

**Eighteenth Annual Conference of the Society for  
the Scientific Study of Reading  
July 13-16  
Don CeSar Hotel  
St. Pete Beach, Florida**

**Conference Coordinator**  
Donald Compton

**Program Committee**

Don Compton	Jessica Logan
Hugh Catts	Becky Chen
John Kirby	Elizabeth Crowe
Alain Desrochers	Phyllis Underwood
Stephanie Al-Otaiba	Cammie McBride
Natalie Olinghouse	Rebecca Betjemann
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Ana Luiza Navas	Jennifer Gilbert
Suzanne Adlof	Sonja Ugen
Lori Skibbe	Ralph Radach
Eva Marinus	Pamela Clarke
Shayne Piasta	Julia Carroll

## Conference Overview

Wednesday July 13	08:00-16:00	Preconference – South Terrace (Level Five)
	15:00-19:00	Name Tag Pick-up – Lobby
	16:00-18:30	Board Meeting – North Terrace (Level Five)
	19:00-20:40	Invited Symposium – King Charles (Level Five)
	20:40-22:00	Conference Reception – Pavilion West (Outside)
Thursday July 14	07:00-08:30	Continental Breakfast – Arcade (Level One)
	08:30-10:10	Spoken Paper Sessions – Level Five
	10:10-10:40	Coffee Break – Level Five
	10:40-12:20	Spoken Paper Sessions – Level Five
	12:20-14:00	Lunch – Arcade (Level One)
	13:00-14:30	Posters – Grand Ballroom (Level One)
	14:30-15:00	Refreshments – Level Five
	15:00-15:40	Business Meeting – King Charles (Level Five)
	15:40-17:20	Spoken Paper Sessions – Level Five
Friday July 15	07:00-08:30	Continental Breakfast – Arcade (Level One)
	08:30-10:10	Spoken Paper Sessions – Level Five
	10:10-10:40	Coffee Break – Level Five
	10:40-12:20	Spoken Paper Sessions – Level Five
	12:20-14:00	Lunch – Arcade (Level One)
	13:00-14:30	Posters – Grand Ballroom (Level One)
	14:30-15:00	Refreshments – Level Five
	15:30-17:00	Presidential Address – King Charles (Level Five)
	17:45-22:00	Conference Dinner
Saturday July 16	07:00-08:30	Continental Breakfast – Arcade (Level One)
	08:30-10:10	Spoken Paper Sessions – Level Five
	10:10-10:40	Coffee Break – Level Five
	10:40-12:20	Spoken Paper Sessions – Level Five
	12:20-14:00	Lunch – Arcade (Level One)
	13:00-14:30	Posters – Grand Ballroom (Level One)
	14:30-15:00	Refreshments – Level Five
	15:00-16:40	Spoken Paper Sessions – Level Five
	16:40-17:10	Farewell – Level Five

**SSSR Conference, St. Pete Beach, Florida 13th July - 16th  
July 2011  
PROGRAM**

**Registration will take place July 13th  
15:00 – 19:00  
Lobby**

**Board Meeting July 13th  
15:00 - 18:00  
North Terrace – Level Five**

**13th July 19:00 - 20:40  
Room: King Charles (Level Five)  
Invited Symposium  
New Frontiers in Reading Instruction/Interventions  
Chair: Donald Compton**

1. Response to intervention in middle school: Longitudinal results from a tiered reading intervention with struggling adolescent readers; **Greg Roberts (University of Texas, Austin - [gregroberts@austin.utexas.edu](mailto:gregroberts@austin.utexas.edu)); Audrey J. Leroux; Sharon R. Vaughn; Jack M. Fletcher**
2. Spanish and English literacy in immersion and maintenance classrooms; **Lee Branum-Martin (University of Houston - [Lee.Branum-Martin@times.uh.edu](mailto:Lee.Branum-Martin@times.uh.edu)); Paras D. Mehta; David J. Francis**
3. Learning difficulties in children with poor working memory: Identification, characteristics, and intervention; **Susan Gathercole (University of York - [sg539@york.ac.uk](mailto:sg539@york.ac.uk))**
4. Peer-assisted learning strategies in the elementary grades: Bottom-up v. top-down approaches to scaling up a validated practice; **Douglas Fuchs (Vanderbilt University - [doug.fuchs@vanderbilt.edu](mailto:doug.fuchs@vanderbilt.edu))**
5. Interventions for children and adolescents with reading disabilities: Variability in reading growth; **Maureen W. Lovett (University of Toronto/Hospital For Sick Children- [mwl@sickkids.ca](mailto:mwl@sickkids.ca))**

**Reception  
20:40 - 22:00  
Pavilion West (Outside)**

**Day 1 – 14<sup>th</sup> July**  
**07:00 – 08:30 Continental Breakfast – Arcade (Level One)**

**14th July 08:30 - 10:10**  
**Room: Del Prado (Level Five)**  
**Symposium: Complementary facets of L2 vocabulary development**  
**Chair: Esther Geva**

1. Orthographic depth of L1 and L2 learning: Not only reading and spelling, but also L2 vocabulary affected; **Victor Van Daal (University of Stavanger - [victor.v.daal@uis.no](mailto:victor.v.daal@uis.no)); Vibeke Rønneberg; Malin Wass;**
2. Inferring meanings of novel words from context in L2: The contribution of cognitive, linguistic, and reading abilities in L1 (Russian) and L2 (Hebrew); **Michal Shany (Haifa University - [shany.michal7@gmail.com](mailto:shany.michal7@gmail.com)); Tami Katzir; Ana Goldina; Esther Geva;**
3. Exploring cognate awareness in first grade French Immersion children; **Xi (Becky) Chen (OISE/University of Toronto - [xchenbumgardner@gmail.com](mailto:xchenbumgardner@gmail.com)); Adrian Pasquarella; Helene Deacon; Karen Au-Yeung;**
4. Trajectories of vocabulary growth in subgroups of English-language Learners and their monolingual counterparts; **Fataneh Farnia (OISE/University of Toronto - [fataneh.farnia@utoronto.ca](mailto:fataneh.farnia@utoronto.ca)); Esther Geva;**
5. Developing high frequency academic vocabulary in young English-language Learners: Results of an intervention study; **Diane August (Center for Applied Linguistics - [daugust@msn.com](mailto:daugust@msn.com)); Lauren Artzi; Chris Barr; Coleen Carlson; David Francis;**

**14th July 08:30 - 10:10**  
**Room: North Terrace (Level Five)**  
**Symposium: The etiology and implications of comorbidity between reading disorder, math disorder, and attention-deficit/hyperactivity disorder**  
**Chair: Erik Willcutt**

1. Etiology and neuropsychology of comorbidity between reading disorder, math disorder, and ADHD; **Rebecca Betjemann (Department of Psychology, Regis University - [rбетjema@regis.edu](mailto:rбетjema@regis.edu)); Erik Willcutt; Richard Olson; Jan Keenan; Sally Wadsworth; John DeFries; Bruce Pennington**
2. Math fluency is etiologically distinct from decoding fluency, untimed math, and untimed reading performance: Evidence from a twin study; **Stephen Petrill (Department of Human Development and Family Science, Ohio State University - [spetrill@ehe.osu.edu](mailto:spetrill@ehe.osu.edu))**
3. Mathematical and cognitive profiles in MD with and without comorbid RD; **Paul Cirino (Department of Psychology, University of Houston, Houston, TX - [pcirino@uh.edu](mailto:pcirino@uh.edu)); Lynn Fuchs; Sarah Powell; Linda Ewing-Cobbs, Marcia Barnes, Jack Fletcher**
4. Differentiating intervention for MD with and without comorbid RD; **Lynn Fuchs (Department of Special Education, Vanderbilt University, Nashville, TN - [lynn.fuchs@vanderbilt.edu](mailto:lynn.fuchs@vanderbilt.edu)); Sarah Powell; Paul Cirino; Douglas Fuchs; Jack Fletcher**
5. Discussant; **Erik Willcutt (Department of Psychology and Neuroscience, University of Colorado, Boulder - [willcutt@colorado.edu](mailto:willcutt@colorado.edu))**

**14th July 08:30 - 10:10**  
**Room: South Terrace (Level Five)**  
**Symposium: Exploring the nature of parent-child home literacy activities and their implications for young children's development in various populations**  
**Chair: Dorit Aram**

1. Longitudinal relations between maternal writing support and preschoolers' language and literacy skills; **Lori E. Skibbe (Human Development and Family Studies, Michigan State University - [skibbelo@msu.edu](mailto:skibbelo@msu.edu)); Samantha L. Worzalla; Annemarie H. Hindman; Dorit Aram; Frederick J. Morrison**
2. Parental mediation of writing to precocious readers: A comparison with mediation to age-matched and reading-matched children; **Dorit Aram (Department of Human Development and Education, Tel Aviv University, Israel - [dorita@post.tau.ac.il](mailto:dorita@post.tau.ac.il)); Shira Besser**
3. Effects of shyness and reading ability on parent and child behaviours during of shared book reading; **Mary Ann Evans (Department of Psychology, University of Guelph, Canada - [evans@psy.uoguelph.ca](mailto:evans@psy.uoguelph.ca)); Kailey Reynolds**
4. Shared-reading dynamics: Mothers' question-use and the verbal participation of children with SLI; **Anita S McGinty (Center for the Advanced Study of Teaching and Learning, University of Virginia - [as2g@virginia.edu](mailto:as2g@virginia.edu)); Laura M. Justice; Tricia A. Zucker; Carolyn Gosse; Lori E. Skibbe**
5. Critical issues between home and school in family literacy intervention programs; **Linda M. Phillips (University of Alberta, Edmonton, Canada - [Linda.Phillips@ualberta.ca](mailto:Linda.Phillips@ualberta.ca))**

14th July 08:30 - 10:10  
Room: Buena Vista (Level Five)  
Basic processes involved in reading  
Chair: Ralph Radach

1. Turning words upside-down: investigating perception-language interactions in visual word recognition; **Gal Ben-Yehudah (The Open University of Israel - [galby@openu.ac.il](mailto:galby@openu.ac.il)); Mariya Lozin**
2. Word shape does not contribute to word processing in sentence reading; **Ralph Radach (Florida State University - [radach@psy.fsu.edu](mailto:radach@psy.fsu.edu)); Jessica Hill; Christian Vorstius; Albrecht Inhoff**
3. Neural enhancement of regularities in ongoing speech underlies reading and music abilities: implications for reading remediation; **Dana Strait (Northwestern University - [d-strait@northwestern.edu](mailto:d-strait@northwestern.edu)); Jane Hornickel; Nina Kraus**
4. Expertise for fast and parallel reading in early and intermediate visual cortex: a cross-cultural fMRI study with French and Chinese readers; **Marcin Szwed (Institute of Psychophysiology, Department of Psychology, Jagiellonian University - [mfszwed@gmail.com](mailto:mfszwed@gmail.com)); E. Qiao; L. Cohen; S. Dehaene**

14th July 08:30 - 10:10  
Room: King Charles (Level Five)  
Reading comprehension  
Chair: Alexandra Gottardo

1. Examining the simple view of reading (SVR) in a consistent orthography; **Minna Torppa (Jyväskylä University, Department of Psychology - [minna.p.torppa@jyu.fi](mailto:minna.p.torppa@jyu.fi)); George Georgiou; Lerkkanen, Marja-Kristiina; Niemi, Pekka; Poikkeus, Anna-Maija; Siekkinen, Martti; Nurmi, Jari-Erik**
2. Reading comprehension in adolescents: Back to basics; **Alexandra Gottardo (Wilfrid Laurier University - [agottard@wlu.ca](mailto:agottard@wlu.ca)); Adrian Pasquarella**
3. Reader skill differences in rapid compositional semantic processing; **Anuenu Kukona (University of Connecticut & Haskins Laboratories - [anuenu.kukona@uconn.edu](mailto:anuenu.kukona@uconn.edu)); David Braze; James S. Magnuson; W. Einar Mencl; Kenneth R. Pugh; Whitney Tabor; Julie A. Van Dyke; Donald Shankweiler**
4. Paths to proficient reading: profiles and predictions from preschool to fifth grade; **Elizabeth Crowe (Florida Center for Reading Research - [eccrowe@gmail.com](mailto:eccrowe@gmail.com)); Carol McDonald Connor; Fredrick Morrison**
5. Reader-text interactions and oral reading fluency; **James Street (Vanderbilt University - [james.s.street@vanderbilt.edu](mailto:james.s.street@vanderbilt.edu)); Nicole Davis; Sabrina Benedict; Heather Harris; Laurie E. Cutting**

14th July 10:10 - 10:40  
Coffee Break (Level Five)

14th July 10:40 - 12:20  
Room: King Charles (Level Five)  
Symposium: In search for neural correlates of reading and dyslexia  
Chair: Maaïke Vandermosten & Pol Ghesquière

1. Neural changes following auditory training in children with developmental language disorders; **Jane Hornickel (Auditory Neuroscience Lab [www.brainvolts.northwestern.edu](http://www.brainvolts.northwestern.edu), Northwestern University, USA - [j-hornickel@northwestern.edu](mailto:j-hornickel@northwestern.edu)); Steven Zecker; Nina Kraus**
2. Entrainment of oscillatory activity to rhythmic acoustic streams in developmental dyslexia; **Fruzsina Soltész (Centre for Neuroscience in Education, department of Experimental psychology, University of Cambridge, UK - [fs299@cam.ac.uk](mailto:fs299@cam.ac.uk)); Denes Szucs, Victoria Leong, Usha Goswami**
3. Auditory steady-state responses indicate reduced neural phase-locking to the phoneme-rate of speech in adults with dyslexia; **Hanne Poelmans (ExpORL, Dept. of Neurosciences, K.U.Leuven, Belgium - [hanne.poelmans@med.kuleuven.be](mailto:hanne.poelmans@med.kuleuven.be)); Heleen Luts; Bart Boets; Maaïke Vandermosten; Pol Ghesquière; Jan Wouters**
4. Neural correlates of phonological representations, speech perception and auditory temporal processing; **Maaïke Vandermosten (Parenting and Special Education Research Group, K.U.Leuven, Belgium - [maaike.vandermosten@ped.kuleuven.be](mailto:maaike.vandermosten@ped.kuleuven.be)); Bart Boets; Heleen Luts; Hanne Poelmans; Jan Wouters; Pol Ghesquière**
5. Exploring early activation of Broca's area during visual word recognition using magnetoencephalography; **Katherine L. Wheat (Department of Psychology, University of York, UK - [k.wheat@psych.york.ac.uk](mailto:k.wheat@psych.york.ac.uk)) Piers L. Cornelissen; Peter C. Hansen**

14th July 10:40 - 12:20

Room: Del Prado (Level Five)

**Symposium: Associations between reading and arithmetic and its underlying cognitive factors in a developmental perspective**

**Chair: Eliane Segers**

1. RAN and counting as predictors of reading and arithmetic calculation fluency: children with language impairment and a sample with high prevalence of dyslexic readers; **Paula Salmi (University of Jyväskylä, Finland - [paula.salmi@psyka.jyu.fi](mailto:paula.salmi@psyka.jyu.fi)); Tuire Koponen; Kenneth Eklund; Tuija Aro; Riikka Mononen; Pekka Räsänen; Timo Ahonen**
2. RAN and counting as predictors of reading and arithmetic calculation fluency: Two population based samples; **Tuire Koponen (University of Jyväskylä, Finland - [tuire.koponen@nmi.fi](mailto:tuire.koponen@nmi.fi)); Paula Salmi; Minna Torppa; Kaisa Aunola; Timo Ahonen; Jari-Erik Nurmi; Marja-Kristiina Lerkkanen; Anna-Maija Poikkeus**
3. Cognitive and linguistic precursors of early numeracy in children with specific language impairment: The role of rapid naming; **Tijs Kleemans (Radboud University Nijmegen, The Netherlands - [m.kleemans@pwo.ru.nl](mailto:m.kleemans@pwo.ru.nl)); Eliane Segers; Ludo Verhoeven**
4. Behavioral phenotypes of math disability with and without reading disability; **Lynn Fuchs (Department of Special Education, Vanderbilt University, Nashville, TN - [lynn.fuchs@vanderbilt.edu](mailto:lynn.fuchs@vanderbilt.edu))**
5. Working memory, reading and mathematics: an information processing approach; **Eliane Segers (Radboud University Nijmegen, The Netherlands - [e.segers@pwo.ru.nl](mailto:e.segers@pwo.ru.nl)); Judith ter Vrugte; Ludo Verhoeven**

14th July 10:40 - 12:20

Room: North Terrace (Level Five)

**Symposium: Susceptibility to qualities of instruction in early reading skills**

**Chair: Adriana Bus & Cornelia A.T. Kegel**

1. Kindergarten susceptibility factors: What kindergarten skills interact with kindergarten instruction to predict longitudinal reading achievement?; **Jessica S. Folsom (Florida State University - [jfolsom@fsu.edu](mailto:jfolsom@fsu.edu)); Stephanie Al Otaiba; Luana Greulich**
2. Does preschool children's self-regulation moderate the effectiveness of language and literacy instruction? Evidence from a randomized evaluation of a Tier II intervention; **Christopher J. Lonigan (Florida State University; Florida Center for Reading Research - [lonigan@psy.fsu.edu](mailto:lonigan@psy.fsu.edu)); Beth M. Phillips**
3. Differential susceptibility to early literacy intervention in children small for gestational age or late preterm: A randomized control trial; **Verna A.C. Van der Kooy- Hofland (Leiden University - [kooy@fsw.leidenuniv.nl](mailto:kooy@fsw.leidenuniv.nl)); Adriana G. Bus**
4. Differential susceptibility in early literacy instruction through computer games: An example with the Dopamine D4 Receptor gene (DRD4) as moderator; **Cornelia A.T. Kegel (Leiden University - [ckegel@fsw.leidenuniv.nl](mailto:ckegel@fsw.leidenuniv.nl)); Adriana G. Bus**
5. Discussant contribution; **Frederick J. Morrison (University of Michigan - [fjmorris@umich.edu](mailto:fjmorris@umich.edu))**

14th July 10:40 - 12:20

Room: South Terrace (Level Five)

**Neurological and genetic studies of reading**

**Chair: Jessica Logan**

1. Growth in reading from Kindergarten to Grade 6: Genetic and environmental influences; **Jessica Logan (The Ohio State University - [Logan.251@osu.edu](mailto:Logan.251@osu.edu))**
2. fMRI activation in language network predicts future reading ability; **Chris McNorgan (Northwestern University - [cmcnorgan@northwestern.edu](mailto:cmcnorgan@northwestern.edu)); Aubrey Alvarez; Annum Bhullar; Jessica Gayda; James R. Booth**
3. Developmental genetic and environmental influences on oral reading fluency; **Sara Hart (Department of Psychology, Florida Center for Reading Research - [shart@fcr.org](mailto:shart@fcr.org)); Christopher Schatschneider; Jeanette Taylor**
4. Neural correlates of accommodation in second language learning; **Fan Cao (University of Pittsburgh - [fcao@pitt.edu](mailto:fcao@pitt.edu)); Marianne Vu; Derek Chan; Jason Lawrence; Lindsay Harris; Qun Guan; Yi Xu; Charles Perfetti**
5. An ERP investigation of word experience effects on vocabulary acquisition and semantic processing; **Michal Balass (Hobart and William Smith Colleges - [balass@hws.edu](mailto:balass@hws.edu)); Charles A. Perfetti**

**14th July 10:40 - 12:20**  
**Room: Buena Vista (Level Five)**  
**Instruction and classroom environment**  
**Chair: Robert Savage**

1. The effects of collaborative strategic reading instruction on the reading comprehension of middle school students; **Sharon Vaughn (Meadows Center for Preventing Educational Risk - [SRVaughnUM@aol.com](mailto:SRVaughnUM@aol.com)); Janette Klingner; Elizabeth Swanson; Alison Boardman; Michael Solis; Audrey J. Leroux; Greg Roberts; Sarojani S. Mohammed**
2. The relationship between classroom environments and growth in attainment in Grade 1; **Robert Savage (Department of Educational and Counselling Psychology - [robert.savage@mcgill.ca](mailto:robert.savage@mcgill.ca)); Louise Deault; Maria Di Stasio**
3. Reading instruction affects the cognitive skills supporting early reading development; **Sarah McGeown (Psychology Department, University of Hull - [S.P.McGeown@hull.ac.uk](mailto:S.P.McGeown@hull.ac.uk)); Rhona Johnston; Emma Medford**
4. Slow but steady – the positive effects of a minimal intervention approach for reading difficulties; **Tom Nicholson (Centre of Excellence for Research on Children's Literacy, Massey University - [t.nicholson@massey.ac.nz](mailto:t.nicholson@massey.ac.nz)); Louise Turner**
5. Effects of elaboration instructions on strategic reading and comprehension in primary classroom: Evidences from second graders' think aloud data; **Ju-Ling Chen (National Taiwan Normal University - [mjuling.chen@gmail.com](mailto:mjuling.chen@gmail.com)); Yi-Fen Su; Ying-Yao Chiang; Li-Chen Lin; Hsin-Ying Tung; Chi-Ching Chuang**

**14th July 12:20 - 14:30**  
**Lunch**  
**Arcade (Level One)**

**14th July 13:00 - 14:30**  
**Room: Grand Ballroom (Level One)**  
**Posters (Refreshments available from 14:30)**

1. Third grade dynamic assessment of morphological awareness and literacy achievement: A feasibility study; **Julie Wolter (Utah State University - [julie.wolter@usu.edu](mailto:julie.wolter@usu.edu)); Heather Barger; Katherine Pike**
2. Screening for potential reading difficulties: a new test of speech rhythm sensitivity; **Andrew Holliman (Coventry University - [a.holliman@coventry.ac.uk](mailto:a.holliman@coventry.ac.uk)); Clare Wood; Gareth Williams**
3. Syntactic awareness: Constructing meaningful tasks; **Danielle Brimo (Florida State University - [dmb02e@fsu.edu](mailto:dmb02e@fsu.edu)); Kenn Apel; Yaacov Petscher**
4. Differences in the cognitive profiles of children diagnosed by common reading comprehension measures; **Chelsea Meenan (University of Denver - [chelsea.meenan@du.edu](mailto:chelsea.meenan@du.edu)); Janice M. Keenan**
5. Can the test of silent contextual reading fluency accurately predict reading comprehension?; **Elizabeth Allen (PRO-ED - [ellen@proedinc.com](mailto:ellen@proedinc.com)); Donald D. Hammill**
6. Developing receptive and productive tests of verb + noun collocational knowledge for use with young learners; **Sara Smith (Doctoral Student, University of Oxford - [sara.smith@education.ox.ac.uk](mailto:sara.smith@education.ox.ac.uk)); Victoria Murphy**
7. A new measure for assessing the contributions of higher-level component processes to a new tool for assessing the contributions of higher-level cognitive processes to oral comprehension in pre-readers; **Brenda Hannon (The University of San Antonio, Psychology Department - [brenda.hannon@utsa.edu](mailto:brenda.hannon@utsa.edu))**
8. Factors affecting the assessment of fluency in middle school students with and without disabilities; **Amy Barth (University of Houston - [aebarth@uh.edu](mailto:aebarth@uh.edu)); Tammy Tolar, David Francis, Jack Fletcher, Sharon Vaughn**
9. Influence of different types of texts on reading fluency measures in a transparent orthography; **Ana Luiza Navas (Faculdade de Ciências Médicas da Santa Casa - [analunavas@gmail.com](mailto:analunavas@gmail.com)); Joana Pinto; Paula Delissa**
10. The 2% test: Who is crying over spilled milk?; **Christopher Lemons (University of Pittsburgh - [lemons@pitt.edu](mailto:lemons@pitt.edu)); Amanda Kloof; Naomi Zigmond**
11. Adaptation of a reading screening test to Brazilian Portuguese; **Elayne Cristina Morais Pinheiro (Universidade Federal de São Paulo - [elaynemorais@yahoo.com.br](mailto:elaynemorais@yahoo.com.br)); Morais Pinheiro; Thais Barbosa; Alan Baddeley; Ana Luiza Gomes Pinto Navas; Orlando Francisco Amodeo Bueno**
12. Predicting reading outcomes for at-risk kindergartners: An examination of curriculum-embedded measures; **Eric Oslund (Texas A&M University - [eoslund@neo.tamu.edu](mailto:eoslund@neo.tamu.edu)); Deborah C. Simmons; Oi-man Kwok; Shanna Hagan-Burke; Michael D. Coyne; Leslie Simmons**
13. Predictive indicators of emergent literacy skill in three- and four-year-olds; **Sue Ann Eidson (Sue Ann Eidson, PhD - [saeidson@me.com](mailto:saeidson@me.com))**
14. Using cohort analyses to examine long-term effects of reading initiatives in California; **Robert Calfee (University of California, Riverside - [robert.calfee@ucr.edu](mailto:robert.calfee@ucr.edu)); Elfrieda H. Hiebert;**
15. How preschoolers' motivation for literacy and adhd characteristics relate to early literacy skills; **Laura Hume (Florida State University - [hume@psy.fsu.edu](mailto:hume@psy.fsu.edu)); Darcey Sims; Christopher J. Lonigan**

16. Examining the relationship between self-regulation and academic achievement in third grade students; **Stephanie Day (Florida State University & The Florida Center for Reading Research - [sglasney@fcrr.org](mailto:sglasney@fcrr.org)); Carol Connor**
17. Comorbid attention deficit/hyperactivity disorder and reading disability: Evidence of equivalent remedial outcomes; **Jan Frijters (Brock University - [jan.frijters@brocku.ca](mailto:jan.frijters@brocku.ca)); Maureen W. Lovett; Maryanne Wolf; Rose A. Sevcik; Robin Morris**
18. Teaching literacy to english language learners: What have we learned?; **Mabel Rivera (University of Houston - [mabel.rivera@times.uh.edu](mailto:mabel.rivera@times.uh.edu)); David Francis; Kristy Santi**
19. Can Simple View of Reading (SVR) be applied to ESL undergraduate students?; **Astri Yulia ( - [astriyulia@tamu.edu](mailto:astriyulia@tamu.edu)); R. Malatesha Joshi; Syamsul Bahri; Zainab Allaith**
20. The contribution of morphological skills to reading comprehension in English (L1) and Hebrew (L2) young learners; **Dana Shafman ( - [d.shafman@utoronto.ca](mailto:d.shafman@utoronto.ca)); Esther Geva**
21. The nature of language development in English as a Second Language (ESL) learners; **Christine Javier (Wilfrid Laurier University - [javi7830@mylaurier.ca](mailto:javi7830@mylaurier.ca)); Alexandra Gottardo; Esther Geva**
22. Peer text discussion and reading comprehension; **Vibeke Aukrust (Institute for educational research, University of Oslo - [v.g.aukrust@ped.uio.no](mailto:v.g.aukrust@ped.uio.no)); Veslemøy Rydland**
23. Phonological awareness in simultaneous and sequential bilingual college students; **Lori J.P. Altmann (University of Florida - [laltmann@ufl.edu](mailto:laltmann@ufl.edu)); Denise Magdales; Rebecca Wiseheart; Linda J. Lombardino;**
24. Item response theory of the Revised Get Ready to Read and differential item functioning for preschoolers who are English language learners; **Amber Farrington (Florida State University - [farrington@psy.fsu.edu](mailto:farrington@psy.fsu.edu)); Christopher J. Lonigan; J. Marc Goodrich; JoAnn M. Farver; Kimberly D. McDowell**
25. Reading comprehension strategies of biliterate students in German and French; **Sonja Ugen (Université du Luxembourg - [sonja.ugen@uni.lu](mailto:sonja.ugen@uni.lu)); Martin Brunner; Monique Reichert; Antoine Fischbach; Ulrich Keller; Christophe Dierendonck; Romain Martin**
26. Examining the English and Spanish language and literacy growth of preschool dual-language learners; **Meghan Pendergast (Georgia State University - [meghan.pendergast@gmail.com](mailto:meghan.pendergast@gmail.com)); Gary Bingham, Nicole Patton-Terry, Kizzy Albritton**
27. Relation between instructional interactions and reading achievement in first grade bilingual classrooms; **Jeremy Miciak (University of Texas at Austin - [jeremymiciak@mail.utexas.edu](mailto:jeremymiciak@mail.utexas.edu)); Scott Baker; Doris Baker; Keith Smolkowski; Sylvia Linan-Thompson; Alejandra Mielke**
28. Predictors of bilingual reading in Spanish speaking children; **Rufina Pearson (Universidad Catolica Argentina - [rufipe@hotmail.com](mailto:rufipe@hotmail.com)); Linda Siegel**
29. Literacy skills in second grade Arabic speaking children: A comparison of children from three demographic areas in the West Bank; **Linda J. Lombardino (University of Florida - [lombard@ufl.edu](mailto:lombard@ufl.edu)); Tibi Sana; Ho Yiting**
30. Reading text in two languages facilitates reading comprehension in lower proficiency ESL students; **Astrid Rodriguez (Graduate Center, City University of New York - [ARodriguez1@gc.cuny.edu](mailto:ARodriguez1@gc.cuny.edu)); Linnea Ehri**
31. Stress perception among Mandarin-English bilinguals, Korean-English bilinguals, and English monolinguals; **Candise Lin (University of Maryland, College Park - [candise@umd.edu](mailto:candise@umd.edu)); Min Wang; Yi Xu**
32. The role of phonological skills and oral language in the development of reading in transparent orthographies; **Freyja Birgisdottir (University of Iceland - [freybi@hi.is](mailto:freybi@hi.is)); Hrafnhildur Ragnarsdottir; Steinunn Gestsdottir**
33. The role of orthography in early reading acquisition in children with SLI: Crosslinguistic study.; **Elena Zaretsky (Department of Communication Disorders, Umass Amherst - [ezaretsky@comdis.umass.edu](mailto:ezaretsky@comdis.umass.edu)); Jelena Kuvac-Kraljevic**
34. Development of early English literacy skills in ESL children from diverse first language backgrounds; **Karen Auyeung (OISE UT - [karen\\_auyeung\\_6@hotmail.com](mailto:karen_auyeung_6@hotmail.com)); Xi Chen, Active Member**
35. What are the requisite levels of Spanish needed to support transfer to English? A longitudinal successive-year, two-cohort study from kindergarten through 3rd grade; **Jay Blanchard (Arizona State University - [JSB46@asu.edu](mailto:JSB46@asu.edu)); Jerry Cabrera; Glen Powell; Kim Atwill**
36. African American English-speaking students: a preliminary examination of the reading skills impacted by style shifting; **Holly K. Craig (University of Michigan - [hkc@umich.edu](mailto:hkc@umich.edu)); Stephanie Hensel; Rachel Schachter; Giselle Kolenic**
37. Summer reading loss: The impact of ESL and reading disability status; **Emiko Koyama (Ontario Institute for Studies in Education - [emiko.koyama@gmail.com](mailto:emiko.koyama@gmail.com)); Esther Geva; Guanglei Hong**
38. Early letter knowledge in Spanish differs from early letter knowledge in English; **Ian Simpson (Departamento de Psicología Evolutiva y de la Educación - [barts\\_computer@hotmail.com](mailto:barts_computer@hotmail.com)); Eduardo Onochie-Quintanilla; Sylvia Defior; Betty Mousikou; Naymé Salas; Markéta Caravolas**
39. Processing of compound words by adult Korean-English bilinguals; **In Yeong Ko (University of Maryland, College Park - [iyko@umd.edu](mailto:iyko@umd.edu)), Min Wang**
40. The role of phoneme and onset-rime awareness in second language reading acquisition; **Corinne Haigh (School of Education, Bishop's University - [chaigh@ubishops.ca](mailto:chaigh@ubishops.ca)); Robert Savage; Caroline Erdos; and Fred Genesee**
41. Phonological processing: A cross-linguistic comparison of reading in Chinyanja and English languages; **Bestern**



- Kaani (Texas A&M University - [besternkaani@yahoo.co.uk](mailto:besternkaani@yahoo.co.uk)); Emily Binks-Cantrell; R. Malatesha Joshi; Dennie Smith**
42. Development of contextual language in L1 and L2 children between grades 4 and 6; **Lucja Segal-Seiden (OISE/UT - [lucja.segal.seiden@utoronto.ca](mailto:lucja.segal.seiden@utoronto.ca)); Esther Geva**
  43. English script recognition in ELL kindergarten prereaders; **Joyce Mak (OISE/University of Toronto - [joyceymak@gmail.com](mailto:joyceymak@gmail.com)); Esther Geva**
  44. An examination of the Simple View of Reading Model in Bilingual children; **Miao Li ( - [5ml39@queensu.ca](mailto:5ml39@queensu.ca)); John Kirby; Wei Zhao**
  45. Effects of intervention delivered by Title 1 paraeducators on the emergent literacy skills of urban, at-risk kindergartners; **Ann Morrison (Metro State College of Denver - [cmorri46@mscd.edu](mailto:cmorri46@mscd.edu))**
  46. Examining the growth of reading for migrant students in Florida; **Anabelle Reta Sánchez (Florida State University - [ar02d@fsu.edu](mailto:ar02d@fsu.edu)); Yaacov Petscher; Laura B. Lang**
  47. The role of student motivation and the home literacy environment in distinguishing between proficient and struggling third grade readers: A mixed-methods study; **Lauren Capotosto (Harvard Graduate School of Education - [lac922@mail.harvard.edu](mailto:lac922@mail.harvard.edu)); Soojin Oh; James S. Kim; North Cooc**
  48. Effectiveness of the Guided Reading Approach in improving reading achievement: Longitudinal investigation with students who are deaf; **Barbara R. Schirmer ( - [brschirmer@aol.com](mailto:brschirmer@aol.com)); Laura Schaffer**
  49. The development of word identification strategies of preschool children who are deaf and hard of hearing; **Victoria Burke ( - [vburke1@gsu.edu](mailto:vburke1@gsu.edu)); Amy Lederberg; Christopher Stanzione**
  50. Phonological processing in deaf children: the role of the instructions attached to the task; **Rachel Berthiaume (Département de didactique - [rachel.berthiaume@umontreal.ca](mailto:rachel.berthiaume@umontreal.ca)); Daniel Daigle**
  51. Spelling ability: A comparison of dyslexic and deaf children; **Anne Plisson (Université de Montréal - [anne.plisson@umontreal.ca](mailto:anne.plisson@umontreal.ca)); Rachel Berthiaume; Daniel Daigle**
  52. The effects of morphological awareness instruction on second language student's literacy development; **Anila Fejzo (UQAM - [fejzo\\_a@hotmail.com](mailto:fejzo_a@hotmail.com)); Godard Lucie; Laplante Line**
  53. Morphological priming, morphological awareness, and reading ability; **Hengameh Hassan-Yari (Queen's University - [7hh4@queensu.ca](mailto:7hh4@queensu.ca)); John R. Kirby; S. Hélène Deacon**
  54. Morphological knowledge of English words among Chinese secondary school students; **Yi-Fen Yeh ( - ); R. Malatesha Joshi, Erin McTigue**
  55. Learning how to jittled/jittling/jittle words: an investigation of morphological accuracy and response times in low literate adults; **Elizabeth Tighe (Florida State University - [tighe20e@mtholyoke.edu](mailto:tighe20e@mtholyoke.edu)); Katherine Binder**
  56. Morphological awareness and reading in Brazilian Portuguese; **Márcia da Mota (Universidade do Estado do Rio de Janeiro - [mmotapsi@gmail.com](mailto:mmotapsi@gmail.com)); Silvia Guimarães; Carolina Conti**
  57. Contributions of prosodic sensitivity and morphological awareness to word level reading: A perceptual task development study; **Danielle Thompson ( - [daniellemthompson@gmail.com](mailto:daniellemthompson@gmail.com)); Stuart Bernstein; Rachel Anderberg; Caitlin Orman; Cyrille Magne**
  58. The role of morphological awareness in Chinese reading from preschool to grade 3; **Chung-Hui Hsuan (Asia University, Taiwan - [chunghui2002@yahoo.com.tw](mailto:chunghui2002@yahoo.com.tw)); Yin-Mong Ling, Pei-yin shan, wan-Juin Lai, Jia-Huei shi**
  59. Orthographic and morphological cues to English word stress: Linking cue sensitivity to reading ability; **Erin Sparks ( - [erin.sparks@dal.ca](mailto:erin.sparks@dal.ca)); S. Helene Deacon**
  60. Adults' sensitivity to derivational suffixes in the reading of morphologically complex words; **Lindsay Heggie (Queens University - [lheggie@gmail.com](mailto:lheggie@gmail.com)); Lindsay Heggie; Lesly Wade-Woolley; Tosca Burtenshaw**
  61. Do children see 'break' in breakable more than in breakage? Influence of base morpheme frequency and suffix productivity on children's derived word reading; **Kyle Levesque (Dalhousie University - [kyle.levesque@dal.ca](mailto:kyle.levesque@dal.ca)); Hélène Deacon**
  62. Funding opportunities at the National Center for Education Research and National Center for Special Education Research, Institute of Education Sciences; **Karen Douglas ( - [douglasdouglas@verizon.net](mailto:douglasdouglas@verizon.net))**
  63. Funding Opportunities for literacy research available from the Eunice Kennedy Shriver National Institute of Child Health and Human Development; **Brett Miller (Eunice Kennedy Shriver National Institute of Child Health and Human Development - [millerbre@mail.nih.gov](mailto:millerbre@mail.nih.gov))**

**14th July 15:30 - 16:10  
Business Meeting  
King Charles (Level Five)**

**14th July 16:10 - 17:50  
Room: King Charles (Level Five)  
Symposium: How do dialect differences affect learning to read?**

**Chair: Mark Seidenberg**

1. Lexical quality among young children who speak Nonmainstream American English; **Nicole Patton Terry (Georgia State University - [epenpt@langate.gsu.edu](mailto:epenpt@langate.gsu.edu))**
2. Non-mainstream dialect use in second grade; **Carol McDonald Connor (Florida State University - [cconnor@fcrr.org](mailto:cconnor@fcrr.org))**
3. Dialect differences and decoding: is there a connection?; **Mark S. Seidenberg (University of Wisconsin-Madison - [seidenberg@wisc.edu](mailto:seidenberg@wisc.edu))**
4. Reading, writing, and oral language: influence and interaction of dialectal variation in school-aged children; **Julie Washington (Georgia State University - [epejaw@langate.gsu.edu](mailto:epejaw@langate.gsu.edu))**
5. Discussion of the presentations: Factors that affect reading acquisition; **Rick Wagner (Florida State University - [rkwagner@psy.fsu.edu](mailto:rkwagner@psy.fsu.edu))**

**14th July 16:10 - 17:50**

**Room: Buena Vista (Level Five)**

**Symposium: Sustaining Children's Literacy in the Digital Era**

**Chair: Ofra Korat & Iris Levin**

1. Young second language learners' visual attention to illustrations in storybooks; **Adriana G. Bus (Leiden University - [BUS@fsw.leidenuniv.nl](mailto:BUS@fsw.leidenuniv.nl)); Marian J. A. J. Verhallen; Maria de Jong**
2. E-book enhancing vocabulary and comprehension: The effects of adult's vocabulary support, static and dynamic dictionaries; **Ofra Korat (Bar-Ilan University - [korato@mail.biu.ac.il](mailto:korato@mail.biu.ac.il)); Iris Levin**
3. Assessing the effectiveness of a whole-word multimedia reading intervention designed to support development of early literacy skills; **Arjette Karemaker (University of Oxford - [Arjette.karemaker@education.ox.ac.uk](mailto:Arjette.karemaker@education.ox.ac.uk)); Nicola Pitchford; Claire O'Malley**
4. Multimodal retellings of scaffolded digital narrative: A comparison of students with diverse language and literacy needs; **Bridget Dalton (Vanderbilt University - [Bridget.dalton@vanderbilt.edu](mailto:Bridget.dalton@vanderbilt.edu)); Elaine Mo; Kristin Robsinson; Paola Uccelli ; C. Patrick Proctor**
5. What does e-book pedagogy look like? A formative study of an early literacy instructional model; **Kathleen Roskos (John Carroll University - [roskos@jcu.edu](mailto:roskos@jcu.edu)); Karen Burstein**

**14th July 16:10 - 17:50**

**Room: South Terrace (Level Five)**

**Symposium: Early childhood classroom interventions: interactions between curriculum, child and country**

**Chair: David Dickinson**

1. Promoting academic language use in kindergarten science activities: A randomized controlled intervention study; **Paul Leseman (Department of Education, Utrecht University - [p.p.m.leseman@uu.nl](mailto:p.p.m.leseman@uu.nl)); Lotte F. Henrichs; Hans Cohen de Lara; Kees Broekhof**
2. Beginning literacy: The effects of a classroom-based linguistic training program and its relationships with students' home and classroom literacy environment; **María Porta (Unidad de Psicología Evolutiva y Educacional - [meporta@mendoza-conicet.gob.ar](mailto:meporta@mendoza-conicet.gob.ar))**
3. Interactions between the type of preschool curriculum intervention, children's language level and fidelity of implementation; **David Dickinson (Vanderbilt University - [David.Dickinson@Vanderbilt.Edu](mailto:David.Dickinson@Vanderbilt.Edu)); Jill B. Freiberg; Kerry G. Hofer**
4. Preschoolers' learning-related behaviors: Contributions to literacy development during classroom-based intervention; **Laura Justice (Ohio State University - [justice.57@osu.edu](mailto:justice.57@osu.edu)); Sara Hart**
5. Teacher and child outcomes of an intensive language and literacy intervention; **Barbara Wasik (Temple University - [bwasik@Temple.Edu](mailto:bwasik@Temple.Edu)); Annemarie Hindman**

**14th July 16:10 - 17:50**  
**Room: Del Prado (Level Five)**  
**Dyslexia**  
**Chair: Rauno Parrila**

1. A new reliable method to study subtypes in developmental dyslexia; **Wim Van den Broeck (Vrije Universiteit Brussel - [Willem.Van.Den.Broeck@vub.ac.be](mailto:Willem.Van.Den.Broeck@vub.ac.be)); Astrid Geudens; Eva Staels**
2. Intact orthographic learning in dyslexia: Evidence from an eye movement study with continuous text; **Rauno K. Parrila (University of Alberta - [rauno.parrila@ualberta.ca](mailto:rauno.parrila@ualberta.ca)); Jennifer Barber**
3. Beyond decoding deficit: Inhibitory effect of positional syllable frequency in dyslexic spanish children; **Juan Luque (University of Malaga (Spain) - [juan.luque@uma.es](mailto:juan.luque@uma.es)); Miguel López-Zamora; Carlos Álvarez**
4. Oral language skills moderate nonword repetition skills in children with dyslexia: A meta-analysis of the role of nonword repetition skills in dyslexia; **Arne Lervag (University of Oslo - [a.o.lervag@ped.uio.no](mailto:a.o.lervag@ped.uio.no)); Monica Melby-Lervåg**
5. Paired associate learning deficits in dyslexia: A reflection of association type or verbal task demands?; **Robin Litt (Oxford University - [Robin.Litt@stx.ox.ac.uk](mailto:Robin.Litt@stx.ox.ac.uk)); Kate Watkins; Kate Nation**

**14th July 16:10 - 17:50**  
**Room: North Terrace (Level Five)**  
**Vocabulary**  
**Chair: Natalie Olinghouse**

1. Oral vocabulary and reading skills: More than just good friends?; **Gene Ouellette (Mount Allison University - [gouellette@mta.ca](mailto:gouellette@mta.ca)); Elissa McCarron; Sacha Nadeau; Talisa Tims**
2. Dutch third to sixth grade children's attribution of meaning to written pseudowords with and without affixes; **Agnes Tellings (Radboud University Nijmegen - [a.tellings@ru.nl](mailto:a.tellings@ru.nl)); Lex Bouts**
3. Comparing two approaches to vocabulary instruction for kindergartners; **Margaret McKeown (University of Pittsburgh - [mckeown@pitt.edu](mailto:mckeown@pitt.edu)); Isabel Beck**
4. Vocabulary predictors of writing quality and genre elements; **Natalie Olinghouse (University of Connecticut - [natalie.olinghouse@uconn.edu](mailto:natalie.olinghouse@uconn.edu)); Joshua Wilson**
5. Neural correlates of word learning from context; **Alice Jackson (University of Maryland - [ajacks14@umd.edu](mailto:ajacks14@umd.edu)); Donald Bolger**

**Day 2 - 15th July**

**07:00 – 08:30 Continental Breakfast – Arcade (Level One)**

**15th July 08:30 - 10:10**

**Room: Buena Vista (Level Five)**

**Symposium: Assessing writing to inform early identification and intervention**

**Chair: Kristen McMaster**

1. The impact of writing assessment: A meta-analysis; **Michael Hebert (Vanderbilt University - [michael.a.hebert@vanderbilt.edu](mailto:michael.a.hebert@vanderbilt.edu)); Steve Graham**
2. Using the levels of language framework to examine writing in beginning writers; **Cynthia Puranik (University of Pittsburgh - [cpuranik@pitt.edu](mailto:cpuranik@pitt.edu)); Stephanie Al Otaiba; Kristen McMaster; David Parker, Jessica Sidler Folsom; Luana Greulich; Aaron Rouby; and Kadie Ann Bourgoin**
3. Screening and progress monitoring in early elementary using transcription measures; **Erica Lembke (University of Missouri - [lembkee@missouri.edu](mailto:lembkee@missouri.edu))**
4. Monitoring first-graders' writing progress using sentence- and story-writing tasks; **Kristen McMaster (University of Minnesota - [mcmas004@umn.edu](mailto:mcmas004@umn.edu)); David Parker; Xiaoqing Du**
5. Measuring quality of writing for beginning writers; **Young-Suk Kim (Florida State University - [ykim@ferr.org](mailto:ykim@ferr.org)); Stephanie Al Otaiba; Kristen McMaster; David Parker; Jessica Sidler Folsom; Luana Greulich; Aaron Rouby; Kadie Ann Bourgoin**

**15th July 08:30 - 10:10**

**Room: South Terrace (Level Five)**

**Symposium: Prosody and reading**

**Chair: Lesly Wade-Woolley**

1. The role of linguistic stress sensitivity in the transition from pre-reader to reader; **Rachel L. Beattie (University of Southern California - [rachel.beattie@gmail.com](mailto:rachel.beattie@gmail.com)); Franklin R. Manis**
2. Assignment of lexical stress during reading; **Joanne Arciuli (Faculty of Health Sciences, University of Sydney, Australia - [joanne.arciuli@sydney.edu.au](mailto:joanne.arciuli@sydney.edu.au))**
3. Stress and syllable errors in derived word production; **Linda Jarmulowicz (University of Memphis - [ljrmlwcz@memphis.edu](mailto:ljrmlwcz@memphis.edu))**
4. A task validation study investigating school aged children's speech rhythm sensitivity and its relation to reading ability; **M. Luisa Tarczynski-Bowles (University of Coventry - [tarczynm@uni.coventry.ac.uk](mailto:tarczynm@uni.coventry.ac.uk)); Clare Wood; Andrew Holliman; Janet Vousden; Gareth Williams**
5. Discussing prosody and reading; **Lesly Wade-Woolley (Queen - [lesly.wade-woolley@queensu.ca](mailto:lesly.wade-woolley@queensu.ca))**

**15th July 08:30 - 10:10**

**Room: King Charles (Level Five)**

**Print awareness and letter knowledge in developing readers**

**Chair: Rebecca Treiman**

1. Parent-child conversations as a source of early letter knowledge; **Sarah Robins (Washington University in St. Louis, Philosophy-Neuroscience-Psychology Program - [skrobins@arwustl.edu](mailto:skrobins@arwustl.edu)); Rebecca Treiman**
2. What makes some letter sounds easier to learn than others? Evidence from children in the UK and Canada; **Rebecca Treiman (Washington University - [rtreiman@wustl.edu](mailto:rtreiman@wustl.edu)); Susan E. Stothard; Margaret J. Snowling**
3. Relation between home literacy environment and print knowledge of preschool children with language impairment; **L. Brook Sawyer (The Ohio State University - [sawyer.105@osu.edu](mailto:sawyer.105@osu.edu)); Laura Justice; Ying Guo; Katherine Glenn-Applegate; Stephen Petrill**
4. Evidence for common etiological influences on early literacy skills in kindergarten; **Brooke Soden Hensler (Florida Center for Reading Research, FSU - [bsodenhensler@gmail.com](mailto:bsodenhensler@gmail.com)); Jeanette Taylor; Chris Schatschneider**
5. Examining the relative importance of children's language, literacy, and social skills to invented spelling; **Katherine Green (Georgia State University - [epkbg@langate.gsu.edu](mailto:epkbg@langate.gsu.edu)); Gary Bingham, Nicole Patton-Terry, Kizzie Albritton**

**15th July 08:30 - 10:10**  
**Room: North Terrace (Level Five)**  
**Word recognition and decoding**  
**Chair: Carsten Elbro**

1. From “w..aa..ss” to “woz”. A second step in word decoding?; **Carsten Elbro (University of Copenhagen - [ce@hum.ku.dk](mailto:ce@hum.ku.dk)); Peter F. de Jong; Anne-Mette V. Nielsen**
2. Predicting the acquisition of decoding and sight word reading over the first four years of school; **Laura Shapiro (Aston University, UK - [l.r.shapiro@aston.ac.uk](mailto:l.r.shapiro@aston.ac.uk)); Julia Carroll; Jonathan Solity**
3. Differences in morphological decomposition in visual word recognition: A direct comparison between English adults and children; **Hei Won Ahn (University of Oxford - [heiwon.ahn@psy.ox.ac.uk](mailto:heiwon.ahn@psy.ox.ac.uk)); Kate Nation; Elizabeth Wonnacott**
4. Individual differences in reading skills and experience are reflected in eye movements during reading; **Jessica Nelson (University of Pittsburgh - [jen33@pitt.edu](mailto:jen33@pitt.edu))**
5. Neighbourhood Density Effects on Short-term memory, Rapid Automatised Naming and Reading Skills in Spanish; **Paula Guardia (University of Cambridge - [guardia.paula@gmail.com](mailto:guardia.paula@gmail.com)); Usha Goswami**

**15th July 08:30 - 10:10**  
**Room: Del Prado (Level Five)**  
**Special Populations**  
**Chair: Rhona Stainthorp**

1. The interaction of phonological and orthographic learning in children with Down syndrome; **Silvana Mengoni (University of York - [s.mengoni@psych.york.ac.uk](mailto:s.mengoni@psych.york.ac.uk)); Hannah Nash; Charles Hulme**
2. Stories of success: precocious readers as young adults; **Rhona Stainthorp (Institute of Education University of Reading - [r.w.stainthorp@reading.ac.uk](mailto:r.w.stainthorp@reading.ac.uk)); Diana Hughes**
3. Measuring phonological awareness in DHH children: Evaluation of internal consistency, concurrent validity, and factor structure of phonological awareness skills; **Mi-young Webb (Georgia State University - [epemyw@gsu.edu](mailto:epemyw@gsu.edu)); Amy Lederberg**
4. An analysis of the relationship between nonstandard dialect density and phonological awareness; **Catherine Ullman (Tufts University - [catherine.ullman@tufts.edu](mailto:catherine.ullman@tufts.edu)); Calvin Gidney**
5. Teaching deaf and hard-of-hearing prekindergarteners early literacy skills; **Amy Lederberg (Georgia State University - [eppearl@langate.gsu.edu](mailto:eppearl@langate.gsu.edu)); Carol M. Connor; Elizabeth M. Miller; Susan R. Easterbrooks**

**15th July 10:10 - 10:40**  
**Coffee Break (Level Five)**

**15th July 10:40 - 12:20**  
**Room: King Charles (Level Five)**  
**Symposium: Continuities between listening comprehension and reading comprehension**  
**Chair: Ludo Verhoeven & Charles A. Perfetti**

1. Impact of listening comprehension on reading comprehension development; **Ludo Verhoeven (Radboud University Nijmegen - [L.Verhoeven@pwo.ru.nl](mailto:L.Verhoeven@pwo.ru.nl)); Jan van Leeuwe**
2. Levels of representation in reading comprehension; **John Kirby (Queen’s University, Kingston, Ontario - [john.kirby@queensu.ca](mailto:john.kirby@queensu.ca)); Bozena White**
3. Preschool predictors of listening comprehension and reading comprehension; **Janice Keenan (University of Denver - [jkeen@psy.du.edu](mailto:jkeen@psy.du.edu)); Richard Olson, Brian Byrne & Stefan Samuelsson**
4. Influence of interclausal connectives on young readers’ text representations; **Kate Cain (Lancaster University - [k.cain@lancaster.ac.uk](mailto:k.cain@lancaster.ac.uk)); Hannah Nash & Nicola Pooley**
5. Are integrative comprehension processes the same in listening and reading?; **Charles Perfetti (University of Pittsburgh - [Perfetti@pitt.edu](mailto:Perfetti@pitt.edu)); Suzanne Adlof**

15th July 10:40 - 12:20

Room: Buena Vista (Level Five)

**Symposium: Morphology Matters: Developing a nuanced view of how, when, and for whom morphological awareness contributes to literacy achievement**

**Chair: Amanda Goodwin**

1. Who benefits from instruction to improve morphological awareness? A multivariate approach to treatment by student interactions; **Michael Kieffer** (Teachers College, Columbia University - [mk3157@columbia.edu](mailto:mk3157@columbia.edu)); **Nonie K. Lesaux**
2. The development of morphological and syntactic awareness among young second language learners: A study of children in Spanish-English two-way immersion bilingual program; **Gloria Ramirez** (Thompson Rivers University - [gramirez@tru.ca](mailto:gramirez@tru.ca)); **Li-Jen Kuo**; **Kelsie Baab**; **Ying Li**; **Tae-Jin Kim**; **Pamela Bollinger**
3. The nature of students' tacit and explicit knowledge of morphology in the context of a developmental model of word knowledge; **Shane Templeton** (University of Nevada, Reno - [wst@unr.edu](mailto:wst@unr.edu)); **David Smith**; **Bob Ives**
4. The unique role of morphological awareness compared to phonological recoding in predicting reading and vocabulary achievement for Spanish-speaking English language learners; **Amanda Goodwin** (Peabody College, Vanderbilt University - [amanda.goodwin@vanderbilt.edu](mailto:amanda.goodwin@vanderbilt.edu))
5. A discussion of symposium findings; **Bill Nagy** (Seattle Pacific University - [wnagy@spu.edu](mailto:wnagy@spu.edu))

15th July 10:40 - 12:20

Room: Del Prado (Level Five)

**Reading Disability**

**Chair: Mark Lauterbach**

1. Towards a cognitive phenotype of working memory deficit disorder; **Susan Susn Gathercole** (University of York - [sg539@york.ac.uk](mailto:sg539@york.ac.uk)); **Joni Holmes**; **Julian Elliott**
2. Describing the cognitive correlates of reading disability ; **Devin Kearns** (Vanderbilt University - [devin.kearns@vanderbilt.edu](mailto:devin.kearns@vanderbilt.edu)); **Douglas Fuchs**, **Donald L. Compton**, **Lynn S. Fuchs**, **Karla K. Stuebing**, & **Samuel A. Patton III**
3. Translational & theoretical possibilities of transcranial direct current stimulation in reading research; **Jenny Thomson** (Harvard Graduate School of Education - [jenny.jmt49@gmail.com](mailto:jenny.jmt49@gmail.com)); **Carlo Cerruti**; **S. Lynne Solis**; **Gottfried Schlaug**
4. Prediction and stability of reading status across the elementary school years; **Deborah Speece** (University of Maryland - [dlspeece@umd.edu](mailto:dlspeece@umd.edu)); **Rebecca Silverman**, **Kristen Ritchey**, **Lisa Pericola Case**
5. How a little calculus can help special education teachers understand reading tests better: the development of a teacher friendly growth metric for standardized reading test data; **Mark Lauterbach** (CUNY Graduate Center - [mlauterbach@gc.cuny.edu](mailto:mlauterbach@gc.cuny.edu)); **Francis Tabone**; **Sara Martinez**; **Michael Termini**

15th July 10:40 - 12:20

Room: South Terrace (Level Five)

**Mixed session: Assessment and fluency**

**Chair: Yaacov Petscher**

1. From accurate to fluent word reading – in how many days? A new approach to early reading development; **Holger Juul** (Centre for Reading Research, University of Copenhagen - [juul@hum.ku.dk](mailto:juul@hum.ku.dk)); **Carsten Elbro**; **Mads Poulsen**
2. RFI: Reading Fluency Intervention program in Spanish dyslexic and poor readers; **Francisca Serrano** (University of Granada - [fdseran@ugr.es](mailto:fdseran@ugr.es)); **Sylvia Defior**; **Carmen M<sup>a</sup> Hernandez**
3. Mining data from Project LISTEN's Reading Tutor to analyze development of children's oral reading prosody; **Jack Mostow** (Project LISTEN, Carnegie Mellon University - [mostow@cs.cmu.edu](mailto:mostow@cs.cmu.edu)); **Sunayana Sitaram**
4. Predictors of reading fluency in bilingual English-Arabic children; **Lama Farran** (- [lama\\_farran@bellsouth.net](mailto:lama_farran@bellsouth.net)); **Gary Bingham**; **Mona Matthews**

15th July 10:40 - 12:20  
Room: North Terrace (Level Five)  
Spelling and Writing  
Chair: James Kim

1. Adults' spelling of doubled consonants in pseudowords; **Nenagh Kemp** (School of Psychology, University of Tasmania - [nenagh.kemp@utas.edu.au](mailto:nenagh.kemp@utas.edu.au)); **Brett Kessler**; **Rebecca Treiman**
2. A longitudinal evaluation of the syllabic spelling hypothesis in Portuguese; **Tatiana Cury Pollo** (Washington University in St. Louis - [tcpollo@artsci.wustl.edu](mailto:tcpollo@artsci.wustl.edu)); **Cláudia Cardoso-Martins**; **Rebecca Treiman**; **Brett Kessler**
3. Trajectories in EAL spelling development: comparisons between good and poor spellers; **Susie Russak** (Beit Berl Academic College, Israel - [susie.russak@gmail.com](mailto:susie.russak@gmail.com)); **Janina Kahn-Horwitz**
4. Developmental spelling at three points in the kindergarten school year for L1 English- and L1 Spanish-speaking urban children; **Joanna Uhry** (Fordham University - [uhry@fordham.edu](mailto:uhry@fordham.edu)); **Laura Reynolds**
5. Enhancing the interpretive reading and analytical writing of mainstreamed english learners in secondary school: results from a randomized field trial using a cognitive strategies approach; **James Kim** (Harvard University - [james\\_kim@gse.harvard.edu](mailto:james_kim@gse.harvard.edu)); **Carol Booth Olson**, **Robin Scarcella**

15th July 10:40 - 12:20  
Room: Board Room 1 (Level One)  
Gender Issues in Reading and Reading Disability  
Chair: Jane Oakhill

1. Sex differences in dyslexia and the accuracy of its diagnosis; **Jamie Quinn** (Florida State University - [quinn@psy.fsu.edu](mailto:quinn@psy.fsu.edu)); **Richard Wagner**
2. Factors that influence the interpretation of gender stereotyped terms; **Jane Oakhill** (University of Sussex - [j.oakhill@sussex.ac.uk](mailto:j.oakhill@sussex.ac.uk)); **Alan Garnham**; **Anna-Marie Armstrong**
3. Male-biased occupations and the limits of gender-fair language: When firefighter no longer means male; **Karla Lassonde** (Minnesota State University, Mankato - [karla.lassonde@mnsu.edu](mailto:karla.lassonde@mnsu.edu)); **Edward J. O'Brien**
4. Automatic gender stereotyping, an ERP Investigation; **Stephen Hamilton** (University of California, Davis - [sthamilton@ucdavis.edu](mailto:sthamilton@ucdavis.edu)); **Jane Oakhill**; **Alan Garnham**
5. The association of teacher perceptions with second graders' behavior and academic achievement: examining race and gender differences; **Novell Tani** (Florida State University/FCRR - [novell.tani@gmail.com](mailto:novell.tani@gmail.com)); **Carol Connor**

15th July 12:20 - 14:30  
Lunch  
Arcade (Level One)

15th July 13:00 - 14:30  
Room: Grand Ballroom (Level One)  
Posters (Refreshments available from 14:30)

1. Comprehension and reading of canonical and non-canonical sentences: an eye-tracking study; **Wind Cowles** (Wind Cowles - [cowles@ufl.edu](mailto:cowles@ufl.edu)); **Sunjung Kim**
2. Comprehension and reading rates across extended grade-appropriate texts; **Elfrieda H. Hiebert** (University of California, Berkeley - [hiebert@textproject.org](mailto:hiebert@textproject.org)); **Guy Trainin**; **Kathleen Wilson**
3. Neurobiological correlates of sentence comprehension in adolescent struggling readers; **Nicole Davis** (Vanderbilt University - [Nikki.Davis@Vanderbilt.Edu](mailto:Nikki.Davis@Vanderbilt.Edu)); **Laura Barquero**; **Aanandhi Venkatadri**; **Lindsay Wilson**; **Sheryl Rimrodt**; **James Pekar**; **Laurie Cutting**
4. Novel spoken word learning in adults with developmental dyslexia; **Peggy S. Conner** (CUNY Graduate Center, NY - [pconner@gc.cuny.edu](mailto:pconner@gc.cuny.edu)); **Loraine K. Obler**
5. Phonological skills and their causal role in learning to read: A meta-analytic review; **Monica Melby-Lervag** (University of Oslo, Dep. of special needs education - [monica.melby-lervag@isp.uio.no](mailto:monica.melby-lervag@isp.uio.no)); **Solveig-Alma Halaas Lyster**; **Charles Hulme**
6. Neurological evidence of the allophonic mode of speech perception in children at-risk for dyslexia; **Mark Noordenbos** (Radboud University Nijmegen - [mark.noordenbos@gmail.com](mailto:mark.noordenbos@gmail.com)); **Eliane Segers**; **Willy Serniclaes**; **Holger Mitterer**; **Ludo Verhoeven**
7. Orthographic learning and the role of text-to-speech software in Dutch disabled readers; **Eva Staels** (Eva Staels - [estaels@vub.ac.be](mailto:estaels@vub.ac.be)); **Wim Van den Broeck**
8. Diagnosing dyslexia: the dual route versus the double deficit model; **Sunjung Kim** (Sunjung Kim - [sjkim9728@gmail.com](mailto:sjkim9728@gmail.com)); **Rebecca Wiseheart**; **Linda Lombardino**
9. Differences in profiles of children with dyslexia and learning difficulties; **Thais Barbosa** (Universidade Federal de São Paulo - [barbosa\\_thais@hotmail.com](mailto:barbosa_thais@hotmail.com)); **Camila Cruz-Rodrigues**; **Carolina M. Toledo-Piza**; **Elayne C. M.**

**Pinheiro; ana Luiza G. P. Navas; Orlando F. A. Bueno**

10. Processing speed in young adults with developmental dyslexia: A domain-general or domain-specific deficit?; **Heeyoung Park (Speech, Language, and Hearing Sciences, University of Florida - [heeyoung@ufl.edu](mailto:heeyoung@ufl.edu)); Linda J. Lombardino; Katelyn A. DiPietro; Denise C. Magdales; Danielle Schoepski; Katherine E. Martin; Lori J. P. Altmann**
11. Writing skills in developmental dyslexia: the brazilian picture naming-writing test (PNWT1.1- Writing); **Elizeu Coutinho Macedo (Elizeu Macedo - [elizeumacedo@uol.com.br](mailto:elizeumacedo@uol.com.br)); Maria José Cicero Oger Affonso; Anna Carolina Cassiano Barbosa; Carolina Mattar Julien de Toledo Piza**
12. Dyslexia and study skills in higher education: learning and teaching; **Ake Olofsson (Umea University - [ake.olofsson@psy.umu.se](mailto:ake.olofsson@psy.umu.se)); Astrid Ahl; Karin Taube**
13. Reading and writing skills in children with dyslexia and good readers; **Carolina Toledo Piza (Carolina T. Piza - [carolatp@terra.com.br](mailto:carolatp@terra.com.br)); Elizeu Coutinho Macedo; Thais Barbosa; Camila Cruz Rodrigues; Orlando Francisco A. Bueno**
14. Is discrepancy a fake phenomenon for children with reading disabilities? Findings from a nationwide longitudinal dataset; **Wei-Pai Lu (Pioneer Valley Chinese Immersion Charter School - [lwh5t@virginia.edu](mailto:lwh5t@virginia.edu))**
15. Can working memory training improve children's reading and language skills?; **Joni Holmes (Northumbria University - [joni.holmes@northumbria.ac.uk](mailto:joni.holmes@northumbria.ac.uk)) Susan Gathercole; Darren Dunning**
16. The role of phonological awareness and verbal working memory on sentence comprehension in Spanish children with and without reading disabilities; **Cristina Rodríguez (Researcher - [crodri@ull.es](mailto:crodri@ull.es)); Juan E. Jiménez**
17. Analyzing the role of complexity of syllable structure and the effects of task differences in Spanish dyslexic teenagers; **Juan E. Jiménez (University of La Laguna - [ejimenez@ull.es](mailto:ejimenez@ull.es)); Eduardo García; Cristina Rodríguez**
18. The "thing" that good braille readers have and poor braille readers don't: a relation to developmental dyslexia; **Anneli Veispak (PhD student in Katholieke Universiteit Leuven - [Anneli.veispak@ped.kuleuven.be](mailto:Anneli.veispak@ped.kuleuven.be)); Bart Boets; Pol Ghesquière**
19. An analysis of reading intervention texts: what types of words are presented to at-risk readers?; **Maria Murray (SUNY Oswego - [maria.murray@oswego.edu](mailto:maria.murray@oswego.edu)); Kristen Munger; Elfrieda H. Hiebert**
20. Neurobiological correlates of learning the meanings of "words"; **Aparna Pisupati ( - [aparna.sivapurapu@vanderbilt.edu](mailto:aparna.sivapurapu@vanderbilt.edu)); Sheryl Rimrodt; Raj Stewart; Nicole Davis; Ken Pugh; James Pekar; Laurie Cutting**
21. Individual differences of elementary school children's calculation and reading strategies; **Sven Lindberg ( - [lindberg@dipf.de](mailto:lindberg@dipf.de)); Telse Nagler; Marcus Hasselhorn**
22. Teacher-implemented phonological awareness instruction and literacy outcomes in the first year of school; **Karyn Carson (College of Education, University of Canterbury, New Zealand - [karyn.carson@pg.canterbury.ac.nz](mailto:karyn.carson@pg.canterbury.ac.nz)); Gail Gillon; Therese Boustead**
23. Effects of linguistic unit and cognitive operation complexity on the relations between phonological awareness and reading achievement in chinese: A two-level hierarchical meta-analysis; **Qiuping Wu (Department of Educational Psychology, The Chinese University of Hong Kong - [qiuping0912@gmail.com](mailto:qiuping0912@gmail.com)); Puiwan Cheng**
24. Simulating reading instruction - the prognostic validity of PA and RAN in a shallow orthography; **Alfred Schabmann (University of Vienna - [alfred.schabmann@univie.ac.at](mailto:alfred.schabmann@univie.ac.at)); Barbara Maria Schmidt**
25. Modeling phonological processing for children with mild intellectual disabilities: The relationship between underlying phonological abilities and associated language variables; **R. Michael Barker (University of Kansas - [rmbarker@ku.edu](mailto:rmbarker@ku.edu)); Rose A. Sevcik; Mary Ann Ronski; Robin D. Morris**
26. Representation of letters and words in the brain; **Kristen Lin ( - [krislin@umd.edu](mailto:krislin@umd.edu)); Donald Bolger**
27. Differential effects of neighborhood density on digit and object naming speed; **Rebecca Wiseheart (University of Florida - [wisehart@ufl.edu](mailto:wisehart@ufl.edu)); Linda Lombardino; Lori J.P. Altmann; Lauren Snyder**
28. Accelerated reading in German elementary school children: An investigation of the acceleration phenomenon (AC) and its characteristics; **Telse Nagler (IDeA Center Frankfurt - [t.nagler@idea-frankfurt.eu](mailto:t.nagler@idea-frankfurt.eu)); Sven Lindberg; Marcus Hasselhorn**
29. Language profiles in children with reading disability from infancy to grade school; **Susan Lambrecht Smith (University of Maine - [susan.lambrecht.smith@umit.maine.edu](mailto:susan.lambrecht.smith@umit.maine.edu)); Allan B. Smith; Jenny R. Roberts; John L. Locke**
30. Is RTI the greatest show on Earth? Comparing responses of nonresponders in Tier 1 and Tier 2; **Eunsoo Cho (Vanderbilt University - [eunsoo.cho@vanderbilt.edu](mailto:eunsoo.cho@vanderbilt.edu)); Donald L. Compton; Laura M. Steacy**
31. Walking the tightrope of early reading acquisition: An examination of word reading and decoding preferences in emerging readers; **Laura Steacy (Vanderbilt University - [laurasteacy@hotmail.com](mailto:laurasteacy@hotmail.com)); Jennifer K. Gilbert; Donald L. Compton; Eunsoo Cho**
32. Swallowing a double-edged sword: Considering both word and person effects on decoding accuracy; **Jennifer K. Gilbert (Vanderbilt University - [jennifer.k.gilbert@vanderbilt.edu](mailto:jennifer.k.gilbert@vanderbilt.edu)); Donald L. Compton; Devin M. Kearns**
33. Tugging at the gruff of the bearded lady: Is the orthographic choice task a measure of orthographic processing or just a cleverly disguised reading measure?; **Donald Compton (Vanderbilt University -**



- [donald.l.compton@vanderbilt.edu](mailto:donald.l.compton@vanderbilt.edu)); Jennifer K. Gilbert; Richard K. Olson
34. Step right up: Advancing the lowest achievers at Tier 1 directly to Tier 3 (Upside-down RTI); **Laura Barquero (Vanderbilt University - [laura.barquero@vanderbilt.edu](mailto:laura.barquero@vanderbilt.edu)); Donald Compton ; Jennifer Gilbert ; Eunsoo Cho ; Bobette Bouton ; Douglas Fuchs ; Lynn Fuchs**
  35. Is inference training the “Strongman” we need for increasing RD students' comprehension of text? A meta-analysis of inference studies conducted with students in K-12; **Amy Elleman (Middle Tennessee State University - [amy.m.elleman@vanderbilt.edu](mailto:amy.m.elleman@vanderbilt.edu)); Endia Lindo; Donald Compton**
  36. Where do we go from here? A literature review of response to intervention; **Luana Greulich (Florida State University-Florida Center for Reading Research - [lgreulich@frr.org](mailto:lgreulich@frr.org)); Stephanie Al Otaiba; Jessica Folsom; Jane Meadows**
  37. Critical components of elementary RTI models: an examination of coherence and fidelity in tiers 1 & 2.; **David Hill (University of Pittsburgh - [drh53@pitt.edu](mailto:drh53@pitt.edu)); Seth King; Dr. Christopher Lemons**
  38. Testing the self teaching hypothesis: phonological recoding vs. no-exposure; **Susan Loveall (University of Alabama - [sjloveall@bama.ua.edu](mailto:sjloveall@bama.ua.edu)); Frances Connors**
  39. The development of spelling skills in Arabic as a foreign language; **Alon Fragman (Beit Berl College, Ben Gurion University - [alon-fr@013.net.il](mailto:alon-fr@013.net.il)); Susie Russak, Beit Berl College**
  40. Development of Chinese orthographic processing: A cross-cultural perspective; **Yang Luo (OISE/University of Toronto - [yangluo99@gmail.com](mailto:yangluo99@gmail.com)); Xi Chen; Helene Deacon; Hong Li**
  41. Individual differences in RAN and orthographic knowledge: Word-specific vs. general; **Marie Moore (University of Alabama - [moore146@bama.ua.edu](mailto:moore146@bama.ua.edu)); Susan Loveall; Frances Connors; Allyson Phillips**
  42. Spelling development during the first year of school; **Pernilla Soderberg Juhlander (Linnaeus University - [pernilla.soderberg.juhlander@lnu.se](mailto:pernilla.soderberg.juhlander@lnu.se)); Ake Olofsson**
  43. Fast orthographic learning in Chinese and its relationship to phonological decoding; **Yongguang Liu ( - [yangguanglyg@gmail.com](mailto:yangguanglyg@gmail.com)); Ling-po Shiu**
  44. Storage of rime-based sub-word orthographic units in children and adults: Evidence from a pseudo-rime task; **David Kilpatrick (State University of New York, College at Cortland - [kilpatrickd@cortland.edu](mailto:kilpatrickd@cortland.edu)); Leslie Cole**
  45. The relationship between text messaging, literacy skills and conventional spelling in students with and without reading disabilities; **Carrie Stacey (university of north carolina at greensboro - [clstacey@uncg.edu](mailto:clstacey@uncg.edu)); Alan Kamhi**
  46. Characterizing spelling and reading fluency development in persistently poor readers; **Julie Masterson (Missouri State University - [JulieMasterson@MissouriState.edu](mailto:JulieMasterson@MissouriState.edu)); Arthur Maerlender; Rene Friemoth Lee; Devery Larsen**
  47. Productive oral language ability is not associated with early literacy skills; **Kenn Apel (School of Comm. Sci. & Disorders, Florida State University - [kenn.apel@cci.fsu.edu](mailto:kenn.apel@cci.fsu.edu)); RaMonda Horton-Ikard; Danielle Brimo; Elizabeth Wilson-Fowler**
  48. Detecting readers' orthographic and semantic processes with error-related negativities (ERNs); **Lindsay Harris ( - [lnh27@pitt.edu](mailto:lnh27@pitt.edu)); Michal Balass; Charles Perfetti**
  49. Vowel representation in the spelling of preschool children; **Cynthia Core (The George Washington University - [core@gwu.edu](mailto:core@gwu.edu)); Cynthia Puranik, Kenn Apel, Erin Estabrooks**
  50. Modeling the developmental relationship between reading and writing: a latent change score analysis; **Yusra Ahmed ( - [ahmed@psy.fsu.edu](mailto:ahmed@psy.fsu.edu)); Richard K. Wagner**
  51. Analysis of errors on the TWS-4: What does spelling achievement of fifth graders tell us about understanding of language?; **Barbara Conway ( - [btconway@tamu.edu](mailto:btconway@tamu.edu)); Suzanne Carreker; Mary Lou Slania; Regina Boulware Gooden; R. Malatesha Joshi**
  52. Socioeconomic and Gender Group Differences in Early Literacy Skills: A Multiple Group Confirmatory Factor Analysis; **Julia Lee (Florida State University - [leeacj@yahoo.com](mailto:leeacj@yahoo.com)); Stephanie Al Otaiba**
  53. Lexical analysis of words on commonly used standardized spelling assessments; **Mary Beth Calhoon (Lehigh University - [bethcalhoon@lehigh.edu](mailto:bethcalhoon@lehigh.edu)); Julie J. Masterson**
  54. Executive functioning and academic skills in Chinese and American kindergartners; **Lindsay Bell (University of Michigan Department of Psychology - [lindsay.h.bell@gmail.com](mailto:lindsay.h.bell@gmail.com)); Su Li; Frederick Morrison**
  55. An observational study of teacher-child conversations around shared book reading: what happens between once upon a time and happily ever after; **Sharolyn Pollard-Durodola (Texas A&M University, Department of Educational Psychology - [sdurodola@tamu.edu](mailto:sdurodola@tamu.edu)); Jorge E. Gonzalez; Deborah C. Simmons; Aaron B. Taylor; Matthew J. Davis; Melissa Fogerty; Leslie Simmons**
  56. Vocabulary training to improve reading comprehension: A randomized trial with Spanish-speaking children; **Clara Gomes ( - [cgomes@ugr.es](mailto:cgomes@ugr.es)); Araceli Valle; Sylvia Defior**
  57. The relationship between young readers' abilities to read and define words: Is it modulated by orthographic complexity?; **Marketa Caravolas (Bangor University - [m.caravolas@bangor.ac.uk](mailto:m.caravolas@bangor.ac.uk)); Betty Mousikou, Miroslava Schoffelová, Corina Effrim**
  58. Online memory retrieval during reading is affected by phonological stability; **Clinton Johns (Haskins Laboratories -**

[johns@haskins.yale.edu](mailto:johns@haskins.yale.edu)); Julie Van Dyke; James Magnuson; Kenneth Pugh; Einar Mencl; David Braze; Whit Tabor; Donald Shankweiler

59. What skills are impaired in dyslexia at the onset of reading? A prospective study of children with reading difficulties. **Julia Carroll (University of Warwick - [J.M.Carroll@warwick.ac.uk](mailto:J.M.Carroll@warwick.ac.uk)); Laura Shapiro; Jonathan Solity**
60. Cognitive, metacognitive and personality profiles of postsecondary students with dyslexia. **Wim Tops (Department of Experimental Psychology, Ghent University, Belgium - [wim.tops@ugent.be](mailto:wim.tops@ugent.be)); Maaïke Callens; Marc Brysbaert**
61. A comparison of methods for scoring multidimensional constructs unidimensionally in literacy research; **Yaacov Petscher (Florida Center for Reading Research - [ypetscher@frr.org](mailto:ypetscher@frr.org))**

**15th July 15:30 - 17:00**

**Presidential Address**

**Hugh W. Catt**

**Early Identification of Reading Disabilities**

**Room: King Charles (Level Five)**

**Conference Dinner**

**17:45-22:00**

**Dali Museum**

**5:45 PM - Guests meet at South Entrance of hotel**

**6:15 - 6:30 PM - Transfer to Dali Museum**

**6:30 PM - Arrival at Dali / Bar opens**

**6:45 PM - Docent led tours begin**

**7:30 PM - Dinner buffet opens**

**7:45 PM - Docent led tours end (Galleries remain open until 8:45 PM)**

**9:30 PM - Dinner buffet and bar closes**

**9:45 - 10:00 PM - Return transfer to hotel**

**Day 3 - 16th July**

**07:00 – 08:30 Continental Breakfast – Arcade (Level One)**

**16th July 08:30 - 10:10**

**Room: South Terrace (Level Five)**

**Symposium: Morphological awareness: what is it and how does it contribute to reading in English and Chinese?**

**Chair: L. Quentin Dixon; Barbara Foorman; R. Malatesha Joshi**

1. Analysis of measures of morphological awareness; **Joanne Carlisle (University of Michigan - [jfcarl@umich.edu](mailto:jfcarl@umich.edu))**
2. Dimensionality of morphological awareness; **Richard Wagner (Florida Center for Reading Research, Florida State University - [rkwagner@psy.fsu.edu](mailto:rkwagner@psy.fsu.edu)); Mercedes Spencer; Andrea Muse**
3. Does morphological knowledge uniquely predict reading comprehension above and beyond spelling and text reading efficiency in grades 3-10?; **Barbara Foorman (Florida Center for Reading Research at Florida State University - [bfoorman@fcrr.org](mailto:bfoorman@fcrr.org)); Yaacov Petscher**
4. A cross-group and cross-linguistic study of the effect of morphological awareness on literacy skills in Chinese-English bilinguals; **Jing Zhao (Texas A&M University - [amyjzhao@gmail.com](mailto:amyjzhao@gmail.com)); Yifen Yeh; L. Quentin Dixon; R. Malatesha Joshi; Erin McTigue**
5. The role of Chinese lexical compounding morphological awareness for early reading difficulties in Chinese (but not English) among Hong Kong Chinese children; **Catherine McBride-Chang (The Chinese University of Hong Kong - [cammiecmbridechang@gmail.com](mailto:cammiecmbridechang@gmail.com))**

**16th July 08:30 - 10:10**

**Room: North Terrace**

**Symposium: The predictive validity of dynamic assessment**

**Chair: Anna Gellert**

1. The use of a dynamic screening of phonological awareness to predict reading outcomes; **Mindy Bridges (University of Kansas - [msittner@ku.edu](mailto:msittner@ku.edu)); Hugh Catts; Diane Nielsen**
2. Dynamic and static assessment of phonological awareness in preschool: a behavior-genetic study; **Richard Olson (University of Colorado at Boulder - [Richard.Olson@Colorado.EDU](mailto:Richard.Olson@Colorado.EDU)); William Coventry; Brian Byrne; Stefan Samuelsson**
3. Predicting reading ability for bilingual Hispanic children using dynamic assessment; **Douglas Petersen (University of Wyoming - [Dpeter39@uwoyo.edu](mailto:Dpeter39@uwoyo.edu)); Ronald Gillam**
4. The predictive validity of dynamic assessment, working memory, and reading comprehension in children with and without reading disabilities - a three year longitudinal study; **H. Lee Swanson (University of California-Riverside - [lee.swanson@ucr.edu](mailto:lee.swanson@ucr.edu)); Olga Jerman**
5. The predictive validity of dynamic measures of acquisition of reading fluency and vocabulary – a longitudinal study of children from grade 3 to 4; **Anna Gellert (University of Copenhagen - [agellert@hum.ku.dk](mailto:agellert@hum.ku.dk)); Carsten Elbro**

**16th July 08:30 - 10:10**

**Room: Del Prado (Level Five)**

**Symposium: Development of a tiered approach to address language and literacy skills in early childhood classrooms**

**Chair: Howard Goldstein**

1. Examining language and literacy in preschools for response to intervention foundations; **Naomi Schneider (The Ohio State University - [nschneider@ehe.osu.edu](mailto:nschneider@ehe.osu.edu)); Howard Goldstein**
2. Characterizing language and literacy coverage through content analysis of preschool curricula; **Sean Noe (The Ohio State University - [noe.29@ehe.osu.edu](mailto:noe.29@ehe.osu.edu)); Howard Goldstein; Rhonda Tabbah**
3. Investigations of Tier 2 embedded storybook interventions for preschool children; **Elizabeth Spencer (The Ohio State University - [espencer@ehe.osu.edu](mailto:espencer@ehe.osu.edu)); Howard Goldstein; Sean Noe**
4. Examining the effects of Tier 3 early literacy and language interventions in preschool; **Kelly Powell-Smith (Dynamic Measurements Group - [kpowellsmith@dibels.org](mailto:kpowellsmith@dibels.org)); Ruth Kaminski**
5. Discussant; **Ann Kaiser (Vanderbilt University - [ann.kaiser@vanderbilt.edu](mailto:ann.kaiser@vanderbilt.edu))**

16th July 08:30 - 10:10  
Room: Buena Vista (Level Five)  
RAN across orthographies  
Chair: George Georgio

1. Is rapid automatized naming (RAN) automatic?; **George Georgiou (University of Alberta - [georgiou@ualberta.ca](mailto:georgiou@ualberta.ca))**
2. Effects of practice on the relation of reading to color naming and interference; **Athanasios Protopapas (University of Athens - [protopap@gmail.com](mailto:protopap@gmail.com)); Despoina Moirou; Artemis Markatou; Eleni Vlahou**
3. Phonological awareness and naming speed as predictors of reading fluency in Spanish; **Eduardo Onochie-Quintanilla (Universidad de Granada - [onochie@correo.ugr.es](mailto:onochie@correo.ugr.es)); Ian Simpson, Marketa Caravolas, Sylvia Defior**
4. Phonemic awareness, rapid serial naming, and orthographic coding: Evidence from an asymmetric orthography; **Claudia Cardoso-Martins (Universidade Federal de Minas Gerais - [cacau@fafich.ufmg.br](mailto:cacau@fafich.ufmg.br)); Natalia Rakhlin; Elena Grigorenko**
5. Is rapid automatized naming (RAN) a cause or consequence of reading skill?; **Daisy Powell (School of Human and Life Sciences, Roehampton University - [d.powell@roehampton.ac.uk](mailto:d.powell@roehampton.ac.uk)); Lynette Chesson**

16th July 08:30 - 10:10

Room: King Charles

Symposium: Contributions to understanding automaticity and fluency from studies of neuroscience, culture, and behavior

Chair: Joanna Christodoulou; Tami Katzir

1. Neural correlates of reading fluency in dyslexia and typical reading; **Joanna A. Christodoulou (MIT - [jchristo@mit.edu](mailto:jchristo@mit.edu)); Stephanie N. Del Tufo; John Lymberis; Patricia Saxler; John D.E. Gabrieli**
2. Brain system synchronization of dyslexic readers as a result of fluency training: Evidence from imaging studies; **Shelley Shaul (University of Haifa - [shelleys@edu.haifa.ac.il](mailto:shelleys@edu.haifa.ac.il)); Zvia Breznitz**
3. The Relationship of Rapid Automatized Naming to reading development in Spanish; **Carmen L. Escribano (Universidad Complutense de Madrid - [carmenle@edu.ucm.es](mailto:carmenle@edu.ucm.es))**
4. How our views of fluency influence intervention: From multi-component emphases to multi-component effects; **Maryanne Wolf (Tufts University - [maryanne.wolf@tufts.edu](mailto:maryanne.wolf@tufts.edu)); Mirit Barzillai; Robin Morris; Maureen Lovett**
5. Relationship of rapid letter naming and phonological awareness to brain thickness in typically developing children; **Suzanne Houston (UCLA - [suzanne.houston@loni.ucla.edu](mailto:suzanne.houston@loni.ucla.edu)); Tami Katzir; Elizabeth Sowell; Carly Rosso; Eric Kan; Ariel Starr; Guinivere Rodriguez**

16th July 10:10 - 10:40

Coffee Break (Level Five)

16th July 10:40 - 12:20

Room: Del Prado (Level Five)

Symposium: Reading diversity: Uncovering the foundation of reading in East Asian languages

Chair: Shelley Xiuli Tong

1. Toward a reconceptualization of morphological awareness in Chinese: Latent components of Chinese morphological awareness; **Shelley Xiuli Tong (MARCS Auditory Laboratories, University of Western Sydney - [txlpsy@gmail.com](mailto:txlpsy@gmail.com))**
2. Morphological structure processing in Chinese children with dyslexia; **Xiuhong Tong (Psychology Department, The Chinese University of Hong Kong - [tongxiuhong@gmail.com](mailto:tongxiuhong@gmail.com)); Catherine McBride-Chang; Kevin K.H. Chung**
3. The contribution of morphological awareness to reading and spelling in Korean, Chinese, and English among Korean children; **Jeung-Ryeul Cho (Kyungnam University - [jrcho@kyungnam.ac.kr](mailto:jrcho@kyungnam.ac.kr)); Sang-Mee Kim**
4. Universal and language-specific processes in word reading: Comparing cross-language transfer between Spanish-English and Chinese-English bilinguals; **Pasquarella Adrian (Ontario Institute for Studies in Education (OISE) at the University of Toronto - [a.pasquarella@gmail.com](mailto:a.pasquarella@gmail.com)); Xi Chen; Esther Geva; Alexandra Gottardo**
5. Spelling in Thai children and adults: The effect of phonic and whole word instruction on errors on consonants, vowels and tones; **Denis Burnham (MARCS Auditory Laboratories, University of Western Sydney - [denis.burnham@uws.edu.au](mailto:denis.burnham@uws.edu.au)); Sudaporn Luksaneeyanawin**

16th July 10:40 - 12:20

Room: King Charles (Level Five)

Symposium: Improving vocabulary and comprehension from early through middle childhood

Chair: Gina Biancarosa

1. Effect of illustrations on young children's processing of story language; **Marian Verhallen (Leiden University - [verhallen@fsw.leidenuniv.nl](mailto:verhallen@fsw.leidenuniv.nl)); Adriana G. Bus**
2. Influence of peers' skill levels on children's language growth within preschool classrooms; **Christopher Schatschneider (Florida State University - [Schatschneider@psy.fsu.edu](mailto:Schatschneider@psy.fsu.edu)); Laura Justice; Yaacov Petscher**
3. Supporting early vocabulary development within a multi-tier approach to instruction and intervention: A regression discontinuity study; **Michael Coyne (University of Connecticut - [mike.coyne@uconn.edu](mailto:mike.coyne@uconn.edu))**
4. Closing the vocabulary and comprehension gap in first grade through read alouds; **Gina Biancarosa (University of Oregon - [ginab@uoregon.edu](mailto:ginab@uoregon.edu)); Scott Baker; Hank Fien; Yong Han Park; Lana Santoro; Priti Haria; Susanna Williams; Janet Otterstedt**
5. The relationship between vocabulary and comprehension instruction and growth in reading for monolingual and bilingual children in third through fifth grade; **Rebecca Silverman (University of Maryland - [rdsilver@umd.edu](mailto:rdsilver@umd.edu)); Patrick Proctor**

16th July 10:40 - 12:20

Room: South Terrace (Level Five)

Symposium: New measures for investigating emergent literacy environments and skill development

Chair: Shayne Piasta

1. Assessment of Story Comprehension (ASC): A preliminary investigation of reliability and validity; **Trina Spencer (The Ohio State University - [tspencer@ehe.osu.edu](mailto:tspencer@ehe.osu.edu))**
2. The Inventory of Phonological Awareness with Alternative Responses (IPAAR); **Ryan Bowles (Department of Psychology, Michigan State University - [bowlesr@msu.edu](mailto:bowlesr@msu.edu)); Lori Skibbe; Gary Troia; Laura Froyen**
3. A new classroom language environment scale: Initial validation and exploration; **Beth Phillips (Department of Educational Psychology and Learning Systems, Florida State University and Florida Center for Reading Research - [bphillips@ferr.org](mailto:bphillips@ferr.org))**
4. The Systematic Assessment of Book Reading (SABR): A methodological shift in assessing classroom-based shared reading; **Tricia Zucker (University of Texas Health Science Center at Houston - [tricia.zucker@uth.tmc.edu](mailto:tricia.zucker@uth.tmc.edu)); Sonia Cabell; Jill Pentimonti; Laura Justice**
5. A standardized tool for assessing the level of children's orientation to book reading: The C.O.B. (Children's Orientation to Book Reading Rating Scale); **Ying Guo (Children - [guo.133@osu.edu](mailto:guo.133@osu.edu)); Joan Kaderavek; Laura Justice**

16th July 10:40 - 12:20

Room: Buena Vista (Level Five)

Phonological Processes

Chair: Jason Anthony

1. Phonological processing in dyslexic children: the implication of the task; **Daniel Daigle (Universite de Montreal - [daniel.daigle@umontreal.ca](mailto:daniel.daigle@umontreal.ca)); Rachel berthiaume**
2. Phonological representation abilities and early literacy skills among children with speech sound disorder: new evidence for a phonological core deficit; **Jason Lon Anthony (University of Texas Health Science Center at Houston - [Jason.L.Anthony@uth.tmc.edu](mailto:Jason.L.Anthony@uth.tmc.edu)); Teresa Anthony; Jeffrey Williams**
3. How does a diglossic first-language phonology influence spelling in a second-language? The case of the Arabic language; **Zainab Allaith (- [zallaith@neo.tamu.edu](mailto:zallaith@neo.tamu.edu)); R. Malatesha Joshi; Astri Yulia; Brenda Taylor**
4. Differences in the nature of dyslexic and non-dyslexic children's phonological representations: New perspectives from nonword repetition errors; **Kirsten Schraeyen (Lessius University College, Association Catholic University Leuven - [kirsten.schraeyen@lessius.eu](mailto:kirsten.schraeyen@lessius.eu)); Astrid Geudens; Dominiek Sandra; Pol Ghesquière**
5. Spanish phonological awareness: Dimensionality and sequence of development during the preschool and kindergarten years; **Sandra Gillam (Utah State University - [sandi.gillam@usu.edu](mailto:sandi.gillam@usu.edu)); Jason Anthony; Jeffrey Williams; Lillian Duran; Rachel Aghara; Paul Swank; Mike Assel; Susan Landry**

16th July 10:40 - 12:20  
Room: North Terrace (Level Five)  
Reading Comprehension  
Chair: Jeannette Mancilla-Martinez

1. Phonological and orthographic processing in Persian reading comprehension; Amir Sadeghi (Islamic Azad University of Damavand and University of Canterbury - [amir.sadeghi@pg.canterbury.ac.nz](mailto:amir.sadeghi@pg.canterbury.ac.nz)); John Everatt; Brigid McNeill
2. The role of sentence-level syntactic knowledge on fifth grade Spanish-speaking language minority learners' reading comprehension outcomes; Jeannette Mancilla-Martinez (University of Illinois at Chicago - [jmm25@uic.edu](mailto:jmm25@uic.edu)); Nonie Lesaux
3. Assessing discourse comprehension during reading using MOCCA; Ben Seipel (University of Minnesota - [seip0019@umn.edu](mailto:seip0019@umn.edu)); Sarah Carlson; Kristen McMaster
4. As the plot thickens: Interactions between text- and reader-characteristics in the processing of narrative texts; Debra Long (University of California, Davis - [dllong@ucdavis.edu](mailto:dllong@ucdavis.edu)); Stephen Hamilton
5. Influence of explicitness and causal order on second grade readers' comprehension of causal relations in expository texts; Hsiao-Ling Weng (Teachers College, Columbia University - [hw2022@columbia.edu](mailto:hw2022@columbia.edu))

16th July 12:20 - 14:30  
Lunch  
Arcade (Level One)

16th July 13:00 - 14:30  
Room: Grand Ballroom (Level One)  
Posters (Refreshments available from 14:30)

1. Print knowledge of children with specific and non-specific language impairment; Jaclyn Dynia (Ohio State University - [jdynia@eche.osu.edu](mailto:jdynia@eche.osu.edu)); Ying Guo; Laura M. Justice
2. Emergent literacy skills and early numeracy skills in preschool: the value of including emergent literacy skills in the prediction of early numeracy skills development; David Purpura (University of Illinois at Urbana-Champaign - [dpurpura@illinois.edu](mailto:dpurpura@illinois.edu)); Laura Hume; Darcey Sims; Christopher J. Lonigan
3. Do oral language skills impact the relationship between first and second language phonological awareness skills in Spanish-speaking English language learners? An evaluation of the lexical restructuring model; John Goodrich (Department of Psychology, Florida State University - [goodrich@psy.fsu.edu](mailto:goodrich@psy.fsu.edu)); Christopher Lonigan; JoAnn Farver
4. Examining the relationship between kindergartners home literacy experiences and narrative language abilities; RaMonda Horton-Ikard (School Communication Sciences and Disorders Florida State University - [rhorton2@fsu.edu](mailto:rhorton2@fsu.edu)); Kenn Apel; Danielle Brimo; Elizabeth B. Wilson-Fowler
5. The effects of behaviour on the development of emergent literacy skills; Emma Medford (University of Hull - [E.M.Medford@2006.hull.ac.uk](mailto:E.M.Medford@2006.hull.ac.uk)); Sarah McGeown
6. The impact of early literacy intervention on the relation between behavior problems and emergent literacy skills in preschoolers; Darcey Sims (Florida State University/ Florida Center for Reading Research - [sims@psy.fsu.edu](mailto:sims@psy.fsu.edu)); Christopher Lonigan
7. Predicting emergent literacy growth from externalizing behaviors: The utility of multiple informants; Nicholas Allan (- [allan@psy.fsu.edu](mailto:allan@psy.fsu.edu)); Christopher J Lonigan
8. Predicting early literacy skills; Kim Cordewener (Radboud University Nijmegen - Behavioural Science Institute - [k.cordewener@pwo.ru.nl](mailto:k.cordewener@pwo.ru.nl)); Anna Bosman; Fred Hasselman; Ludo Verhoeven
9. The home literacy environment: a direct link from storybook reading to later literacy?; Lynette Chesson (Roehampton University - [chesslm@roehampton.ac.uk](mailto:chesslm@roehampton.ac.uk)); Daisy Powell; Lance Slade; Joseph Levy
10. Early parent-child book-reading, and its relations to later language and reading outcomes; Ozlem Ece Demir (The University of Chicago - [ece@uchicago.edu](mailto:ece@uchicago.edu)); Lauren Applebaum; Susan Levine; Katherine Petty; Susan Goldin-Meadow
11. Babbling at 9 months predicts letter identification at 66 months; Kelly Schussler (University of Nebraska-Lincoln - [kellyschussler@gmail.com](mailto:kellyschussler@gmail.com)); Tiffany P. Hogan; Jordan R. Green
12. Role of phonological awareness in contingent relationships between letter-name and letter-sound knowledge in non-readers; Rod Barron (University of Guelph - [barron@psy.uoguelph.ca](mailto:barron@psy.uoguelph.ca)); Maggie Addison
13. Adult's interactive strategies influence children's comprehension process during shared book reading: Evidence from eye movement; Ya-Lan Chang (Ya-Lan Chang - [Karlachang@msn.com](mailto:Karlachang@msn.com)); Jie-Li Tsai
14. Evaluation of the raising a reader program and supplemental parent training in shared reading strategies; Teresa Anthony (University of Texas Health Science Center - [teresamurphy10@yahoo.com](mailto:teresamurphy10@yahoo.com)); Jason Anthony; Jeffrey

## **Williams**

15. Home school communication, parent support strategies and reading development in the first year of school; **Philippa Struthers (University of Otago - [pipstruthers@psy.otago.ac.nz](mailto:pipstruthers@psy.otago.ac.nz)); Elizabeth Schaughency; Samuel Clark**
16. Grade retention and first grade classroom instruction; **Jennifer Dombek ( - [jdombek@ferr.org](mailto:jdombek@ferr.org)); Carol Connor**
17. The development of character-identification strategies for Chinese regular and irregular compound characters among Chinese beginning readers; **Meng Feng Li (Department of Educational Psychology and Counseling, National Taiwan Normal University - [mengfeng.li@gmail.com](mailto:mengfeng.li@gmail.com)); Yi-Fen Su; Chi-Ching Chuang**
18. Knowledge effects on word identification; **Sarah Priebe (University of Denver - [spriebe@du.edu](mailto:spriebe@du.edu)); Janice Keenan**
19. Semantic priming effects in a lexical decision task in third graders: Comparing three different stimulus onset asynchronies; **Jerusa Fumagalli de Salles (Universidade Federal do Rio Grande do Sul - [jerusafs@yahoo.com.br](mailto:jerusafs@yahoo.com.br)); Candice Steffen Holderbaum**
20. Properties of eye movement and pupil diameter in adult good readers in a lexical decision task: effect of lexicality and frequency; **Darlene Godoy de Oliveira (Darlene Godoy de Oliveira - [darlenegodoy@gmail.com](mailto:darlenegodoy@gmail.com)); Ana Navas, Alessandra Seabra; Elizeu Macedo**
21. Predicting reading and listening abilities with executive function and speed measures: A latent variable analysis; **Micaela Christopher (University of Colorado at Boulder - [micaela.christopher@colorado.edu](mailto:micaela.christopher@colorado.edu)); Akira Miyake; Janice M. Keenan; Richard Olson**
22. Writing stories: An analysis of component skills; **Kathleen Jubenville (Carleton University, Ottawa ON CANADA - [kjubenvi@connect.carleton.ca](mailto:kjubenvi@connect.carleton.ca)); Rosemary Lever; Monique Sénéchal; Stephanie Pagan**
23. Individual differences in oral and silent reading comprehension; **Nicole Conrad (Department of Psychology, Saint Mary's University - [nicole.conrad@smu.ca](mailto:nicole.conrad@smu.ca))**
24. LEE. Proposals for developing strategies to improve reading comprehension in a new Instructional Program in Spanish; **Liliana Fonseca (UNSAM - [lfonseca@psicopedagogica.com.ar](mailto:lfonseca@psicopedagogica.com.ar)); Bárbara Gotheil; Adriana Aldrey; María Pujals; Inés Lagomarsino; Eleonora Lasala; Dolores Pueyrredón; Sandra Molina; Luciana Buonsanti; Alejandra Mendivelzúa; Leticia Freire (UNSAM); Juan Pablo Barreyro UBA CONICET y col**
25. Conjunction junction, what's your function? Exploring the role of conjunctions in reading comprehension; **Christie Fraser (OISE/University of Toronto - [christeas@hotmail.com](mailto:christeas@hotmail.com)); Adrian Pasquarella; Esther Geva**
26. Assessing comprehension with retellings and comprehension questions: Why do they differ?; **Anh Hua ( - [anhhua20@gmail.com](mailto:anhhua20@gmail.com)); Janice Keenan**
27. The role of genre and activity preferences in early reading development: Are there gender differences?; **Amy Grant (Wilfrid Laurier University - [akgrnt@mta.ca](mailto:akgrnt@mta.ca)); Alexandra Gottardo;**
28. The effect of electronic textbook integrating reading strategies on students' language outcome and motivation; **Shiu-Hsung Huang Chen ( - [fang9487@ms1.hinet.net](mailto:fang9487@ms1.hinet.net)); Chun-Lien Chen; Yea-Mei Leou; Ya-Ying Tseng**
29. The relationship between narrative comprehension and reading comprehension; **Maggie Middleton (The Western Reserve Reading Project - [middleton.47@ehe.osu.edu](mailto:middleton.47@ehe.osu.edu)); Margaret E. Middleton; Stephen A. Petrill**
30. Children's moral theme comprehension: the processes of inference generation during and after reading moral stories; **Chi-Shun Lien (National Chung Cheng University - [cslie@ccu.edu.tw](mailto:cslie@ccu.edu.tw))**
31. Assessing the impact of topic interests on comprehension processes; **Joe Magliano (Northern Illinois University - [jmagliano@niu.edu](mailto:jmagliano@niu.edu)); Amanda M. Durik; Janet K. Holt;**
32. The development of Taiwanese children's on-line causal and anaphoric inferences; **Chiung-hsien Tsai ( - [zdca0438@gmail.com](mailto:zdca0438@gmail.com)); Yuhtsuen Tzeng**
33. Amount of independent reading predicts gains in word reading fluency during first grade.; **Anne-Mette Veber Nielsen (University of Copenhagen - Department of Scandinavian Studies and Linguistics - [anveber@hum.ku.dk](mailto:anveber@hum.ku.dk)); Holger Juul**
34. Genetic and environmental influences on reading and math growth; **Pamela Vincent (The Ohio State University - [PVincent@ehe.osu.edu](mailto:PVincent@ehe.osu.edu)); Stephen Petrill**
35. The processing of tonal information in reading Chinese characters among young children; **Chuchu Li (University of Maryland, College Park - [aimer2006@126.com](mailto:aimer2006@126.com)); Candise Lin; Min Wang**
36. The content/function distinction in the missing letter effect in children; **Pierre Cormier (Universite de Moncton - [Pierre.Cormier@umoncton.ca](mailto:Pierre.Cormier@umoncton.ca)); Julie Ronikier; Jean Saint-Aubin**
37. Kindergarten classroom instruction: What happens and what matters for literacy growth?; **Stephanie Guthrie (University of Michigan - [stephig@umich.edu](mailto:stephig@umich.edu)); Frederick Morrison**
38. Using Sequence Text Structure to Teach Reading Comprehension to Primary Grade Students; **Rong Cheng (Columbia University - [rc2621@columbia.edu](mailto:rc2621@columbia.edu)); Joanna P. Williams; Lisa Pao; J.Grant Atkins; Rong Cheng; Jenny Kao; Jill Ordynans**
39. Implementation of a Tier 1 and Tier 2 intervention program in Kindergarten: Impact on phonological awareness and letter knowledge; **Alain Desrochers (School of Psychology, University of Ottawa - [Alain.Desrochers@uottawa.ca](mailto:Alain.Desrochers@uottawa.ca)); Monique Brodeur; Line Laplante; Eric Dion; Glenn L. Thompson**
40. The impact of working memory training on learning: A randomized controlled trial; **Darren Dunning (University of York - [dd526@york.ac.uk](mailto:dd526@york.ac.uk)); Susan Gathercole; Joni Holmes**

41. Rethinking fidelity-of-treatment implementation: Conceptual and practical implications based on scale-up PALS ; **Peng Peng ( Vanderbilt University- [kevpp2004@hotmail.com](mailto:kevpp2004@hotmail.com))**; Douglas Fuchs; Donald Compton; Lynn Fuchs; Devin Kearns; Eunsoo Cho; Kristen L. McMaster
42. The effectiveness of turnaround reading intervention program in Taiwanese disadvantaged district--An examination of the effects of implement duration; **Shuli Chen ( - [shuli.chen57@gmail.com](mailto:shuli.chen57@gmail.com))**; Shih-Jay Tzeng+active member; Yi-Chieh Wu+student member; Hsin-Ying Chen
43. Word reading phase theory applied to a reading intervention with young children; **Donna Akilah M. Wright (Medgar Evers College - [donnaakilah@yahoo.com](mailto:donnaakilah@yahoo.com))**
44. Teacher dispositions, teacher self-efficacy, and second graders' literacy outcomes; **Andrea Carlile (Florida State University - [andrecarlile@yahoo.com](mailto:andrecarlile@yahoo.com))**; Carol Connor
45. Using summarization technology in an EFL reading class; **Chia-Hui Chiu (Tunghai University, Taiwan - [chiahuichiu@hotmail.com](mailto:chiahuichiu@hotmail.com))**
46. Relations between name writing, dictation, and letter knowledge for American Indian children in Head Start; **Hope Gerde (Michigan State University - [hgerde@msu.edu](mailto:hgerde@msu.edu))**; Trish Finger; Ashley Zientek; Lori Skibbe; Jessica Barnes
47. Contributions of reading and oral language ability on the quality of writing in children with and without language learning disabilities; **Anthony Koutsoftas (Seton Hall University - [anthony.koutsoftas@shu.edu](mailto:anthony.koutsoftas@shu.edu))**; Pradyumn Srivastava
48. Relation between Chinese literacy and processing speed index among second- and third- grade students in Taiwan; **Hsiou-Wen Yang ( - [hsiouweny@yahoo.com.tw](mailto:hsiouweny@yahoo.com.tw))**; Yi-fen Su; Shin-feng Chen
49. Modeling the growth of writing: A three-year longitudinal study; **Patricia Kantor (Florida State University - [kantor@psy.fsu.edu](mailto:kantor@psy.fsu.edu))**; Richard K. Wagner
50. Single- and double-deficit readers and compensation; **Virginia Cronin (George Washington University - [vcronin@gwu.edu](mailto:vcronin@gwu.edu))**; Lila Yuen; Shira Stern
51. Lexical access and letter access are involved in different aspects of reading in Grade 5; **Mads Poulsen (University of Copenhagen - [m.poulsen@hum.ku.dk](mailto:m.poulsen@hum.ku.dk))**
52. Genre differences in text cohesion that predict reading comprehension and fluency; **Sarah Kershaw (Florida State University, Florida Center for Reading Research - [skershaw@fcrr.org](mailto:skershaw@fcrr.org))**; Chris Schatschneider; Amy Barth; David Francis; Barbara Foorman; Yaacov Petscher; Jack Stenner; Carl Swartz
53. Exploring iconicity in simple Chinese characters; **Wen Xiao (The Chinese University of Hong Kong - [xiaowen0423@gmail.com](mailto:xiaowen0423@gmail.com))**; Rebecca Treiman
54. The relationship between text messaging and young people's grammatical understanding; **Sam Waldron (Coventry University, Psychology Department - [c.wood@coventry.ac.uk](mailto:c.wood@coventry.ac.uk))**; Clare Wood; Nenagh Kemp
55. Remedial reading outcomes for children who vary according to specific language impairment status; **Rose Sevcik (Department of Psychology Georgia State University - [rsevcik@gsu.edu](mailto:rsevcik@gsu.edu))**; Jan Frijters; Robin Morris; Maureen Lovett; Maryanne Wolf
56. The influence of word form on the acquisition of meaning: an adult word learning study; **Karen Aicher (University of Connecticut, Haskins Laboratories - [karenaicher@gmail.com](mailto:karenaicher@gmail.com))**; Jay Rueckl
57. Is 'list' the new four letter word? Cognitive processes in contextual and isolated-word reading; **Sandra Martin-Chang (Concordia University - [smartinc@education.concordia.ca](mailto:smartinc@education.concordia.ca))**; Kyle Levesque; Robin Grumet
58. Assessing teacher knowledge of literacy: Foundation for professional development; **Maureen Ruby (Eastern CT State University - [MomRuby@aol.com](mailto:MomRuby@aol.com))**; Kristine Mika
59. First grade teachers' knowledge and beliefs about reading: changes after participating in a phonics intervention study; **Kristen Munger (Syracuse University - [krmunger@syr.edu](mailto:krmunger@syr.edu))**; Maria Murray; Benita Blachman
60. The role of frequency and grammatical category of base words in reading derived nouns: a study with primary-school skilled and poor readers; **Daniela Traficante (Catholic University of Milan - [daniela.traficante@unicatt.it](mailto:daniela.traficante@unicatt.it))**; Marco Marelli; Cristina Burani; Claudio Luzzatti



**16th July 15:00 – 16:40**  
**Room: Buena Vista (Level Five)**  
**Symposium: Arabic Literacy: Insights and Challenges**  
**Chair: Elinor Saiegh-Haddad**

1. Modality-driven distinctions between spoken and written narratives in Jordanian Arabic; **Lior Laks (Tel-Aviv University - [liorlaks@inter.net.il](mailto:liorlaks@inter.net.il)); Ruth Berman**
2. Letter knowledge in a Diglossic language: Learning of letter knowledge among Arab kindergartners in Israel; **Marwa Sarsor (Tel-Aviv University - [irisl@post.tau.ac.il](mailto:irisl@post.tau.ac.il)); Iris Levin**
3. The effects of an intervention program on reading and pre-reading skills among at-risk Arabic speaking kindergartners; **Nadia Taibah (King Abdulaziz University, Jeddah, Saudi Arabia - [nadiataibah@gmail.com](mailto:nadiataibah@gmail.com))**
4. Linguistic processing deficits in Arabic reading disability; **Elinor Saiegh-Haddad (Bar-Ilan University - [saieghe@mail.biu.ac.il](mailto:saieghe@mail.biu.ac.il))**

**16th July 15:00 – 16:40**  
**Room: King Charles (Level Five)**  
**Emergent Literacy**  
**Chair: Gary Bingham**

1. Building a secure foundation for literacy: An evaluation of a preschool language intervention; **Silke Fricke (University of York - [S.Fricke@psych.york.ac.uk](mailto:S.Fricke@psych.york.ac.uk)); Maggie Snowling; Claudine Bowyer-Crane; Ally Haley; Charles Hulme**
2. Examining an early literacy professional development intervention: effects on prekindergarten teachers and children; **Gary Bingham (Georgia State University - [gbingham@gsu.edu](mailto:gbingham@gsu.edu)); Nicole Patton-Terry, Bridget Dever, Katherine Green, Kizzy Albritton, & Meghan Pendergast**
3. Joint attention in shared storybook reading: A dual eye-tracking intervention study; **Gary Feng (Duke University - [gary.feng@gmail.com](mailto:gary.feng@gmail.com)); Jia Guo**
4. Revisiting the "gift of time": Age and early literacy skill acquisition; **Marcia Invernizzi (University of Virginia - [mai@virginia.edu](mailto:mai@virginia.edu)); Francis Huang, Karen Ford**
5. Preschool children who are English Language Learners: Family, language, and regional factors associated with early literacy skills; **Ana Marty (Florida State University, Florida Center for Reading Research - [amarty@fcrr.org](mailto:amarty@fcrr.org)); Silvia Palenzuela; Christopher J. Lonigan; JoAnn M. Farver; Kimberly D. McDowell**

**16th July 15:00 – 16:40**  
**Room: South Terrace (Level Five)**  
**Symposium: Cross-linguistic approaches to the study of visual and phonological aspects of reading**  
**Chair: Patricia Riddell & Taeko Wydell**

1. The effects of visual attention span (VAS) and phonological awareness (PA) skills on reading in English primary school children: a cross sectional study; **Taeko Wydell (Brunel University, UK - [taeko.wydell@brunel.ac.uk](mailto:taeko.wydell@brunel.ac.uk)); Liory Fern-Pollak; Sylviane Valdois**
2. Visual attention span and reading acquisition: a causal relationship; **Sylviane Valdois (Universite Pierre Mondes, France - [sylviane.valdois@upmf-grenoble.fr](mailto:sylviane.valdois@upmf-grenoble.fr)); Marie Line Bosse**
3. Visual memory deficits in a Japanese boy with development dyslexia: A case study; **Akira Uno (University of Tsukuba, Japan - [uno@human.tsukuba.ac.jp](mailto:uno@human.tsukuba.ac.jp)); Noriko Haruhara; Masato Kaneko; Noriko Awaya; Junko Kozuka; Takashi Gotoh**
4. Inhibitory effects of exterior letter frequency on visual word recognition: differential patterns across English and Greek; **Nicola Pitchford (University of Nottingham, UK - [nicola.pitchford@nottingham.ac.uk](mailto:nicola.pitchford@nottingham.ac.uk)); Maria Ktori; Walter van Heuven**
5. The effects of letter rotation on lexical decision in English and Japanese Adults; **Patricia Riddell (University of Reading, UK - [p.m.riddell@reading.ac.uk](mailto:p.m.riddell@reading.ac.uk)); Taeko Wydell; Rachel Pye; Rachael Sperring**

16th July 15:00 – 16:40

Room: North Terrace (Level Five)

**Symposium: Mediators and moderators of response to beginning reading interventions: Distinguishing potential levers of change from less malleable variables**

**Chair: Stephanie Al Otaiba**

1. The effects and interactions of student, teacher, and setting variables on Kindergarteners' response to early reading intervention; **Shanna Hagan-Burke** (Texas A&M University - [shaganburke@tamu.edu](mailto:shaganburke@tamu.edu)); **Michael Coyne**
2. A closer look at RTI: The role of language, behavior, home literacy and classroom reading instructional environment on student response to first grade multi-tiered intervention; **Stephanie Al Otaiba** (Florida Center for Reading Research at Florida State University - [salotaiba@fcrr.org](mailto:salotaiba@fcrr.org)); **Jessica Folsom**; **Luana Greulich**; **Yaacov Petscher**; **Jeannie Wanzek**; and **Carol M. Connor**
3. The effects of teacher-reported ADHD symptomology on reading outcomes for primary-grade children in Tier 3 reading intervention; **Carolyn Denton** (University of Texas Health Science Center Houston - [Carolyn.A.Denton@uth.tmc.edu](mailto:Carolyn.A.Denton@uth.tmc.edu)); **Tammy Tolar**, **Amy Barth**, **Jack Fletcher**, **Melissa Romain**, and **Jennifer Hocker**
4. Moderators of oral reading fluency for students with learning disabilities or social/emotional disorders receiving special education; **Jeanne Wanzek** (Florida Center for Reading Research at Florida State University - [jwanzek@fcrr.org](mailto:jwanzek@fcrr.org)); **Stephanie Al Otaiba**, **Yaacov Petscher**
5. Discussant; **Sharon Vaughn** (University of Texas at Austin - [SRVaughnUM@aol.com](mailto:SRVaughnUM@aol.com))

16th July 15:00 – 16:40

Room: Del Prado (Level Five)

**Orthography**

**Chair: Eva Marinus**

1. Noisy neighbors: interference in the orthographic lexicon; **Eva Marinus** (Macquarie University/ Macquarie Centre for Cognitive Science - [eva.marinus@mq.edu.au](mailto:eva.marinus@mq.edu.au)); **Anne Castles**
2. Early indicators of persistent reading difficulties among Chinese readers in junior elementary grades; **Connie Suk Han Ho** (The University of Hong Kong - [shhoc@hkucc.hku.hk](mailto:shhoc@hkucc.hku.hk)); **Pui-sze Yeung**, **Yau-kai Wong**, **David Wai-ock Chan**, **Kevin Kien-hoa Chung**, & **Lap-yan Lo**
3. A word learning approach to investigating orthographic effects on speech processing; **Samantha McCormick** (Royal Holloway University of London - [samantha.mccormick@rhul.ac.uk](mailto:samantha.mccormick@rhul.ac.uk)); **Kathy Rastle**; **Colin Davis**; **Linda Bayliss**
4. Orthographic learning of regular and irregular words in skilled and less-skilled readers; **Hua-Chen Wang** (Macquarie Center for Cognitive Science (MACCS), Macquarie University - [huachen.wang@mq.edu.au](mailto:huachen.wang@mq.edu.au)); **Anne Castles**; **Lyndsey Nickels**

16th July 16:40 - 17:10

**Farewell Drinks (Level Five)**

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