Neuroimaging, Nijmegen - Barbara.Wagensveld@fcdonders.ru.nl); Petra van Alphen; Ludo Verhoeven**
2. Development of the Print Lexicon; **Ludo Verhoeven (Radboud University, Nijmegen - L.Verhoeven@pwo.ru.nl); Jan van Leeuwe**
3. ERP Evidence for Stages of Meaning Acquisition in the Development of the Print Lexicon; **Gwen Frishkoff (University of Pittsburgh - sasha@cs.uoregon.edu); Charles Perfetti**
4. The Morphological Family Size in Learning to Read; **Kors Perdijk (Radboud University, Nijmegen - K.Perdijk@pwo.ru.nl); Robert Schreuder; Ludo Verhoeven**
5. Learning the Meanings of Words from Contexts and Definitions: ERP evidence; **DJ Bolger (Northwestern University - d-bolger@northwestern.edu); Chin-Lung Yang; Charles Perfetti**

10th July 08:30 - 10:10, Room: Mitchell
Symposium: New Perspectives on Young Children's Acquisition and Application of Alphabetic Knowledge
Chair: Mary Ann Evans

1. The Development of Alphabetic Knowledge among French-speaking Children over the Primary Grades; **Alain Desrochers (University of Ottawa - damch@uottawa.ca); Glenn Thompson; Alain Marchand; Pierre Cormier**
2. Eye Movements of Senior Kindergarten Children Reading an Alphabet Book and Relationship to Their Letter Knowledge; **Mary Ann Evans (University of Guelph - evans@psy.uoguelph.ca); Jean Saint-Aubin**
3. The Nature of Young Children's Nonphonological Spellings; **Tatiana Pollo (Washington University, St Louis - tpollo@wustl.edu); Rebecca Treiman; Brett Kessler**
4. Alphabetic and Linguistics Knowledge of Kindergartners with Hearing Loss: The Contributions of Mother-Child Joint Writing and Storybook Telling; **Dorit Aram (Tel Aviv University - dorita@post.tau.ac.il); Tova Most; Hanny Mayfit**
5. Young Children's Reading and Spelling of Classmates' Personal Names: The Role of Literacy Skills in Development; **Iris Levin (Tel Aviv University - irisl@post.tau.ac.il); Linnea Ehri**

10th July 08:30 - 10:10, Room: Foxfire
Fluency Chair: David Francis

1. Does Growth Rate in Oral Reading Fluency Matter in Reading Comprehension Achievement? **Young-Suk Kim (Florida Center for Reading Research - ykim@fcrr.org); Yaacov Petscher; Chris Schatschneider; Barbara Foorman**
2. The Contribution of Text Fluency to Reading Comprehension in 3rd and 5th Graders; **Beth Meisinger (University of Memphis - bmsinger@memphis.edu); Paula Schwanenflugel**
3. Reading Rate and Concomitant Abilities in Second- to Sixth-Grade Students; **Darrell Morris (Appalachian State University - morrisrd@appstate.edu); Janet Bloodgood; Beth Frye; Linda Kucan; Jan Perney; Woodrow Trathen; Devery Mock; Robert Schlagal**
4. Contextual Effects in Early Reading Assessment in Spanish; **Barbara R. Foorman (Florida Center for Reading Research - bfoorman@fcrr.org); Mary York; David Francis; Kristi Santi**
5. Does Fluency Growth Transfer among Related Words? Longitudinal Evidence from Project LISTEN's Reading Tutor; **Jack Mostow (Carnegie Mellon University - mostow@cs.cmu.edu); Joseph Beck; Xiaonan Zhang; James Leszczenski**

**10th July 10:10 - 10:40
Break
Overlook**

**10th July 10:40 - 12:20, Room: Pilot
Reading Development, Chair: Ana Luiza Navas**

1. Consistency x Meaning Interactions in the Development of Visual Word Recognition; **Kate Nation (University of Oxford - kate.nation@psy.ox.ac.uk); Joanne Cocksey**
2. Skill Differences in Convergence of Auditory and Visual Information in Sentence Processing: An fMRI Study; **Donald Shankweiler (University of Connecticut- Haskins Labs - donald.shankweiler@uconn.edu); W. Einar Mencl; David Braze; Kenneth Pugh; Whitney Tabor; Robert Fulbright**
3. Literacy, Language and Speech Processing: What are the Links?; **Julia Carroll (University of Warwick - J.M.Carroll@warwick.ac.uk); Joanne Myers**
4. Frequency and Consistency Effects in Word Reading: An Artificial Language Learning Paradigm; **Joanne Taylor (University of Oxford - joanne.taylor@psy.ox.ac.uk); Kate Nation; Kim Plunkett**
5. Relating Phonological Awareness to Brain Activation Patterns for Reading; **Stephen Frost (Haskins Laboratories - frosts@haskins.yale.edu); W. Einar Mencl; Rebecca Sandak; Nicole Landi; Robert Fulbright; Leslie Jacobsen; Elena Grigorenko; R. Todd Constable; Kenneth Pugh**

**10th July 10:40 - 12:20, Room: Mitchell
Symposium: Attention and Reading Skills
Chair: Kate Cain**

1. The Relationships among Inattention Symptoms, Oral Reading Fluency, and Teachers' Perceptions of Children's Comprehension Skills; **Rhonda Martinussen (Ontario Institute for Studies in Education - rmartinussen@oise.utoronto.ca); Rosemary Tannock; Peter Chaban**
2. Reading and Listening Comprehension and Their Relation to Inattention and Hyperactivity; **Kate Cain (Lancaster University - k.cain@lancs.ac.uk); Simon Bignell**
3. Reading and Listening Comprehension in Children with ADHD; **Janice M. Keenan (University of Denver - jkeen@du.edu); Rebecca**

S. Betjeman; Amanda C. Miller

4. Attention and Reading Skills in Children with Spina Bifida; **Marcia A. Barnes (University of Guelph - barnesm@uoguelph.ca); Jack M. Fletcher; Maureen Dennis**
5. Accounting for the Cognitive Overlap between Reading and Attention: A Genetic Investigation of Processing Speed; **Rebecca S. Betjemann (University of Colorado - betjeman@colorado.edu); Erik G. Wilcutt; Richard K. Olson; Sally J. Wadsworth; Janice M. Keenan; John, C. DeFries; Bruce F. Pennington**

10th July 10:40 - 12:20, Room: Foxfire

Symposium: Theoretical Advances in What We Know about Reading Comprehension in Young L2 Learners

Chair: Esther Geva

1. Predictors of Third Grade Reading Comprehension Among English Learners and Native English Speakers; **Penny Collins (University of California, Irvine – pennyc@uci.edu); Susan Kemp**
2. The Simple View of Reading: Predictors of Reading Comprehension in Second Language Learners; **Alexandra Gottardo (Wilfrid Laurier University, Ontario, Canada – agottardo@); Julie Mueller; Esther Geva**
3. Predictors of Growth in English Reading Comprehension for Young Spanish-Speaking English Language Learners ; **Diane August (Center for Applied Linguistics - daugust@msn.com); Maria Carlo; Chris Barr; Margarita Calderon**
4. A Longitudinal Examination of the Reciprocal Relations Between Reading Fluency and Reading Comprehension in Monolingual and ESL Students; **Fataneh Farnia (University of Toronto (OISE) - ffarnia@oise.utoronto.ca); Esther Geva**
5. Lessons Learned from an Observational study of Comprehension and Vocabulary Instruction for English Learners in a Reading First District; **Russell Gersten (Instructional Research Group - rgersten@inresg.org); Joe Dimino; Madhavi Jayanthi; Lana Santoro; James Kim**

10th July 12:20 – 14:20

Lunch Overlook

Student Get-Together for Lunch Dogwood

10th July 13:20 - 15:30, Room: Pisgah/Roan
Posters (Refreshments available from 15:10 in Overlook)

1. A Comparison of Assessment Tools and Methodologies for Identifying Children's Responsiveness to Early Literacy Intervention; **Melissa Allen (University of Wyoming - mallen20@uwyo.edu)**
2. Pervasive Effects of Dyslexia on Sentence Production in Adults; **Lori Altmann (Communication Sciences and Disorders - laltmann@ufl.edu); Linda J. Lombardino; Jordan Ginsburg**
3. Longitudinal Predictors of Reading Comprehension Skills in Turkish Speaking Children; **Selma Babayigit (University of the West of England and University of York - selma.babayigit@uwe.ac.uk); Charles Hulme**
4. Training Vocabulary and Phonological Awareness in Preschool At Risk Children; **Iuliana Elena Baciú (Wilfrid Laurier University - iulianaf@rogers.com); Alexandra Gottardo**
5. Evaluating a Delay Versus Deficit Model of Letter-sound Learning in Children with Reading Disabilities; **Rod Barron (University of Guelph - barron@psy.uoguelph.ca); Maureen W. Lovett; Jan C. Frijters; Sara Lane; Diana Ashrafhosseini; Robin D Morris; Maryanne Wolf; Rose A. Sevcik**
6. Investigating the Measurement Equivalence and Construct Validity of Tests of Early Reading Skills ; **Joseph Betts (Renaissance Learning, Inc. - bett0088@umn.edu); James McBride**
7. Growth in Reading Tasks Predicting Reading Achievement for Students and Campuses in English and Spanish; **Lee Branum-Martin (University of Houston - Lee.Branum-Martin@times.uh.edu); Coleen Carlson; Angelia Durand**
8. Profiles of Emergent Literacy among Preschool Children Who are at Risk for Academic Difficulties; **Sonia Cabell (University of Virginia - sqc2d@virginia.edu); Laura Justice; Timothy Konold; Anita McGinty**
9. Does elementary teachers' knowledge about reading contribute to their students' gains in reading development? **Joanne Carlisle (University of Michigan – jfcarl@umich.edu); Bran Rowan; Ben Kelcey**
10. A Comparison of Metacognitive Skills and Cognitive Flexibility in Good and Poor Comprehenders; **Kelly Cartwright (Christopher Newport University - kewright@cnu.edu); Elizabeth Coppage; Heather Guiffre; Kathleen Scarano**
11. Evaluation of a Speech Synthesis Based Reading Tutor to Speed up Reading in Poor Readers; **Leen Cleuren (K.U.Leuven - Leen.Cleuren@ped.kuleuven.be); Yuk On Kong; Lukas Latacz; Werner Verhelst; Pol Ghesquière**
12. The Early Language Abilities of Poor Comprehenders: A Prospective Study.; **Joanne Cocksey (University of Oxford - joanne.cocksey@psy.ox.ac.uk); Philip Angell; Joanne Taylor; Kate Nation**
13. Lexicality Effects in Phoneme Elision Tasks are Resistant to Working Memory Control; **Pierre Cormier (Universite de Moncton - Pierre.Cormier@umoncton.ca); Danielle Doucet; Alain Desrochers**
14. Phonological Processing and Rapid Serial Naming Abilities of Brazilian Adults with Low Literacy Skills; **Marcela Corrêa (mfcorrea@fafich.ufmg.br); Cláudia Cardoso-Martins**

15. Testing a Model of Motivation, Cognition, and Reading Comprehension in Four Countries; **Jennifer Cromley (Temple University - jcromley@temple.edu)**
16. An Examination of Above Average Readers and the Multidimensionality of Language and Literacy Achievement; **Elizabeth Crowe (eccrowe@gmail.com); Carol McDonald Connor; Yaacov Petscher**
17. Relations between specific and general word learning; **Claire Davis (Haskins Laboratories - davis@haskins.yale.edu); Michelle Drouin**
18. Parental Feedback During Shared Alphabet Book Reading: The Role of Child Miscues, Early Literacy Skills, and Alphabet Book Features; **Bronwen Davis (University of Guelph - davisb@uoguelph.ca); Mary Ann Evans; Kailey Reynolds**
19. The Relationship between Oral and Silent Reading Fluency and Comprehension in Middle School: How Fluent is Fluent Enough? **Carolyn A. Denton (University of Texas Health Science Center - Houston - Carolyn.A.Denton@uth.tmc.edu); A. E. Barth; P.T. Cirino; J. Wexler; S. Vaughn; M. Romain; & J.M. Fletcher**
20. Profile of Adult Reading Comprehension: Declining Working Memory Capacity and Increasing Vocabulary Ability; **Kari-Ann Ediger (University of Minnesota - edig0002@umn.edu); Wendy Johnson; Tom Buchard; Jay Samuels**
21. Japanese Students' Use of the Non-generic Definite Article: Is it Influenced by their Cognitive Style? **Keiko Fujise (Dalhousie University - keiko.fujise@dal.ca); Suzanne M. Prior; Kimberly D. Fenwick**
22. Risk-Factors for Becoming Reading and Spelling Disabled: A Cross-Linguistic Comparison; **Bjarte Furnes (University of Stavanger - bjarte.furnes@psybp.uib.no); Stefan Samuelsson**
23. Exploring the Necessity of Modeling Cross-Classified Effects in Students' Reading Growth Across Elementary Grades; **Jennifer K. Gilbert (Vanderbilt University - jennifer.k.gilbert@vanderbilt.edu); Yaacov Petscher; Donald Compton; Christopher Schatschneider; Douglas Fuchs; Lynn S. Fuchs**
24. Auditory Processing Deficits in Dyslexia: A Cross-Sectional Study; **Lorna Halliday (University College London - l.halliday@ich.ucl.ac.uk); Torsten Baldeweg; Dorothy Bishop**
25. Multilingual Low-SES Adolescent Literacy Acquisition: An Incomplete Story; **Yvette Hus (Université du Québec à Montréal - yhus@videotron.ca)**
26. Reading Risk Classification Accuracy Using Multiple Predictors; **Evelyn Johnson (Boise State University - evelynjohnson@boisestate.edu); Joseph Jenkins; Yaacov Petscher; Hugh Catts**
27. Improving Prereaders' Phonological Awareness Measures; **Patricia Kantor (Florida State University - kantor@psy.fsu.edu); Richard Wagner**
28. Auditory Processing and Phonological Representations in Garden-Variety Poor Readers; **Sarah Killing (- sek37@cam.ac.uk); Usha Goswami**
29. Reinvestigating the Effect of Early Bilingualism on Language Development: A Study of Phonotactic Processing; **Li-Jen Kuo (Northern Illinois University - lijen.uiuc@gmail.com)**
30. The Relationship between Speed of Processing, Phonological Skills and Reading Ability; **Rebecca Larkin (Nottingham Trent University, - r.larkin@ntu.ac.uk); Margaret Snowling**
31. Sentence Comprehension in Adults with Dyslexia; **Linda J. Lombardino (University of Florida - llombard@csd.ufl.edu); Lori J. P. Altmann; Rebecca Wiseheart; Hee Young Park**
32. Orthographic Knowledge in Chinese Character Reading: A Longitudinal Study; **Yang Luo (OISE/University of Toronto -**

- yluo@oise.utoronto.ca); Xi Chen; Hong Li; Yuping Zhang**
33. Is the Encoding of Consonant Position in Word Recognition Language-Specific? **Abdessatar Mahfoudhi (Center for Child Evaluation and Teaching, Kuwait); Gad Elbeheri; John Everatt**
 34. Cognitive Bases of Reading Disability in Spanish-English Bilingual Children; **Frank Manis (University of Southern California - MANIS@USC.EDU); Kim Lindsey**
 35. Another word for “surprenant”: An analysis of the performance of French L1 pupils and their language minority peers on a synonyms task; **Lori Morris (University of Quebec Montreal – morris.lori@uqam.ca)**
 36. A Not So Simple View of the Simple View of Reading: How Oral Vocabulary Complicates the Story; **Gene Ouellette (gouellette@mta.ca)**
 37. List Context Effects in Italian Dyslexic and Typically Developing Readers; **Despina Paizi (University of Rome "La Sapienza" - despina.paizi@istc.cnr.it); Pierluigi Zoccolotti; Maria De Luca; Cristina Burani**
 38. Diffusion Tensor Imaging of Children with Reading Disability; **Daniel Peterson (Kennedy Krieger Institute - peter sond@kennedykrieger.org); Pooja Gaur; Sheryl Rimrodt; Laurie Cutting; Martha Denckla**
 39. An IRT Analysis of the ABCs: Understanding Children’s Alphabet Knowledge Development; **Beth Phillips (Florida Center for Reading Research - bphillips@fcrr.org); Shayne B. Piasta; Christopher J. Lonigan**
 40. Exploring the Roles of Teacher Knowledge and Explicit Decoding Instruction in Promoting Student Word Recognition Gains; **Shayne Piasta (Florida State University - piasta@psy.fsu.edu); Carol McDonald Connor**
 41. The Effects of Prior Knowledge and Reading Ability on Oral Reading Accuracy; **Sarah Priebe (University of Denver - spriebe@du.edu); Amanda Miller; Janice Keenan**
 42. Crosslinguistic Effects of Morphological Sensitivity to Reading in Spanish-English Bilingual Children; **Gloria Ramírez (OISE/UT - gleduvi@gmail.com); Becky Chen-Bumgardner; Esther Geva**
 43. Orthographic Learning in Deaf Children; **Pieter Reitsma (Vrije Universiteit Amsterdam - p.reitsma@psy.vu.nl)**
 44. Word Learning with and without Orthography; **Jessie Ricketts (The University of Oxford - jessie.ricketts@psy.ox.ac.uk); Dorothy Bishop; Kate Nation**
 45. Vocabulary, Phonological Awareness and Rapid Naming: Contributions for Spelling and Written Production; **Maria Thereza Mazorra Santos (Private Practice - tetemazorra@thot.com.br); Debora Maria Befi-Lopes**
 46. RTI as a Means of Classifying Students as having a Reading Disability; **Chris Schatschneider (Florida Center for Reading Research - schatschneider@psy.fsu.edu); Elizabeth Crawford**
 47. Enhancing the Diagnostic Accuracy of Oral Reading Fluency for Students in Grades 3 through 5 in Predicting Outcomes on Statewide Assessment; **Ed Shapiro (Lehigh University – ed.shapiro@lehigh.edu); Emily Solari**
 48. Growth Expectations: Investigating the Variability in Oral Reading Fluency Growth as a Function of Initial Proficiency; **Brooke Soden Hensler (Florida Center for Reading Research, FSU - bsodenhensler@gmail.com); Chris Schatschneider**
 49. Two Measures of Text Exposure and their Relationship to Reading Abilities in Sixth Graders; **Louise Spear-Swerling (Southern Connecticut State University - bswerling@comcast.net); Pamela Brucker; Michael Alfano**
 50. Naming, Comprehension, and Phonetic Accessibility in Children’s Chinese Character Reading; **Sha Tao (Beijing Normal University - taosha@bnu.edu.cn); Lee Branum-Martin; Arturo Hernandez; David J. Francis**
 51. Cues of Radicals and Positional Regularity: Strategy Change in Coding Pseudo-Chinese Characters among Hong Kong Chinese children;

- Xiuli Tong (Chinese University of Hong Kong - xltong@psy.cuhk.edu.hk); Catherine McBride-Chang**
52. Evidence for Semantic Facilitation in Resilient, But Not Poor, Readers; **Suzanne Welcome (University of California, Riverside - swelc001@student.ucr.edu); Christine Chiarello**
 53. Unexpected Poor Comprehenders: A Comparison across Different Measures of Reading Comprehension; **Bozena White (Queen's University - whiteb@educ.queensu.ca); John Kirby**
 54. The Relationship Between Different Measures of Oral Reading Fluency and Reading Comprehension During the Second Grade; **Justin Wise (Georgia State University - psyjcw@langate.gsu.edu); Rose Sevcik; Robin Morris**

**10th July 15:30 - 16:10
Business Meeting
Pilot**

**10th July 16:10 - 17:50, Room: Pilot
Symposium: Deconstructing Fluency: Investigations into the Nature of Fluency and its Measurement
Chair: Gina Biancarosa**

1. A Comparison of Oral Reading Fluency Trajectories Using Equated and Non-Equated Data from DIBELS Oral Reading Fluency; **Yaacov Petscher (Florida Center for Reading Research - ypetscher@ferr.org); Christopher Schatschneider; Young Suk Kim**
2. Passage Effects on Oral Reading Fluency: A Rasch Analysis of Middle Grade DIBELS Results; **Gina Biancarosa (Stanford University - biancaro@stanford.edu); Joshua Lawrence; Jeannette Mancilla-Martinez; Catherine Snow**
3. Testing the Fluency-Comprehension Relationship through Equating: A Rasch Equating of DIBELS and Terra Nova in Grades K-3; **Stuart Luppescu (University of Chicago - sl@ccsr.uchicago.edu); Gina Biancarosa; Anthony Bryk; David Kerbow**
4. Moving Fluency Assessment Forward: Implications and Next Steps for the Field; **David Francis (University of Houston - dfrancis@uh.edu); Christopher Barr; Paras Mehta**

**10th July 16:10 - 17:50, Room: Mitchell
Intervention, Chair: Stephanie Al'Otaiba**

1. How to Teach Children Reading and Spelling; **Anna Bosman (Radboud University Nijmegen - a.bosman@pwo.ru.nl)**

2. Individualizing Student Instruction in Two Studies: Technology, Instruction and First Graders' Literacy Outcomes; **Carol McDonald Connor (Florida State University and the Florida Center for Reading Research - cconnor@fcrr.org); Frederick J. Morrison; Barry Fishman; Christopher Schatschneider; Phyllis Underwood; Elizabeth Crowe**
3. Early Intervention at the Foundation of Reading Comprehension: Response of Children with SLI; **Claudine Crane (University of York - C.Crane@psych.york.ac.uk); M.J. Snowling; C. Hulme; J. Carroll; F. Duff; E. Fieldsend**
4. Rescheduling the Instructional Sequencing of Reading Sub-Skills to Maximize Older Students with Reading Disabilities Response to Remedial Reading Intervention; **Mary Beth Calhoon (Georgia State University - mbcalhoon@gsu.edu)**
5. The Effects of Embedded Picture Mnemonics on Letter Name and Letter Sound Learning in At-Risk Kindergarten Students; **Mark Sadoski (Texas A&M University - msadoski@tamu.edu); Teresa White**

**10th July 16:10 - 17:50, Room: Foxfire
Orthography/Spelling, Chair: Pieter Reitsma**

1. Is There Phonological Recoding During Silent Reading? **Peter F. deJong (University of Amsterdam - P.F.deJong@uva.nl); Daniëlle Bitter; Eva Marinus; Margot van Setten**
2. Vowel Representations in Kindergartners' Spellings and Segmentations; **Joanna Uhry (Fordham University - joannauhry@aol.com)**
3. Early and Late Effects of Morphological Decomposition: Family Size Effects for Simple and Complex Word Patterns; **Javier S. Sainz (Departamento de Procesos Cognitivos - jsainz@psi.ucm.es); Miguel Lazaro**
4. Sub-components of Word Knowledge are Functionally Distinct; **Jessica Nelson (University of Pittsburgh - jen33@pitt.edu); Charles Perfetti**
5. Rooting out the Root: Children's Spelling of Inflected and Derived Words; **Hélène Deacon (Dalhousie University - helene.deacon@dal.ca); Sarah Kowalyk; Chantal Sabourin**

Day 2 - 11th July

11th July 08:30 - 10:10, Room: Pilot
Symposium: Early Identification of Children at Risk of Reading Difficulties: New Advances
Chair: Tiffany Hogan; Co-Chair: Jennifer Thomson

1. Complexity of Early Syllable Productions in Children with Reading Disabilities; **Susan Lambrecht Smith (University of Maine - Susan_Lambrecht_Smith@umit.maine.edu); Jenny Roberts; John Locke**
2. Rhythm Assessment as a Tool for Evaluating Early Reading Skills; **Kathleen Corriveau (Harvard Graduate School of Education - corrivka@gse.harvard); Jennifer Thomson; Usha Goswami**
3. Phonological and Lexical Influences on Phoneme Awareness; **Tiffany Hogan (University of Arizona - thogan@email.arizona.edu)**
4. Retrospective Markers of Early Reading Difficulties in Hong Kong Chinese Children; **Catherine McBride-Chang (Chinese University of Hong Kong - cmcbride@psy.cuhk.edu.hk); Anita Wong**
5. Routes of Language Development Preceding Dyslexia: Results of 10 Year Follow-up of Children with Familial Risk for Dyslexia; **Heikki Lyytinen (University of Jyväskylä - Heikki.Lyytinen@psyka.jyu.fi)**

11th July 08:30 - 10:10, Room: Mitchell
Reading Instruction, Chair: Rod Barron

1. Where Does the Disciplinary Knowledge for Reading Instruction Come From? **Suzanne Carreker (Neuhaus Education Center; carreker@neuhaus.org); R. Malatesha Joshi; P.G. Aaron; Emily Binks; Regina Boulware-Gooden;; Lori Graham; Erin Washburn**
2. The Impact of Classroom Interruptions on Literacy Skill Growth; **Lindsay Bell (University of Michigan - lindsay.h.bell@gmail.com); Carol Connor; Frederick Morrison**
3. Basic Intervention for Struggling Readers: Preserving the Power of 1-on-1 in a Triad; **Kathleen Brown (University of Utah Reading Clinic - kathleen.brown@utah.edu); Matthew K. Fields; Darrell Morris; Grace Craig**
4. Responsiveness to Kindergarten Reading Instruction: Examining the Interactions among Student Characteristics, Reading Instruction, and Student Outcomes; **Stephanie Al Otaiba (Florida State University - salotaiba@ferr.org); Carol Connor; Jane Meadows; Yaacov Petscher; Luana Greulich; Jessica Sidler; Laura Lang**
5. Reading Fluency Instruction for Students at Risk for Reading Failure: Effects of Two Approaches to Improving Reading Rate; **Jeremiah Ring (Texas Scottish Rite Hospital for Children - jerry.ring@tsrh.org); Sasha Brown; Jeffrey L. Black**

11th July 08:30 - 10:10, Room: Foxfire
Symposium: Orthographic Learning
Chair: Carol Whitney Co-Chairs: Nicola Pitchford, Daisy Powell

1. Perceptual Patterns and Orthographic Learning; **Carol Whitney (cwhitney@cs.umd.edu)**
2. A Deficit in Orthographic Knowledge, but not Orthographic Learning, in Children Poor at Rapid Automatized Naming Tasks; **Daisy Powell (Roehampton University - d.powell@roehampton.ac.uk); Rhona Stainthorp; Morag Stuart**
3. Does Sensitivity to Orthographic Structure Influence Letter Position Encoding? **Nicola Pitchford (University of Nottingham - nicola.pitchford@nottingham.ac.uk); Tim Ledgeway; Jackie Masterson; Maria Ktori**
4. The Cognitive Bases of Learning to Read and Spell: A Longitudinal Study.; **Sylviane Valdois (University Pierre Mendes - Sylviane.Valdois@upmf-grenoble.fr); Maria Line Bosse**
5. Early Activation in Broca's Area during Visual Word Recognition: Evidence from MEG; **Piers Cornelissen (University of York - p.cornelissen@psych.york.ac.uk); Peter Hansen; Morten Kringelback; Carol Whitney; Ian Holliday**

11th July 10:10 - 10:40
Break
Overlook

11th July 10:40 - 12:20, Room: Pilot
Symposium: The Utility of Dynamic Assessment in Predicting Concurrent and Future Academic Performance
Chair: Donald Compton Co-Chairs: Doug Fuchs, Lynn Fuchs

1. Effects of Different Training Approaches on Word Learning: Neurobiological and Behavioral Findings; **Laurie Cutting (Kennedy Krieger - cutting@kennedykrieger.org); April Materck; Sarah Eason; Hollis S. Scarborough**
2. Exploring Dynamic Assessment as a Means of Identifying Children At Risk of Developing Comprehension Difficulties; **Amy Elleman (Vanderbilt University - donald.l.compton@vanderbilt.edu); Don Compton; Doug Fuchs; Lynn Fuchs**
3. Dynamic Assessment of Decoding as a Predictor of Future Reading Skill in Developing Readers; **Don Compton (Vanderbilt University - donald.L.compton@vanderbilt.edu); Doug Fuchs; Lynn Fuchs**
4. Dynamic Assessment of Algebraic Learning in Predicting Third Graders' Development of Mathematical Problem-Solving Skill; **Lynn Fuchs (Vanderbilt University - lynn.fuchs@vanderbilt.edu); Doug Fuchs; Donald Compton**
5. Dynamic Assessment of Phonological Awareness; **Mindy Sittner Bridges (University of Kansas - msittner@ku.edu); Hugh Catts**

11th July 10:40 - 12:20, Room: Mitchell
Symposium: The Impact of Instruction on Children's Literacy Development: Natural and Unnatural Experiments
Chair: Lori Skibbe

1. Academic versus Summer Literacy Development: Evidence for Differential Effects of Instruction on Children's Literacy Achievements; **Lori Skibbe (University of Michigan - skibbe@umich.edu); Kevin Grim; Frederick Morrison**
2. The Impact of Schooling on Children's Early Academic Skills from Pre-Kindergarten through First Grade; **Frederick Morrison (University of Michigan - fjmorris@umich.edu); Michelle Housey; Megan Hoffmann; Annemarie Hindman; Lori Skibbe**
3. Individualized Instruction and Children's Literacy, Behavioral and Social Self-regulation in First Grade Classrooms; **Stephanie Glasney (Florida State University and the Florida Center for Reading Research - sglasney@fcrr.org); Carol Conner; Claire Cameron Ponitz; Beth Phillips; Q. Monét Travis; Frederick Morrison**
4. Enhancing Emergent Literacy Skills in Children with Language Difficulties: Findings from Two Intervention Studies; **Laura Justice (Ohio State University - LJustice@ehe.osu.edu); Anita McGinity; A. Breit; Sonia Cabell; Joan Kadaravek**
5. The York READING for MEaning Project: A Randomised Controlled Trial of Interventions to Improve Children's Reading and Language Comprehension Skills; **Paula Clarke (University of York - p.clarke@psychology.york.ac.uk); Emma Truelove; Charles Hulme; Margaret Snowling**

11th July 10:40 - 12:20, Room: Foxfire
Symposium: Prosody and Reading
Chair: Lesly Wade-Woolley Co-Chair: Clare Wood

1. The Relationship of Non-linguistic and Linguistic Rhythm Skills to Phonological and Literacy Ability; **Jennifer M. Thomson (Harvard University School of Education - thomsoje@hugse.edu); Kathleen Spencer**
2. Does Dialect Matter in Derived Word Stress Production and Decoding?; **Linda Jarmulowicz (University of Memphis - ljrmwcz@memphis.edu); Valentina Taran; Jamie Edrington**
3. Morpho-prosodic Sensitivity and Reading in Elementary School Children; **Lesly Wade-Woolley (Queen - wadewool@queensu.ca); Chris Mattatall**
4. A Cross-sectional Study of Prosodic Sensitivity and Reading Difficulties; **Andrew Holliman (Open University - a.holliman@open.ac.uk); Clare Wood; Kieron Sheehy**
5. A Longitudinal Study of the Development of Reading Prosody as a Dimension of Oral Reading Fluency in Early Elementary School Children; **Paula Schwanenflugel (University of Georgia - pschwan@uga.edu); Justin Miller**

**11th July 12:20 – 14:20
Lunch
Overlook**

**11th July 13:20 - 15:30, Room: Pisgah/Roan
INTERACTIVE PAPERS (Refreshments available from 15:10)**

1. Interaction: A Vital Component of Book Reading in Classrooms? **Suzanne E. Mol (Leiden University, The Netherlands - smol@fsw.leidenuniv.nl); Adriana G. Bus; Maria T. de Jong**
2. Story Reading and Story Telling: Differences in the Nature of Maternal Mediation; **Dorit Aram (Tel Aviv University - dorita@post.tau.ac.il)**
3. Home Reading Practices of Portuguese ELL Preschoolers; **Molly F. Collins (Erikson Institute - MCollins@Erikson.edu)**
4. Accelerating Preschool Children's Vocabulary and Background Knowledge: Effects of a Shared Book-Reading Intervention; **Jorge E. Gonzalez (Texas A&M University, VS - jegonzalez@tamu.edu); Sharolyn Pollard Durodola; Deborah C. Simmons**
5. Reading E-Books with and without Adult Mediation: Effects on Emergent Reading; **Ofra Korat (Bar-Ilan University - korato@mail.biu.ac.il); Ora Segal-Drori; Adina Shamir; Pnina Klein**

The above papers are grouped as an interactive poster symposium "Beneficial Effects of Adult-Child Interaction during Storybook Reading,"
Co-chairs: **Andriana Bus, Maria de Jong**

6. Evaluation of the Raising A Reader Program with At-risk Preschool Children; **Jason L. Anthony (University of Texas Health Science Center at Houston - Jason.L.Anthony@uth.tmc.edu)**
7. Vowel Development in Children's Writing; **Kenn Apel (Florida State University - kenn.apel@comm.fsu.edu); Elissa J. Arndt; Cynthia S. Puranik**
8. Challenges of Second Language Learners: Morphology and Spelling; **Mahshid Azimi (OISE/Universtiry of Toronto - azimimahshid@gmail.com); Esther Geva**
9. The Challenges of Improving Comprehension for Tier 3 Students; **Nanci Bell (Lindamood-Bell Learning Processes - jlivingston@lblp.com)**
10. Does Online Professional Development Lead to the Same Gains in Spelling Content Knowledge for Classroom Teachers Compared to Teachers who Take the Professional Development Face to Face? **Regina Boulware-Gooden (University of St. Thomas - boulwar@stthom.edu); Suzanne Carreker; R.M. Joshi**
11. The Home Literacy Environments Provided to Very Young Children; **Stephen Burgess (Department of Psychology - stephen.burgess@swosu.edu)**

12. Vocabulary and Comprehension with Children in Primary Grades: A Comparison of Instructional Strategies; **Tyran Wright Butler** (tyran.wright@gmail.com); **Nicole Fenty**; **Holly Lane**; **Melissa Miller**
13. The Role of Morphological Awareness in Vocabulary Acquisition among Chinese-English Bilinguals; **Xi Chen** (**University of Toronto - chen-bumgardner@oise.utoronto.ca**); **Katie Lam**; **Yu-Min Ku**
14. Passageless Comprehension of the Nelson-Denny Reading Test; **Chris Coleman** (**UGA Regents' Center for Learning Disorders - ccoleman@uga.edu**); **Noel Gregg**; **Jennifer Lindstrom**; **Will Lindstrom**
15. The Contribution of Dialect-shifting to Reading Achievement for African American English-speaking Students; **Holly K. Craig** (**University of Michigan - hkc@umich.edu**); **Lingling Zhang**; **Stephanie Hensel**
16. Reading Development and Word Association; **Virginia Cronin** (**George Washington University - vcronin@gwu.edu**)
17. Vocabulary Knowledge and Morphological Awareness: Does Knowing the Word Matter? **Dana Shafman** (**University of Toronto - dshafman@oise.utoronto.edu.ca**); **Esther Geva**
18. Morphological Families of Words in Narrative and Informational Text: Vocabulary Acquisition and Assessment in Second Grade; **Susan Ebbers** (susan@readingway.com)
19. Topic Interest Protects Motivation and Fosters Adaptive Attributions during Reading Challenge; **Jan Frijters** (jan.frijters@brocku.ca)
Sara Fulmer
20. Prosody and Reading Acquisition; **Nicolas Gutiérrez-Palma** (**University of Jaen - ngpalma@ujaen.es**); **Maria del Carmen González-Trujillo**; **Ana Teresa García-Moral**
21. Developing Fluent Readers: Using a Research Based Fluency Curriculum in Print and Technology Formats; **Emily Hayden** (**University of Nebraska Lincoln - emilyhayden4@yahoo.com**); **Guy Trainin**; **Kathleen Wilson**; **Joan Rankin-Erickson**
22. Homonym Meaning Activation and Selection in Single Word and Sentence Context in Children with Poor Reading Comprehension; **Lisa Henderson** (**University of York - lb515@york.ac.uk**); **Paula Clarke**; **Margaret Snowling**
23. School-Family Partnership and Code and Vocabulary Skills of American Head Start Preschoolers; **Annemarie Hindman** (**University of Michigan - ahindman@umich.edu**); **Fredrick Morrison**
24. Working Memory and Emergent Writing in Children Aged 3 to 8 Years; **Maureen Hoskyn** (**Simon Fraser University - mhoskyn@sfu.ca**); **Irina Tzoneva**
25. Teachers' Use of Instructional Time: A Comparison of Two Coding Schemes; **John Hosp** (**Florida Center for Reading Research - jhosp@fcrr.org**); **Michelle Hosp**; **Janice Dole**; **Kristin Nelson**
26. Processing Time and Accuracy for Reading in Adult Spanish Speakers with Various Levels of Difficulty Learning English; **Elizabeth Ijalba** (**Queens College - Elizabeth.Ijalba@qc.cuny.edu**); **Loraine K. Obler**
27. Kindergarten Children's Writing Samples and Observed Quality of their Classroom Instruction; **Nancy E. Jackson** (**Psychological and Quantitative Foundations - nancy-jackson@uiowa.edu**); **Richard Hurtig**; **Carolyn J. Brown**; **Carolyn Layzer**
28. The Relation between Emergent Literacy Skills and Theory of Mind in Preschool Children; **Bonnie W Johnson** (**University of Florida - bwjohn@csd.ufl.edu**); **Linda Lombardino**; **M. Jefferey Farrar**; **Cynthia Dugger**; **Marcelline Beresheski**; **Rachel Hogue**
29. Phonological and Extra-phonological Influences on Non-dyslexic and Dyslexic Readers' Naming Speeds; **Manon Jones** (**University of Edinburgh - manon.wyn.jones@ed.ac.uk**); **Mateo Obregon**; **Holly Branigan**
30. Can Parents and Family Members Enhance the Effectiveness of Voluntary Book Reading During Summer Vacation? Results from a

- Randomized Experiment; **James Kim (Harvard University - james_kim@gse.harvard.edu); Jonathan Guryan**
31. Chinese Phonological Awareness of Chinese and Chinese-English Bilingual Children; **Pei-Ying Lin (piyilinse@gmail.com); Xi Chen**
 32. Comparison of Serial and Isolated Naming Speed: A Visual-verbal Connection? **Jessica Logan (Florida State University - Logan@psy.fsu.edu); Lauren Fiasconero; Chris Schatschneider; Ralph Radach**
 33. Development of Reading and Reading-related Skills in Preschoolers who are Spanish-speaking English-language Learners; **Christopher Lonigan (Department of Psychology - lonigan@psy.fsu.edu); JoAnn Farver**
 34. The Development of a Cognate Awareness measure; **Valerie Malabonga (Center for Applied Linguistics- vmalabonga@cal.org); Dorry Kenyon; Maria Carlo; Diane August; Mohammed Louguit**
 35. From Receptive to Productive Word Knowledge: Exploring the Relationship between Vocabulary Instruction and Writing amongst Fifth-Grade Language Minority Learners; **Jeannette Mancilla-Martinez (Harvard University - mancilje@gse.harvard.edu)**
 36. Word Learning from Shared Book Reading; **Harrison McCann (University of Michigan - hsmccann@umich.edu); Kevin Miller**
 37. Memory for Text in Children with ADHD: Evidence of a Centrality Deficit; **Amanda C. Miller (University of Denver - amille23@du.edu); Janice M. Keenan**
 38. Implications of Phonological Memory and Word Recognition on Reading Comprehension in Brazilian Second Graders; **Ana Luiza Navas (Faculdade de Ciencias Medicas da Santa Casa - analunavas@gmail.com); Erica Ferraz**
 39. Is Alphasyllabary Processed and Stored Segmentally? Some Evidence from Tamil; **Prakash Padakannaya (University of Mysore - prakashp99@yahoo.com); Richard Sproat; B. Bhuvaneshwari**
 40. Visual Attention Span Deficit in Developmental Dyslexia; **Heeyoung Park (University of Florida - heeyoung@ufl.edu); Sunjung Kim; Jungjun Park; Linda Lombardino**
 41. Reading Factors of First and Second Language English Speaking Adolescents; **Adrian Pasquarella (a.pasquarella@gmail.com); Alexandra Gottardo**
 42. Dyslexic Categorical perception of Noise-Degraded Speech Sounds by Ear and by Eye; **Joshua Ramirez (University of California, Irvine - ramirezj@uci.edu); Virginia Mann**
 43. The Differential Acquisition of English Stop Consonants in Spanish-English Bilingual and English Monolingual Primary Students; **Laura Reynolds (Haskins Laboratories - lr10562@aol.com); Joanna Uhry**
 44. Decoding Unknown Words during Reading Helps Fifth Graders Learn New Vocabulary from Written Context; **Julie Rosenthal (William Paterson University - rosenthalj@wpunj.edu); Linnea C. Ehri**
 45. Effectiveness of Reading Comprehension Instruction for High-Functioning Students with Autism Spectrum Disorder; **Catherine Roux (University of Quebec in Montreal - roux.catherine@courrier.uqam.ca); Éric Dion; Jacques Forget**
 46. An Investigation of Content Area Vocabulary Instruction: What Strategies Do Fourth Grade Social Studies Teachers Use?; **William Rupley (Texas A&M University - w-rupley@tamu.edu); Angela Hairell**
 47. Development of Writing in EL1 and EL2 Children: Analysis of Writing Samples from Grade 4 and Grade 6; **Lucja Segal-Seiden (OISE/UT - lsegalseiden@oise.utoronto.ca); Esther Geva**
 48. Investigating the Role of Prosodic Sensitivity and Morphological Awareness in Children's Vowel Spelling; **Erin Sparks (Queen's University - 4es1@queensu.ca); Lesly Wade-Woolley**
 49. The Role of Phonetic and Orthographic Cues for Taiwanese Beginning Readers to Identify Chinese Regular and Irregular Compound

- Characters; **Yi-Fen Su (National Taiwan Normal University - yifensu@ntnu.edu.tw); Ju-Ling Chen**
50. Does Knowing the Purpose for Reading Influence 5th Grade Readers' Cognitive Processes and Comprehension of Expository Text? **Janet Tilstra (tils0016@umn.edu)**
51. Relationships Between Prosody, Rate, and Other Measures of Reading Fluency; **Woodrow Trathen (Language, Reading, & Exceptionalities - trathenwr@appstate.edu); Mary Hendrix; Amie Snow; Darrell Morris; Bob Schlagal**
52. The Influence of Character Combinability on the Optimal Viewing Position of Chinese Words; **Jie-Li Tsai (National Chengchi University - jltsai@nccu.edu.tw); Chia-Ying Lee**
53. Vowel Decoding Accuracy in Reading European Portuguese Bisyllabic Words; **Ana Vale (Universidade de Trás-os-Montes e Alto Douro - pvale@utad.pt); Fernanda Viana; Ana Sucena; Ana Garcez**
54. A Lexical Decision Procedure for Assessing Word Identification Skill; **Wim H.J. van Bon (Radboud Universiteit Nijmegen – w.vanbon@pwo.ru.nl)**
55. Which Properties of a Text Affect how Difficult it will be for College Readers to Understand? **Rihana Williams (Georgia State University - rwsmith@gsu.edu); W. Brent Strickland; Susan J. Parault**
56. Phonological Awareness and Reading Comprehension: A Meta Analysis of Sectional, Longitudinal, and Intervention Studies; **Zohreh Yaghoub Zadeh (Canadian Council on Learning - zzadeh@ccl-cca.ca); Fateneh Farnia; Eric Chan; Terri Thompson; Nancy Cohen; Charles Ungerleider**
57. The Underlying Skills Essential for Success in Reading Acquisition: Cross-linguistic Evidence; **Elena Zaretsky (Umass Amherst - ezaretsky@comdis.umass.edu); Cynthia Core; Jelena Kraljevic**

11th July 15:30 - 17:00
Distinguished Scientific Contributions Award Address
Richard K. Olson; Genes, Environment, and Reading (with a little help from my friends!)
Chair: Patricia Bowers
Overlook

11th July 18:30
Conference Dinner
Transportation provided

Day 3 - 12th July

12th July 08:30 - 10:10, Room: Pilot
Symposium: Feasibility and Effectiveness of Early Preventive Reading Interventions
Chair: Lynn S. Fuchs

1. Reading Problems among Students of Low Socioeconomic Status: An Experimental Test of the Prevention Model; **Dion Eric (Université du Québec à Montréal - dion.e@uqam.ca); Monique Brodeur; Catherine Gosselin; Marie-Ève Campeau; Douglas Fuchs**
2. Early Intervention in the Real World: An Experimental Evaluation of the Early Reading Intervention Program; **Michael Coyne (University of Connecticut - mike.coyne@uconn.edu); Deborah C. Simmons; Shanna Hagan-Burke; Oiman Kwok; Athena Lentini**
3. Implementing Evidence-Based Practices with At-Risk Readers: Effects of PALS for Kindergarten English Learners; **Kristen McMaster (University of Minnesota - mcmas004@umn.edu); Insoon Han; Linda Kung**
4. Scaling-Up an Evidence-Based Reading Program for Kindergartners; **Douglas Fuchs (University of Vanderbilt - Doug.Fuchs@Vanderbilt.Edu); Laura Saenz; Kristen McMaster; Loulee Yen; Lynn Fuchs; Donald Compton; Chris Lemons**
5. Effects of Small Group Tutoring with Students Identified as Having Emotional/Behavioral Disorders; **Joseph Wehby (Vanderbilt University - joseph.wehby@vanderbilt.edu); Daniel Maggin; Tara Partin; Rachel Robertson**

12th July 08:30 - 10:10, Room: Mitchell
Symposium: Investigating Heterogeneity in Reading Difficulties from Early Childhood through Adolescence
Chair: Nonie K. Lesaux

1. Reading Development Subtypes and Their Early Characteristics; **Minna Torpa (University of Jyväskylä - Minna.Torppa@psyka.jyu.fi); Asko Tolvanen; Anna-Maija Poikkeus; Kenneth Eklund; Marja-Kristiina Lerkkanen; Esko Leskinen; Heikki Lyytinen**
2. Latent Transition Modeling of Students with Early and Late-Emerging Reading Disability; **Nicole Davis (Vanderbilt University - Nikki.Davis@Vanderbilt.Edu); Donald Compton**
3. The Heterogeneity of Adolescent Readers; **Amy Barth (University of Houston - aebarth@uh.edu); Paul Cirino; Sharon Vaughn; Carolyn Denton; Melissa Romain; David Francis; Jack Fletcher**
4. Qualitative Differences or a Question of Degree? The Prevalence and Sources of Reading Comprehension Difficulties among Language Minority Learners and their Classmates in Urban Middle Schools; **Nonie Lesaux (Harvard University Graduate School of Education - lesauxno@gse.harvard.edu); Michael Kieffer**
5. Reading skill profiles of struggling readers in urban high schools: A latent class analysis. **Michael Kieffer (Harvard Graduate School of Education - kieffemi@gse.harvard.edu); Michael Hock; Irma Brasseur; Gina Biancarosa; Donald Deshler**

12th July 08:30 - 10:10, Room: Foxfire
Cross-linguistic, Chair: Pierre Cormier

1. The Influence of L1 Language Proficiency in Cross-language Transfer: A Four-year Longitudinal Study in L2 Immersion-only Classrooms (kindergarten-3rd grade); **Jay Blanchard (Arizona State University - JSB46@asu.edu); Kim Atwill; Katy Hisrich**
2. Early First Language Reading and Spelling Skills Predict Later Second Language Reading and Spelling Skills; **Richard Sparks (College of Mt. St. Joseph - richard_sparks@mail.msj.edu)**
3. Bilingual Spelling; **Victor H.P. van Daal (University of Stavanger - victor.v.daal@uis.no); Alexandra Gottardo**
4. Cross-language Activation in Bilingual Processing of Compound Words: The Effect of Semantic Transparency; **Min Wang (minwang@umd.edu); Chenxi Cheng**
5. Fluency and Comprehension in English Language Learners: Marching More Slowly to a Similar Drummer? **Theresa Roberts (California State University, Sacramento - robertst@csus.edu)**

12th July 10:10 - 10:40
Break
Overlook

12th July 10:40 - 12:20, Room: Pilot
Symposium: Research on the Efficacy of Interventions for Struggling Readers
Chair: Maureen W. Lovett

1. Multiple Component Remediation of Developmental Reading Disabilities: One year Follow-up from a Controlled Factorial Evaluation; **Robin Morris (Georgia State University - robinmorris@gsu.edu); Maureen W. Lovett; Maryanne Wolf; Rose A. Sevcik; Karen A. Steinbach; Jan C. Frijters**
2. Grapho-Phonemic Enrichment Strengthens Keyword Analogy Instruction for Struggling Young Readers; **Linnea Ehri (City University of New York, Graduate Center - linnearuth@optonline.net); Eric Satlow; Irene Gaskins**
3. Reading Interventions for Students with Mild Intellectual Disabilities; **Rose Sevcik (Georgia State University - psyras@langate.gsu.edu); Justin C. Wise; MaryAnn Ronski; Robin D. Morris**
4. Multiple Component Remediation for Young Children with Reading Disabilities: Can Early Intervention Facilitate ‘Closing the Gap’? **Maureen Lovett (The Hospital for Sick Children - mwl@sickkids.ca); Robin D. Morris; Maryanne Wolf; Rose A. Sevcik; Karen A. Steinbach; Jan C. Frijters**

12th July 10:40 - 12:20, Room: Mitchell
Cross-linguistic, Chair: Min Wang

1. Structure vs. Relationships: Effectiveness of Two Types of Vocabulary Instruction for Young At-risk English Learners; **Alexis Filippini (San Francisco State University - afili@sfsu.edu); Dianna Townsend; Michael M. Gerber**
2. Orthography and Reading: Eye Movements in Reading English, Chinese, Japanese, and Korean; **Gary Feng (Duke University - garyfeng@duke.edu)**
3. A Longitudinal Examination of Language and Literacy Development in ESL Children: Is "Transfer" a Valid Framework? **Esther Geva (University of Toronto - egeva@oise.utoronto.ca); Alexandra Gottardo**
4. Cross-Linguistic Relationships in Reading Comprehension; **Elizabeth Howard (University of Connecticut - elizabeth.howard@uconn.edu)**
5. Different Strokes for Different Folks: Differences in Cross-Language Orthographic Transfer for Spanish-English and Chinese-English Bilinguals; **Heidi Kiefer (Ontario Institute for Studies in Education/University of Toronto - h_kiefer@hotmail.com); Xi Chen; Lisa Girard; Gloria Ramirez**

12th July 10:40 - 12:20, Room: Foxfire
Symposium: Research on Adult Learners with Low to Intermediate Level Literacy Skills
Chair: John Sabatini Co-Chair: Brett Miller

1. Reading Instruction for Low-literate Adults; **Daphne Greenberg (Georgia State University - ALCDGG@langate.gsu.edu); Robin Morris; Alice O. Nanda**
2. Effects of an Enhanced Decoding Curriculum with Adult Literacy Learners; **Charles MacArthur (University of Delaware – charles.macarthur@gmail.com); Judith Alamprese**
3. Computer-Mediated Guided Oral Reading for Developing Reading Fluency and Comprehension among ABE-Level Prison Inmates; **Roger Smith (Sumter Correctional Institution - millerbre@mail.nih.gov); Marilyn Jager Adams**
4. Cognitive and Neurobiological Processes in Reading Comprehension in Young Adults; **Sheryl Rimrodt (Kennedy Krieger Institute - Rimrodt@kennedykrieger.org) Laurie Cutting**
5. Predicting Outcome Gains of Low Literate Adults in Intervention Programs; **John Sabatini (Educational Testing Service - jsabatini@ets.org); Hollis Scarborough; Jane Shore**

12th July 12:20 – 14:20
Lunch
Overlook

12th July 13:20 - 15:30, Room: Pisgah/Roan
Posters (Refreshments available from 15:10)

1. Executive Functions in Attention Deficit-hyperactivity Disorder and Dyslexia; **Robert Silvestri (Queen's University - rsilvestri@trentu.ca); John Kirby**
2. Structured Word Inquiry: Generative Vocabulary Instruction by Teaching Morphological Structure; **Peter Bowers (Queen's University - bowersp@kos.net); John Kirby**
3. Science Instruction Enhances Literacy Development in Second Grade; **Angel Canto (Florida State University - angeltcanto@hotmail.com); Carol Connor; Diana Rice**
4. Language and Emergent Literacy Skills in Preschoolers with Early Cochlear Implantation; **Kameron Carden (University of Florida - kamclark@ufl.edu); Bonnie Johnson; Wayne King; Linda Lombardino**
5. How Do I Know the Spelling of "Orthography"? Designing and Validating a Measure of Orthographic Knowledge; **Nicole Conrad (Saint Mary's University - nicole.conrad@smu.ca); Jennifer McNutt**
6. The Effect of Reading Remediation Software on the Language and Literacy Skill Development of ELL Students; **Todd Cunningham (University of Toronto – tcunningham@oise.utoronto.ca); Esther Geva**
7. Parental Education Predicts Relative Word Recognition Performance in Kindergarten that is Maintained through Grade 2; **Angela Friend (University of Colorado @ Boulder - angela.friend@colorado.edu); Richard K. Olson**
8. Rapid Word Identification as a Measure of Word-Level Automaticity; **Beth Frye (Appalachian State University - fryeem@appstate.edu); Woodrow Trathen; Darrell Morris**
9. Subsyllabic Unit Preference of Young Chinese Children in Reading Pinyin; **Wei Gao (University of Maryland - gaox0063@gmail.com); Min Wang**
10. The Lexical Knowledge, Word Recognition Skills and Spelling Ability of L1 and L2 Beginning Readers in French: The Importance of Mother Tongue and Socioeconomic Status; **Lucie Godard (Département de linguistique et didactique des langues - godard.lucie@uqam.ca); Line Laplante; Lori Morris**
11. MCP and Rhythm, are They Reading Comprehension Allied?; **M. Carmen González-Trujillo (- carmengt@ugr.es); Sylvia Defior; Nicolás Gutiérrez-Palma**
12. A Parent Involvement Intervention with Elementary School Children: The Effectiveness of Parent Tutoring on Reading Achievement; **Jen Goudey (jgoudey@ualberta.ca); Maureen Lovett; Rauno Parrila**
13. The Mediating Role of Print Exposure in Reading Comprehension: A Comparison between Three Languages (Spanish, Portuguese, English); **Amy Grant (Wilfrid Laurier University - akgrnt@mta.ca); Alexandra Gottardo; Esther Geva**

14. Faster is Not Necessarily Better: The Role of Individual Differences in Processing Elaborative Inferences for a Coherent Text Memory; **Qun Guan (University of Pittsburgh - qunguan7781@yahoo.com); Alysia Roehrig**
15. The role of Vocabulary Knowledge, Syntactic Awareness and Metacognitive Awareness in Reading Comprehension of Adult English Language Learners; **Ying Guo (Non-member - yg04@fsu.edu); Alysia D. Roehrig**
16. How Does Storytelling Strategy Promote Children's Print Exposure and Story Comprehension? An Eye Movement Study in Shared Book Reading; **Jia Guo (Duke University - jg63@duke.edu); Gary Feng**
17. Arabic Letter Recognition by Native Speakers and FL Learners of Arabic; **Gunna Funder Hansen (University of Southern Denmark - g.funder@hist.sdu.dk)**
18. Predictors of Spelling Performance in Deaf Children with Cochlear Implants; **Heather Hayes (Washington University - hhayes@wustl.edu); Rebecca Treiman; Brett Kessler**
19. Linguistic Prosody and Morphological Awareness in the Developing Reading of Children in Grades 3, 5, and 7; **Lindsay Heggie (Queen's University- lheggie@gmail.com); Ellie Clin; Lesly Wade-Woolley**
20. The Developmental Pattern of Phonological Awareness in Taiwanese Children - A Comparison of Mandarin Chinese and English; **Ju-Ren Hu (estelle2453@hotmail.com); Yi-Fen Su**
21. The Role of Naming Speed for Adult Second Languages Readers of English; **Kumiko Inutsuka (OISE/UT - kinutsuka@oise.utoronto.ca)**
22. Pre-readers Orthographic Knowledge: Implicit Understanding and Emergent Literacy; **Tanya Kaefer (Duke University - ttk2@duke.edu); Gary Feng**
23. Does Whole-word Multi-media Software Support Literacy Acquisition? **Arjette Karemaker (University of Nottingham - lwxamk@psychology.nottingham.ac.uk); Nicola Pitchford; Claire O'Malley**
24. The Relationship Between Text Cohesion and Reading Fluency; **Sarah Kershaw (Florida State University and Florida Center for Reading Research - skershaw@ferr.org); Christopher Schatschneider**
25. The Development of Phonological Sensitivity, Vocabulary, and Early Literacy Skills in Deaf Preschoolers with Cochlear Implants; **Amy Lederberg (Georgia State University- epearl@langate.gsu.edu); Susan R. Easterbrooks; Elizabeth Malone Miller; Jessica Robin Page; Carol McDonald Connor**
26. The Awareness of Phonetic Regularity and Consistency in Learning to Read Chinese; **Chia-Ying Lee (Institute of Linguistics, Academia Sinica - chiaying@gate.sinica.edu.tw); Tzeng Yu-Ling**
27. Predictors of Reading Comprehension in Chinese English-Immersion Students; **Miao Li (5ml39@queensu.ca); John Kirby; Liying Cheng; Haiyan Qiang; Lesly Wade-Woolley**
28. Profile Analysis of At-risk Francophone Readers Who Completed the PIRLS in 2001; **Marjolaine Limbos (Laurentian University - mlimbos@laurentian.ca); Karli McDonald**
29. Socioeconomic Status: How does it Fair as a Predictor of Reading Comprehension in the Elementary Years? **Endia Lindo (Graduate Student, Vanderbilt University - endia.lindo@vanderbilt.edu); Amy Elleman; Donald Compton**
30. Fourth Graders' Comprehension of History Themes; **Kathleen Lord (Teachers College - kml48@columbia.edu); Joanna P. Williams**
31. The Role Phonological Memory Plays in a Reading Fluency Deficit: Investigation of Clinic Cases with Reading Difficulties; **Wei-Pai Lu (University of Virginia - lwh5t@virginia.edu); Marcia Invernizzi**
32. Remembering the Story, Forgetting the Words: Evidence for Different Types of Cognitive Processing during Contextual and Isolated Word

- Reading; **Sandra Martin-Chang (Concordia University -)**; **Kyle Levesque**; **Michelle Kim**
33. Books as Lexical Reservoirs for Preschoolers; **Heidi Anne Mesmer (Virginia Polytechnic and State University - haemesmer@hotmail.com)**
 34. Spelling Ability in Faroese; **Katrin Margreta Naes (Katrin M. Næs - knaes@post.olivant.fo)**
 35. An Analysis of the Words Appearing in Middle School Textbooks; **Marnie Nair (University of California at Berkeley - mnair@berkeley.edu)**
 36. Inner Hemifoveas are Preferred when Words are Briefly Presented Stereoscopically; **Mateo Obregón (The University of Edinburgh - mateo.obregon@ed.ac.uk)**; **Richard Shillcock**
 37. Naming Speed and Errors in Reading Fluency and Comprehension by English- and Spanish-Speaking Struggling Readers; **Hye Pae (Georgia State University - hpae@gsu.edu)**; **Rose A. Sevcik**; **Robin D. Morris**
 38. A Closer Look at Word Learning in Context: An Examination of Number and Types of Context Clues and Word Learning; **Susan Parault (St. Cloud State University - susanparault@yahoo.com)**; **Rihana S. Williams**
 39. Phonological Processing, Spoken Language Skills, and Reading Development of Children with Sensorineural Hearing Loss; **Jungjun Park (University of Florida - pajj_gsc@hotmail.com)**; **Linda Lombardino**; **Ronald Kelley**; **Melissa Riess**
 40. The Role Spelling Plays for Adolescent Struggling Writers; **Ramona Pittman (Florida Center for Reading Research - rtpittman@frr.org)**; **R. Malatesha Joshi**
 41. Print Concepts: Is the Unitary Structure Age Dependent? **David Purpura (Florida State University/FCRR - purpura@psy.fsu.edu)**; **Cynthia S. Puranik**; **Christopher J. Lonigan**
 42. Metalinguistic Footprints in Bilingual Children's Spelling Errors; **Susan J. Rickard Liow (psysusan@nus.edu.sg)**; **Kenneth L. Poon**; **Stephanie H. M. Yeong**
 43. Efficiently Assessing Decoding to Increase Teaching Time and Student Outcomes in Reading; **Kelly Robbins (University of Utah - k.p.robbins@utah.edu)**; **Michelle Hosp**; **Lindsay Flynn**; **John Hosp**
 44. Choosing to Read Instead of Play: Influences on Preschool Children's Participation in Leisure Time Reading Activities; **Julianne Scott (jscott@psych.ubc.ca)**
 45. Cross-language Transfer of Phonological and Orthographic Processing Skills in Spanish-speaking Children Learning to Read and Spell in English; **M. Kendra Sun-Alperin (University of Maryland- ksun@umd.edu)**; **M. Kendra Sun-Alperin**; **Min Wang**
 46. A Culturally-Responsive Vocabulary Intervention; **Phyllis Underwood (Florida Center for Reading Research - punderwood@frr.org)**; **Carol McDonald Connor**
 47. Preschool Phonological Awareness: Children's Developing Capacities by Age and SES-linked Risk Status; **Shauna Wilson (Florida State University - wilson@psy.fsu.edu)**; **Cynthia Puranik**; **Christopher Lonigan**; **Darcey Sims**; **Laura Hume**
 48. Rime Neighborhood Density Effects on RAN in Developmental Dyslexia; **Rebecca Wiseheart (University of Florida - wisehart@ufl.edu)**; **Linda Lombardino**; **Bonnie Johnson**
 49. The Study of the Simple View of Reading in Chinese students in Taiwan; **Yichieh Wu (Yi-chieh, Wu - 51clean@gmail.com)**; **Hung Li-Yu**; **Chang Yu-Wen**; **Chen Mei-Fang**
 50. Development of Chinese Readability Formula; **Yi-Chen Wu (National Sun Yat-Sen University - yichen_wu@hotmail.com)**
 51. Development of Syllable, Onset-Phoneme and Rime Awareness in Pre-literate Mandarin L1- English L2 and English L1-Mandarin L2

Bilingual Children; **Stephanie H. M. Yeong** (National University of Singapore - g0600911@nus.edu.sg); **Susan Rickard Liow**
52. Paired Associate Learning Skills of Children with Chinese Dyslexia; **Dake Zhang** (Purdue University - zhang60@purdue.edu); **Lei Mo**

12th July 15:30 - 17:10, Room: Pilot

Symposium: Home Literacy Environments in Diverse Cultural Contexts

Chair: Vrinda Kalia Co-Chair: Elaine Reese; Discussant: Jo Ann Farver

1. Early Language Development and Family Literacy Environments in a Rural Sample; **Kirsten Kainz** (University of North Carolina-Chapel Hill - kkainz@email.unc.edu); **Lynne Vernon-Feagans**
2. Measuring the Home Literacy Environment in a Sample of New Zealand Primary Students; **Elizabeth Schaughency** (University of Otago, New Zealand - schaughe@psy.otago.ac.nz); **Sebastian Suggate**; **Elaine Reese**
3. Learning at Home: A Longitudinal Study of Hindi Emergent Literacy Skills of Young Children from Low-income Families in India; **Shaher Vagh** (Harvard- vaghsh@gse.harvard.edu)
4. Assessing the Role of Home Literacy Environment in Middle-income Indian Children's English Vocabulary; **Vrinda Kalia** (Clark University - vkalia@clarku.edu)
5. The Enduring Effects of Early Impacts on the Home Environment: An Examination of Latino Children's School Readiness Skills; **Lisa Boyce** (Utah State University - LisaB@eiri.usu.edu); **Mark Innocenti**; **Kim D'zatko**

12th July 15:30 - 17:10, Room: Mitchell

Symposium: Writing Development and Instruction Across the Life Span

Chair: Natalie Olinghouse

1. Modeling the Writing Development of Second- and Fourth-Grade Students; **Natalie Olinghouse** (Michigan State University - ngoling@msu.edu)
2. Effects of Expository Reading Comprehension and Writing Instruction on Language Outcomes for 4th-Grade Students who Struggle with Learning; **Linda Mason** (Pennsylvania State University - lhm12@psu.edu); **Megan Davison**
3. Reading-Writing Intervention for Academically-Underprepared Community College Students; **Dolores Perin** (Columbia University - dp111@columbia.edu)
4. Meta-Analysis of the Effectiveness of the Self-Regulated Strategy Development Model for Teaching Writing; **Karen Harris** (Vanderbilt University - Karen.harris@vanderbilt.edu); **Steve Graham**
5. Writing Practices of Secondary English, Science, and Social Studies Teachers; **Steve Graham** (Vanderbilt University - steve.graham@vanderbilt.edu); **Sharlene Kuhara**; **Leanne Hawken**

**12th July 15:30 - 17:10, Room: Foxfire
Dyslexia, Chair: Maggie Snowling**

1. Time Perception and Executive Functions in Children with Reading Disorder and Attention Deficit/Hyperactivity Disorder; **Debbie Gooch (York University - dcg500@york.ac.uk); Maggie Snowling; Charles Hulme**
2. Mediating Cognitive and Linguistic Processes Predictive of Reading Accommodation Selection: A Psychometric and Clinical Perspective; **Noel Gregg (University of Georgia - ngregg@uga.edu); Jennifer Lindstrom; Jason Nelson; Chris Coleman; William Lindstrom**
3. Dyslexia as an Auditory Temporal Processing Deficit: Results from a longitudinal study; **Bart Boets (Centre for Parenting, Child Welfare and Disabilities; K.U.Leuven; Belgium - bart.boets@ped.kuleuven.be); Maaïke Vandermosten; Jan Wouters; Pol Ghesquière**
4. Origins of Phonological Awareness in Children with Specific Language Impairment: A Neurocognitive Perspective; **Eliane Segers (Radboud University Nijmegen - e.segers@pwo.ru.nl); Nina Davids; Ludo Verhoeven**
5. Influence of Spanish Code Complexities in Dyslexia; **Francisca Serrano (University of Granada - fserran@ugr.es); Sylvia Defior**

| |
|--|
| |
| |