

Date	Time	Event(s)	Authors (*chair-person of the symposium)	Venue
11-Jul Wednesday	17:10-18:20 18:20-19:30	SSSR/STD Keynote <b>Comprehending texts as part of comprehending words</b> SSSR/STD Reception(cash bar)	Charles Perfetti	Fortifications Grande Place
12-Jul Thursday	07:00-08:30 08:30-10:10	SSSR/STD Continental breakfast <b>Symposia</b>		Grande Place
		<b>Assessment(STD)</b> 1. Assessing reading for understanding: A theory-based reading comprehension test 2. Integrating background knowledge measures into high school reading assessment: Opportunities and challenges 3. Assessing comprehension: The effects of multiple documents and scenarios 4. Getting students to process texts more deeply in assessments: Tasks type and sequence matter 5. Measuring motivation within a reading comprehension assessment	John Sabatini, Tenaha O'Reilly, Kelly Bruce, Laura Halderman Tenaha O'Reilly, John Sabatini, Kelly Bruce, Laura Halderman David Boveri, Keith Millis, Katja Wiemer, John Sabatini, Tenaha O'Reilly Gary Feng, John Sabatini, Tenaha O'Reilly, Joanna Gorin, Carla Walls, Kelly Bruce, Srinivasa Pillarisetti, Laura Halderman Laura K. Halderman, Tenaha O'Reilly, John Sabatini, Kelly Bruce	Palais
		<b>Lexical Processing(STD)</b> 1. Modeling reader- and text- interactions during narrative comprehension: A test of the lexical quality hypothesis 2. Modeling depth of vocabulary knowledge using item types targeted at specific depth levels 3. Familiarity and topical knowledge drive vocabulary development 4. To define nouns: An academic challenge that reveals later-language development in adolescent students	Stephen Hamilton, Erin Freed, Debra Long Paul Deane, René Lawless, Chen Li, John Sabatini, Tenaha O'Reilly Gary Feng, Paul Deane, Rene Lawless , John Sabatini, Anita Sands, Laura Halderman, Tenaha O'Reilly, Isaac Bejar Paola Uccelli, Alejandra Meneses, Emily Phillips Galloway, Christopher Barr	Ste-Hélène

5. Which web survey respondents are most likely to click for clarification?	Tania F. Coiner, Michael F. Schober, Frederick G. Conrad	
<p><b>Child Language(STD)</b></p> <p>1. The use of questions to scaffold narrative cohesion and coherence</p> <p>2. The acquisition of causality: Converging evidence from corpus-based and experimental methods</p> <p>3. The contrast of expository and narrative comprehension in neurotypicals and individuals with autism</p> <p>4. Comprehension for narrative discourse in school-aged children with autism spectrum disorders</p> <p>5. Is it easy for autistic people to think about an autistic character's behavior in a story? The effect of similarity between readers and characters in recognition</p>	<p>Macarena Silva, Kate Cain</p> <p>Jacqueline Evers-Vermeul, Rosie van Veen, Pim Mak, Ted Sanders</p> <p>Robert A. Mason, Diane L. Williams, Marcel Adam Just</p> <p>Jakob Åsberg</p> <p>Hidetsugu Komeda, Hirotaka Kosaka, Daisuke, N. Saito, Keisuke Inohara, Toshio Munesue, Hidehiko Okazawa</p>	Viger
<p><b>Writing in early childhood: development, variation, and contextual supports</b></p> <p>1. The contribution of emergent literacy skills in predicting word and sentence level writing in emergent writers</p> <p>2. Writing development among American children in poverty: Lessons from the FACES Head Start data</p> <p>3. How does parental writing mediation, and children's alphabetic knowledge, self-regulation and private speech while writing, predict kindergartners' early writing?</p> <p>4. Orthographic depth and maternal mediation of writing: Children's emergent reading and spelling</p> <p>5. Examining materials and interaction supports for children's writing in preschool classrooms</p>	<p>Cynthia Puranik; Feifei Ye; Christopher Lonigan</p> <p>Annemarie H. Hindman ; Jennifer G. Cromley</p> <p>Dorit Aram; Shimrit Abiri; Lili Elad</p> <p>Iris Levin; Dorit Aram; Liliana Tolchinsky; Catherine McBride-Chang</p> <p>*Hope K. Gerde ; Gary E. Bingham</p>	Montreal A
<p><b>Higher order literacy skills</b></p> <p>1. Component reading and listening skills as predictors of performance on high stakes exams in middle and high school</p>	<p>Gloria Waters; David Caplan; Julie Bertram; Jennifer Michaud; Adam Ostrowski; Karole Howland</p>	Montreal B

<p>2. Number of letters in a word, but not its spatial width is responsible for temporal word length effect in fluent and dysfluent reading in a transparent orthography</p> <p>3. Reading for Understanding: How Comprehension Facilitates Answering Questions, and What Questions Enhance Understanding</p> <p>4. Improving Project READS: Content vs. Strategy- and Fluency-Oriented Comprehension Scaffolding</p> <p>5. Modality-specific testing and feedback effects in learning from text</p>	<p>Jarkko Hautala; Otto Loberg; Asko Tolvanen; Jukka Hyönä</p> <p>* Gary Feng; Joanna Gorin; John Sabatini; Tenaha O'Reilly; Carla Wall; Kelly Bruce</p> <p>James Kim; Thomas White, Helen Kingston, Lisa Foster</p> <p>Eliane Segers; Xijia Luo; Ludo Verhoeven</p>	
<p><b>Early literacy and literacy development</b></p> <p>1. In search of Matthew effects</p> <p>2. Classification of reading difficulties: Cheap screening can be accurate</p> <p>3. Statistical learning, phonological awareness and letter knowledge in the preschool years</p> <p>4. How Chinese Children Learn to Write Their Names</p> <p>5. Learning novel graphotactic constraints in children and adults</p>	<p>*Athanasios Protopapas; Panagiotis Simos</p> <p>Mads Poulsen; Nielsen, Anne-Mette Veber</p> <p>Karen Banai ; Rachel Yifat</p> <p>Li Yin; Rebecca Treiman(presented by Rebecca Treiman)</p> <p>Anna Samara; Markéta Caravolas</p>	Montreal C
<p><b>Struggling adolescent readers and writers; a tale of three cities</b></p> <p>1. Reading comprehension development in monolingual and bilingual adolescent low achievers: the roles of language knowledge and fluency</p> <p>2. Youth media lifestyles and the relationship with literacy skills</p> <p>3. The roles of teachers and students' attitudes in the literacy development of low-achieving students in a multilingual context</p> <p>4. Bridging lexical knowledge and literacy</p> <p>5. Discussant</p>	<p>* Amos van Gelderen ; Claudia van Kruistum</p> <p>Mirjam Trapman; Amos van Gelderen; Jan Hulstijn; Erik van Schooten</p> <p>Claudia van Kruistum; Paul P.M. Leseman; Mariëtte de Haan</p> <p>Anne Soussi ; Jacqueline Lurin; Pascal Zesiger</p> <p>Gloria Ramirez; Esther Geva; Alister Cumming</p> <p>Catherine Snow</p>	St.-Antoine
<p><b>Reading motivation of at-risk students</b></p> <p>1. Reading engagement at Grade 4 in international comparison: analyses of the dimensionality of the construct and its relation to reading achievement</p> <p>2. Affirming and undermining motivations of adolescent struggling readers and their relationships with reading achievement</p> <p>3. Effects of a family literacy program on different aspects of reading motivation of L2 learners</p> <p>4. Motivation and behavioral engagement in the classroom as predictors of reading comprehension development of adolescent struggling readers</p>	<p>Martin Goy; Rolf Strietholt; Wilfried Bos; Nele McElvany</p> <p>*Roel Van Steensel; Ron Oostdam; *Amos Van Gelderen</p> <p>Caroline Villiger Hugo; Christian Wandeler; Alois Niggli</p> <p>Ilona De Milliano; Amos Van Gelderen; Erik Van Schooten; Peter Slegers</p>	Ville-Marie

	5. Discussion	Linda Baker	
10:10-10:40	Coffee break		Foyer Palais
10:40-12:20	<b>SSSR/STD Joint comprehension symposium</b>		
	<b>Recent Progress in Reading Comprehension</b>		
	1. Differential effects of various predictors of comprehension when reading to study and reading to explain	Jennifer Cromley	Montreal ABC
	2. Young readers' online inference generation of causal consequence inferences	Kate Cain; Nicola Pooley; Hannah Nash	
	3. Understanding of connectives in hearing and deaf children.	Jane Oakhill; Susan Sullivan; Barbara Arfé; Magali Boueux ; Margherita Pasini; Barbara Carretti	
	4. Processing Demands of Reading Comprehension Tests	Panayiota Kendeou; Timothy Papadopoulos; George Spanoudis	
	5. Translating What We Know about Comprehension to Educational Technologies	Danielle S. McNamara	
12:20-13:50	SSSR/STD Lunch		Grande Place
13:50-15:30	<b>Symposia</b>		
	<b>Narratives(STD)</b>		Palais
	Comprehending events in realistic and fantastic stories: The interplay between real-world and narrative-specific knowledge	Jeffrey E. Foy, Richard J. Gerrig	
	Scripts as concepts: Memory representation, sequential structure, and incremental application	Sashank Varma, Danielle Halvorson, Rachel Voit, Ker Thao	
	Suspense persists even during rereading	Matthew E. Jacovina, Scott R. Hinze, David N. Rapp	
	The match between a reader and a story character's behavior	Celia M. Klin, Danielle N. Gunraj, April M. Drumm-Hewitt	
	Neural correlates of coherence monitoring in reading comprehension	L. Van Leijenhorst, A. Helder, P. van den Broek	
	<b>Comprehension(STD)</b>		Ste-Hélène
	An analysis of signaling devices and their effects on processing of expository text	Robert F. Lorch, Jr., Julie Lemaire [presented by Julie Lemaire]	

<p>The effects of topic interleaving on recall of seductive scientific texts</p> <p>Using testing to enhance comprehension and potentiate learning from expository texts</p> <p>Influence of collaborative reasoning discussions on reading comprehension and written argument of Chinese children</p> <p>Enduring leaders and their persuasive strategies</p>	<p>Michael C. Mensink, David N. Rapp</p> <p>Mark Rose Lewis, Sashank Varma</p> <p>Yahua Cheng, Fengjiao Ding, Hong Li, Jie Zhang, Kim Nguyen-Jahiel, Hua Shu, Richard Anderson, Xinchun Wu, Minglu Zheng, Zhiqi Cui</p> <p>Nia M. Dowell, Mae-Lynn Germany, John Myers, Arthur Graesser</p>	
<p><b>Symposium: Text Structure in Discourse Processing: Past, Present, and Future Directions(STD)</b></p> <p>A historical overview of text structure studies in spoken and written discourse</p> <p>Memory and use of text structure in scientific articles</p> <p>Structure in discourse processing and cognition</p> <p>The cognition of coherence relations</p> <p>An intervention to teach text structure to primary grade children</p>	<p>Rosalind Horowitz</p> <p>Bonnie J. F. Meyer</p> <p>Carl H. Frederiksen</p> <p>Ted Sanders</p> <p>Joanna Williams</p>	Viger
<p><b>Second Language Reading Acquisition in Diverse Contexts: Canadian Perspectives</b></p> <p>1. Predicting Risk for Oral and Written Language Learning Difficulties in English-speaking Students in French Immersion Programs</p> <p>2. A comparison of language and reading skills in French Immersion students from Anglophone and multilingual homes</p> <p>3. Longitudinal predictors of reading comprehension in ELLs who are typically developing, poor comprehenders, or poor decoders.</p> <p>4. Learning to Read Chinese in China and in Canada: A Cross-cultural Comparison</p> <p>5. Reading comprehension in adolescent second language learners: Models of risk and resilience</p>	<p>*Esther Geva; ; Robert Savage; Fred Genesee Corinne A. Haigh; Caroline Erdos; Fred Genesee; Robert Savage</p> <p>Stefka H. Marinova-Todd ; Daniel Bérubé</p> <p>Christie Fraser; Mahshid Azimi; Esther Geva</p> <p>Becky Xi Chen; Yang Cathy Luo; Esther Geva; Alexandra Gottardo</p> <p>Alexandra Gottardo; Fanli Jia; Adrian Pasquarella; Xi Chen</p>	Montreal A
<p><b>Writing composition</b></p> <p>1. What cognitive-linguistic skills are important to text writing in Chinese?</p>	<p>Pui-sze Yeung; Connie Suk-han Ho, David Wai-ock Chan, Kevin Kien-hoa Chung</p>	Montreal B

<p>2. Cognitive, linguistic, and literacy influences on writing in first and second language learners</p> <p>3. Top-down measures in 7th grade writing: the effects of genre and SES</p> <p>4. Beyond spelling: the writing skills of higher education students with dyslexia</p> <p>5. Does length matter? The relative contribution of local and global understanding on students' ability to write summaries.</p>	<p>* Gina Harrison ;Kristin Sinclair; Rachel Jalbert; Caitlin Heayn; Lauren Goegan; Jessica Spurling</p> <p>Shalom, Tsila; Dorit Ravid</p> <p>Wim Tops; Maaike Callens; Marc Brysbaert</p> <p>Tenaha O'Reilly; John Sabatini; Kelly Bruce; Laura Halderman</p>	Montreal C
<p><b>Current issues in reading comprehension</b></p> <p>1. Defining Poor Comprehenders</p> <p>2. Is children's reading comprehension "good enough": using eye movements to investigate on-line processing in developing readers</p> <p>3. Summarization as a measure of reading comprehension</p> <p>4. The prediction of reading comprehension in beginner readers: the role of lower- and higher-level oral language skills.</p> <p>5. The reading comprehension and narrative writing skills of children who speak English as an additional language: A multi-group structural analysis</p>	<p>Janice M. Keenan; ; Chelsea Meenan; Anh Hua</p> <p>*Kate Nation; Elizabeth Wonnacott; Holly Joseph</p> <p>Sabatini, John ;Tenaha O'Reilly; Kelly Bruce</p> <p>Macarena Silva; Kate Cain</p> <p>Selma Babayigit</p>	
<p><b>'Origins' of reading difficulties'?</b></p> <p>1. Adult poor readers do not have poor phonological lexical quality</p> <p>2. Intact orthographic learning in dyslexia: More evidence from an eye movement study with continuous text</p> <p>3. Is impaired Hebb-learning a viable explanation of developmental dyslexia?</p> <p>4. Who are the noisiest neighbors in the hood?</p> <p>5. Evidence for impaired working memory for sequences in dyslexia</p>	<p>Leonard Katz</p> <p>* Rauno K. Parrila; Krystle-Lee Turgeon</p> <p>Wim Van den Broeck ; Eva Staels</p> <p>Eva Marinus; Saskia Kohnen; Xenia Schmalz; Anne Castles</p> <p>Elisabet Service; Marja Laasonen; Veijo Virsu</p>	Ville-Marie
<p><b>Quantitative measures of text complexity</b></p> <p>1. Text complexity: toward construct definition and measurement</p> <p>2. A comparison of two fundamentally different approaches for measuring cohesion</p> <p>3. Improving text complexity measurement through the Word Maturity metric</p> <p>4. Coh-Matrix, Text Easability Assessor and assessments of Common Core Standards</p> <p>5. An empirical examination of text complexity metrics</p>	<p>Jackson Stenner; Don Burdick; Jill Fitzgerald</p> <p>Kathleen Sheehan</p> <p>Peter Foltz</p> <p>Danielle McNamara; Art Graesser</p> <p>*Jessica Nelson; Charles Perfetti; David Liben; Meredith Liben</p>	St.-Antoine

15:30-16:00	Coffee		Foyer Fortification
16:00-17:40	<b>Keynote/Symposia</b>		
	<b>Keynote (STD)</b> <b>Developmental dyslexia: A temporal sampling framework</b>	Usha Goswami	Fortifications
	<b>Literacy Preventions, Interventions and Assessments through Multimedia</b> 1. The Effects of Multimedia on Early Literacy Development of Children at Risk: A Meta-Analysis. 2. A Tertiary Review of Teaching Training and the Treatment Integrity Reported on in Studies from Systematic Reviews Examining the Effectiveness of Technology Use in Classrooms. 3. Supporting Acquisition of Basic Reading Skill Using a Multimedia –based Tool: Graphogame Technology 4. Key Role of Feedback in Computer Interventions Preventive for Reading Problems 5. A Multisite Randomized Controlled Trial of a Free Access, Web-based Literacy Tool on the Early Literacy Outcomes in Australia’s Northern Territory.	*Victor van Daal ; Jenny Miglis Sandvik  *Robert Savage; Eileen Wood; Sukhbinder Kaur; Sanghera-Sidhu Heikki Lyytinen ; Ulla Richardson; Ville Mönkkönen; Iivo Kapanen; Miika Pekkarinen Adriana G. Bus ; Cornelia A.T. Kegel Jennifer R. Wolgemuth; ; Robert Savage; Janet Helmer; Phil Abrami; Helen Harper; Tess Lea	Montreal A
	<b>What does it take to write well? Examination of writing in various languages</b> 1. Reading-to-write: Written synthesis from multiple sources 2. Differences and similarities in writing quality between Hong Kong and Beijing children 3. Growth trajectories of writing for typical children and children with language impairment 4. Stability and predictors of writing classifications 5. Component skills of writing	Lerida Cisotto ; Silvia Del Longo; Nazzarena Novello Xiuhong Tong; Catherine McBride-Chang; Shu Hua Stephanie Al Otaiba; *Young-Suk Kim; Jessica Folsom; Cynthia Puranik Natalie Olinghouse Yusra Ahmed, Richard Wagner	Montreal B
	<b>Behavior-genetic latent growth curve modeling of reading development in twins from Ohio, Colorado, Florida, and the United Kingdom</b> 1. Genetic and Environmental Influences on Growth in Reading Skills: Ages 6-12 2. Growth modeling of literacy measures in the Colorado longitudinal twin sample: evidence for strong 3. Development of timed versus untimed measures of reading	Jessica Logan; Steven Petrill Micaela Christopher; Jacqueline Hulslander; Brian Byrne; Stefan Samuelsson; Sally Wadsworth; Richard Olson Sara Hart; Jessica Logan; Christopher	Montreal C

	<p>4. Individual variation in reading achievement trajectories: New evidence from a UK twin study.</p> <p>5. Discussion of the four papers on biometric growth curve modeling of reading development</p>	<p>Schatschneider; Jeanette Taylor Nicole Harlaar; Philip Dale; Marianna Hayiou-Thomas; Robert Plomin * Richard Olson</p>	
	<p><b>Reading skills in special populations</b></p> <p>1. Understanding the Nature of Foundational Skills for Reading in Deaf and Hard of Hearing Children</p> <p>2. Precocious Readers: A Cognitive or a Linguistic Advantage?</p> <p>3. Efficacy of a reading and language intervention for children with Down syndrome: a randomized controlled trial</p> <p>4. A longitudinal investigation of oral language and reading in children with SLI and ASD</p> <p>5. Differences in distribution of pre-literacy skills and early literacy achievements among kindergartners with and without language impairment: Does orthography matter?</p>	<p>Mi-Young Webb; Amy R. Lederberg; Carol M. Connor; Lee Branum-Martin Panayiota Kendeou; ;Timothy C. Papadopoulos; Christiana Ktisti; Argyro Fella * Fiona Duff ; Kelly Burgoyne; Paula Clarke; Sue Buckley; Margaret Snowling; Charles Hulme Jessie Ricketts; Julie Dockrell; Olympia Palikara; Tony Charman; Geoff Lindsay Elena Zaretsky ;Jelena Kuvac</p>	Ville-Marie
	<p><b>The Reading for Understanding Network: Early results</b></p> <p>1. Syntax intervention in early childhood: Results from efficacy trials within three grades</p> <p>2. Developing interventions to support early reading comprehension: Results from iterative design</p> <p>3. Building content area literacy from kindergarten through fourth Grade: Results from iterative design and efficacy studies</p> <p>4. Instructional manipulations to support comprehension of history</p> <p>5. Discussion</p>	<p>Phillips Beth ; Galiya Tabulda; Pamela B. Webb; Smirti Jangra; T. Kayla Sedgwick Tiffany Hogan; Laura Justice ; Language and Reading Research Consortium * Carol McDonald Connor; Christopher Lonigan *M. Anne Britt ; Jennifer Wiley; Thomas Griffin; Brent Steffens; Project READi Reading, Evidence, and Argumentation in Disciplinary Inquiry Group Elizabeth Albro</p>	St.-Antoine
17:10-18:00	Business Meeting(STD)		Fortifications
18:00-19:30	<p style="text-align: center;"><b>SSSR/STD poster session &amp; reception (cash bar)</b> <b>SSSR: no. 1-55; STD : no.56-75</b></p>		Grande Place
	1	Early Reading Skill and Its Relationship to Reading Volume (Print Exposure) Over 10 Years	Amy Murdoch; Richard Sparks



2	Young children's narratives: use of story structure and linguistic devices in story retell and story production	Adrienne Barnes ; Young-Suk Kim; Beth Phillips
3	The utilization of curriculum based measurements to predict comprehension performance in Reading First schools	Cayne Letizia; Joanna Uhry ; Thanos Patelis
4	Kindergarten progress-monitoring predictors of end-of-first grade reading outcomes	Eric Oslund; Deborah Simmons; Shanna Hagan-Burke; Aaron Taylor; Oi-man Kwok
5	An examination of affective reading components and their relationship to reading comprehension.	Kristin Conradi
6	Print exposure and patterns of reading Among linguistically diverse children	Laurie Hansen; Penelope Collins
7	The cross-language role of English syntactic awareness in French reading comprehension among French Immersion students	Katie Lam; Kathleen Hipfner-Boucher; Xi Chen
8	Examining neural correlates of reading fluency in children with and without developmental dyslexia	Jennifer Minas ; Christopher Benjamin; Jennifer Zuk; Nadine Gaab
9	The role of spanish proficiency in patterns of english reading skills development: a five year (k-4th) successive cohort study	Jay Blanchard; Herman Garcia; Kim Atwill; Glen Powell
10	Investigating the relationship between reading comprehension and semantic skill in children with English as an additional language: a focus on idiom comprehension.	Mairéad McKendry
11	Enhancing preschool educators' ability to facilitate shared book reading conversations	Trelani Milburn; Luigi Girolametto, Elaine Weitzman, Janice Greenberg
12	Understanding skill integration in emergent reading: Variability, adaptive choice and gradual change	Bronwen Davis; Mary Ann Evans
13	Mindless reading in 2nd graders: An eye movement analysis	Katherine Binder ; Khanh Vy Thi Nguyen; Scott Ardoin
14	Reread-Adapt and Answer-Comprehend intervention: Investigation of the effect on fluency and comprehension of struggling deaf readers	Barbara R.Schirmer; Laura Schaffer; William J. Therrien; Todd N. Schirmer
15	Hand writing fluency as a specific Predictor for Chinese Writing Composition of Children in Hong Kong	Jianhong Mo ;Shingfong, Chan;Catherine McBride-Chang
16	Fostering Aboriginal Children's Reading Motivation and Achievement with a 4-week Paired-Reading Intervention with Parents.	Stephanie Pagan; Monique Senechal
17	Early reading intervention in Chinese for first-grade at-risk readers: effects of intervention intensity	Pui-wan Cheng; Sau-ha Sarah Luk; Wai-yeek Lai; Ling-po Shiu; Qiuping Wu
18	The relationship of teacher beliefs and the effectiveness of an individualized reading intervention	Catherine Darrow; Lynne Vernon-Feagans
19	Reading in children with specific language impairment	Lucie Macchi; Séverine Casalis; Marie-Anne Schelstraete
20	Studying the Development of Morphological Knowledge in Elementary School Students with Real Word and Pseudoword Tasks	Alison Mitchell; Susan Brady

21	Academic resilience in reading comprehension, school and individual factors related to performance in PISA 2009. Argentina Chile and Uruguay	Gabriela Gómez Vera; Sotomayor
22	Effects of fluency training on reading ability in spanish primary school children	Nuria Calet; Nicolás Gutiérrez-Palma; Silvia Defior
23	Examining the role of early levels of vocabulary in reading comprehension: the effect of L1 dominant, L1-L2 balanced, and L2 dominant vocabulary knowledge	Alessandra Dillenburg Scur ; Miranda DiLorenzo; Cara Lew; Christie Fraser; Esther Geva
24	Teachers` professional practice and instruction in reading comprehension among students in year 4-6 (Swedish schools)	Lena Eckerholm
25	Reading comprehension strategies from 8 to 11 years old children: what develops?	Bianco Maryse; Aurélie Nardy; françoise Toffa; Martine Rémond
26	Instructional order of contextual and morphological strategies influences reading comprehension in 3rd grade	Gal Ben-Yehudah; Dorit Shulman
27	Enhancing reading comprehension skills in children from schools of different socio-economic status (SES)	Liliana Fonseca; Bárbara Gottheil; Adriana Aldrey; María Pujals; Juan Barreyro; Inés Lagomarsino; Eleonora Lasala; Sandra Molina; Luciana Buonsanti; Dolores Pueyrredón; Leticia Freire; Alejandra Mendivelzua; Mara Muñoz ; Graciela Migliardo
28	Questioning and summary for understanding: A strategy-combination reading program to enhance comprehension	Chi-Shun Lien; Pei-Chen Wu
29	Predictors of ESL reading comprehension ability	Haiying Li ; Arthur C. Graesser
30	What factors explain reading achievement in the Program for International Reading Literacy Study (PIRLS, 2006) in 20 EU countries?	Luisa Araujo; Luisa Araujo; Patricia Costa
31	Increasing the precision of student's ability in tests of reading comprehension: Evidence from a randomized control trial	Yaacov Petscher; Barbara Foorman
32	Using technology to study task-oriented reading comprehension	Karyn Higgs; Joe Magliano; Eduardo Vidal-Abarca; Danielle McNamara; Tomas Martinez
33	Do children's oral retell scores from narrative and informational texts predict transfer to standardized reading comprehension tests?	Helen Chen Kingston; James S. Kim; Thomas G. White; Lisa Hall Foster
34	Does the relationship between working memory and reading comprehension depend on the type of reading comprehension measure?	Marloes Muijselaar; Annemarie Davelaar; Peter de Jong
35	Validity evidence for reading comprehension test questions: An experimental eye-tracking study.	Carla Wall; Joanna Gorin ; John Sabatini; Tenaha O'Reilly; Gary Feng
36	Making monsters into meatballs: Differential impacts of oral reading error types on text meaning and reading comprehension	Juliet Halladay
37	Exploring the contribution of inattention to reading comprehension in first grade students	Julia Ferrari; Rhonda Martinussen
38	Implicit learning vs. explicit instruction in the acquisition of orthographic knowledge during reading	Nicole Conrad

	and spelling	
39	Multi-step approach to screening for reading disabilities	Hugh W.Catts; Diane Nielsen; Mindy Bridges; Yi Syuan Liu
40	Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school reading projects	Mary Beth Calhoun; Yaccov Petscher
41	The effect of strategy instruction on metaphor comprehension in children	Jill Cohen; Ralph Reynolds; Jason Boggs; Megan Cogliano
42	Exploring the Writing Patterns of Elementary School Students as a Function of Their Proficiency in English	Jin Kyoung Hwang ; Penelope Collins; Mark Warschauer; George Farkas; Binbin Zheng
44	Kindergarten predictors of first grade writing quality	Shawn Kent ;Young-Suk Kim; Stephanie Al Otaiba; Jeanne Wanzek
45	Learning to be convincing: metadiscourse and the academic writing of middle graders	Christina Dobbs
46	Investigating the precursors of reading comprehension in light of the Simple View of Reading.	Lynette Chesson ;Daisy Powell; Lance Slade; Joseph P. Levy
47	Questionnaire results from the longitudinal study of reading development in Kronoberg, Sweden	Christer Jacobson ;Thomas Nordström; Pernilla Söderberg Juhlander; Anna Fouganthine
48	Investigating the role of vocabulary knowledge in the reading comprehension of early grade school students	Wan-Chen Chang ; Yu-Min Ku; Chien-Hui Lin
49	The impact of a reading intervention on transfer of knowledge of decoding skills for reading disabled children in second and third grade	Marie-France Cote ; Julien Mercier ; Line Laplante
50	Exploring Cognitive and Academic Moderators of a First-Grade Tutoring Program to Strengthen Word Reading and Reading Comprehension	Peng Peng ; Doug Fuchs; Devin Kearns;Amy Elleman;Lynn Fuchs; Don Compton ;Sam Patton ;Amanda Miller
51	The relation of world knowledge and reading comprehension in skilled and less skilled adolescent comprehenders	Sarah Priebe ;Marcia Barnes; Mary York
52	Latent Change Score Modeling of Developmental Relationships Between Vocabulary and Reading Comprehension	Jamie Quinn ;Richard Wagner; Yaacov Petscher
53	Comprehension monitoring during sentence reading: evidence from eye movements	Ralph Radach; Michael Mayer; Christian Vorstius; Chris Lonigan
54	Electronic book with a digital dictionary: A tool enhancing vocabulary	Ofra Korat ; Iris Levin
55	The braille–reading finger and garden path sentences	Barry Hughes; Amber McClelland; Dion Henare
56	Causal inferences in expository texts: Online effects of text layout and non-figurative diagrams	Gaston Saux, Debora I. Burin, Natalia

		Irrazabal
57	Does causality facilitate updating?	Emily R. Smith, Panayiota Kendeou, Edward J. O'Brien
58	Relationships between beliefs about justification for knowing and multiple-documents comprehension among language-majority and language-minority Norwegian students	Helge I. Strømsø, Ivar Bråten, Øistein Anmarkrud, Leila E. Ferguson
59	Calibration of comprehension for multiple documents	Michelle E. Ide
60	Comprehension of instructions: Effects of modality of presentation on online processing, execution time and assembly accuracy	Irrazabal Natalia, Burin Débora, Saux Gaston
61	Investigating the comprehension strategies used by students during reading an illustrated text	Yu-Min Ku, Wan-Chen Chang
62	Argument evaluation and recall as a function of belief in the argument	Michael B. W. Wolfe, Christopher A. Kurby, Andrew R. Taylor
63	Tracking information use during an argumentation task: Should I really use this?	Kristopher J. Kopp, M. Anne Britt, Keith Millis, Jean-François Rouet
64	Can subtle changes in text overcome the influence of gender stereotypes?	Karla A. Lassonde, Edward J. O'Brien
65	"It was first": Examining the impact of domain and question type on search and source selection	Alexandra List, Emily M. Grossnickle, Patricia A. Alexander
66	Coherence monitoring in good and poor comprehending readers in elementary school	Anne Helder, Linda Van Leijenhorst, Paul van den Broek
67	Reading and critiquing: does order really matter when learning research methods concepts?	Patricia Wallace, M. Anne Britt, Daniel Karabatsos, Kristopher Kopp, Keith Millis
68	When context doesn't help: Comprehension accuracy for non-canonical sentences	Wind Cowles, Sunjung Kim, Bruno Zeitel
69	The influence of text comprehensibility and controversiality on laypeople's trust in their own capabilities to decide about scientific claims	Lisa Scharrer, M. Anne Britt, Marc Stadtler, Rainer Bromme
70	Learning from text in game-like and nongame contexts	Susan Wilson, Keith Millis, Patricia Wallace

		71	Text comprehension: Evaluating a multicomponential ability	Valeria Abusamra, Andrea Casajús, Romina Cartoceti, Aldo Ferreres, Alejandro Raiter, Rossana De Beni, Cesare Cornoldi	
		72	Formative feedback effectiveness in the context task-oriented reading performance to improve search strategies	Ana C. Llorens, Raquel Cerdán, Eduardo Vidal-Abarca, Vicenta Ávila	
		73	Beliefs about inquiry and multiple source navigation: Are more competent beliefs always the best guide?	Emily M. Grossnickle, Alexandra List, Patricia A. Alexander	
		74	An intervention on improving sixth graders' written scientific explanation	Yu-Min Ku, Wan-Chen Chang	
		75	The two-phase model of processing time shifts in text reading: Evidence from behavioral and eye movement experiments	Xianyou He, Huijuan Li, Yubing Wei, Danielle McNamara, Art Graesser	
13-Jul Friday	07:00-08:30	SSSR Continental breakfast			Grande Place
	08:30-10:10	<b>Symposia</b>			
		<p><b>Innovations in CBM: Developments in writing, social studies, reading, secondary schools, and for students with significant cognitive disabilities.</b></p> <p>1. Monitoring elementary students' progress in writing using Curriculum-Based Measurement: Considerations and cautions</p> <p>2. Impact of modified directions on curriculum-based measurement of oral reading fluency</p> <p>3. Curriculum-based measurement in the content areas: Examining social studies measures</p> <p>4. Reading progress monitoring for secondary-school students</p> <p>5. Early-grade reading CBM for students with significant cognitive disabilities</p>	<p>Kristen McMaster; Chris Espin; Miva Wayman; Stan Deno</p> <p>Theodore Christ</p> <p>Erica Lembke ; Sarah Beyers</p> <p>Christine Espin ; Siuman Chung; Marian Verhallen</p> <p>* Christopher Lemons ; Naomi Zigmond; Amanda Kloo</p>	Montreal A	
	<p><b>Spelling</b></p> <p>1. Spelling pseudowords: The effects of task instructions and wordlikeness</p> <p>2. The Structure of Prephonological Writing as an Indicator of Later Spelling Success</p> <p>3. Vowel-sound representations in the invented spellings of urban kindergarten children over time</p>	<p>* Nenagh Kemp ; Hollie Blackley; Imogen Cure; Rebecca Treiman; Brett Kessler</p> <p>Tatiana Cury Pollo; Cláudia Cardoso-Martins; Brett Kessler; Rebecca Treiman</p> <p>Joanna Uhry ; Laura Reynolds; Fernando Reggianini</p>	Montreal B		

<p>4. A longitudinal analysis of the cognitive and linguistic system that underlies spelling of words in everyday writing activities of young children.</p> <p>5. Do item specific and generalizable spelling-sound knowledge depend on separable neural systems? An artificial language learning experiment using fMRI</p>	<p>Maureen Hoskyn; Seanna Takacs; Souad Abdelhadi</p> <p>Jo Taylor ; Kathleen Rastle; Matthew Davis</p>	
<p><b>The cross-linguistic study of the visual attention span (VAS) deficit hypothesis in developmental dyslexia</b></p> <p>1. The visual span deficit hypothesis in developmental dyslexia</p> <p>2. Neural Correlates of the VA Span Deficit: Evidence for a Parietal Dysfunction</p> <p>3. Impact of Cross-linguistic Interactions on Reading and Visual Attention Span (VAS) skills: Evidence in Early Bilingual Adults</p> <p>4. The effects of visual attention span (VAS) and phonological awareness (PA) skills on reading in English primary-school children as well as English dyslexic and normal adults</p> <p>5. The effects of visual attention span (VAS) on Kanji reading by Japanese children with and without dyslexia: a cross sectional study</p>	<p>* Sylviane Valdois</p> <p>Muriel A. Lobier; ; Carole Peyrin; Sylviane Valdois</p> <p>Marie Lallier ; Guillaume Thierry; Manuel Carreiras; Marie-Josèphe Tainturier</p> <p>*Taeko N. Wydell; Liory Fern-Pollak; Sylviane Valdois</p> <p>Akira Uno ; Eishi Tsutamori; Noriko Haruhara; Masato Kaneko; Noriko Awaya; Takashi Gotoh; Sylviane Valdois; Taeko N. Wydell</p>	<p>Montreal C</p>
<p><b>Morphological awareness</b></p> <p>1. Predictors of spelling ability in Greek: morphological vs phonological awareness</p> <p>2. The better Chinese children identify the reversed nonword the better they can read: Morphological structure sensitivity?</p> <p>3. The contribution of narrative morpho-syntactic quality to reading comprehension in French immersion students</p> <p>4. How specific is the role of morphological awareness in beginning reading and spelling?</p> <p>5. Morphological abilities in intellectually gifted children: An experimental study in Hebrew</p>	<p>Vassiliki Diamanti ; Dimitra Ioannou; Angeliki Mouzaki; Athanassios Protopapas</p> <p>Duo Liu;Yvonne Han</p> <p>Kathleen Hipfner-Boucher; Katie Lam; Xi Chen</p> <p>George Manolitsis ;Ioannis Grigorakis</p> <p>* Dorit Ravid; Rachel Schiff; Yehudit Ashani</p>	<p>Ville-Marie</p>
<p><b>Digging deeper into reading fluency</b></p> <p>1. Individual moderators of within-year ORF growth: The role of student characteristics and grade level across grades 1-8</p> <p>2. Empirical examination of the reciprocal relation between reading comprehension and passage fluency in second grade</p> <p>3. Relations among listening comprehension, list reading fluency, oral reading fluency, and reading</p>	<p>* Gina Biancarosa; Joseph F. T. Nese; Kelli Cummings; Patrick Kennedy; Julie Alonzo; Gerald Tindal</p> <p>Doris Luft Baker ; Michael Stoolmiller</p> <p>*Young-Suk Kim; Chae Hyung Park</p>	<p>St.-Antoine</p>

10:10-10:40 10:40-12:20	<p>comprehension in Korean</p> <p>4. Evaluating equating methods for progress monitoring oral reading fluency passages in second grade</p> <p>5. Reading fluency skill and the prosodic marking of linguistic focus</p> <p>Coffee break</p> <p style="text-align: center;"><b>Symposia</b></p>	<p>Erin A.Chaparro ; Yonghan Park</p> <p>Paula J. Schwanenflugel; Rebekah George Benjamin; Carolyn Groff; Lilly Steiner; Stephanie Lai</p>	Grande Place
	<p><b>The use of formative assessment for educational decision making in cross-cultural contexts</b></p> <p>1. Evaluating technical adequacy of DIBELS in a New Zealand sample of early elementary students</p> <p>2. MaDYK early Hebrew literacy assessment: Development of preliminary benchmark goals</p> <p>3. Investigating the psychometric properties of IDAPEL french language early literacy measures with students learning to read in french</p> <p>4. Evaluating technical adequacy of DIBELS in the context of an international school in South America</p> <p>5. Discussion</p>	<p>Elizabeth Schaughnency; Philippa Struthers; Ruth Kaminski</p> <p>Elana Weinberger; Scott J. Goldberg</p> <p>* Chantal Dufour-Martel</p> <p>Kristen MacConnell</p>	Montreal A
	<p><b>Issues in word Morphology processing: Resetting the picture for future research</b></p> <p>1. Morphological processing tasks and measurement issues</p> <p>2. Which comes first?: The direction of the relationship between morphological awareness and reading</p> <p>3. Does second-language learner's advantage in reading abilities rely on better morphological awareness?</p> <p>4. Morphological processing in delayed readers</p> <p>5. Linking suffixes to grammatical processing: Determinants of Gender Decisions in French</p>	<p>* Rachel Berthiaume ; *Daniel Daigle</p> <p>S. Hélène Deacon</p> <p>Fanny Reder ; Élisabeth Demont</p> <p>Séverine Casalis</p> <p>* Alain Desrochers</p>	Montreal B
	<p><b>Reading and language difficulties in clinical populations: Identification, development, and intervention perspectives</b></p> <p>1. The importance of preschool phonological and nonphonological skills to later reading skills in children at familial risk of dyslexia.</p> <p>2. Identifying language impairment in children learning English as a second language</p> <p>3. “Late emerging” language impairment in monolinguals and ELLs</p> <p>4. Higher Order Language Impairment and Social-Emotional Problems in Clinically Referred and Non-referred Comparison Youth</p>	<p>Bente E. Hagtvet; Solveig A.H. Lyster</p> <p>Johanne Paradis</p> <p>* Fataneh Farnia; *Esther Geva</p> <p>Nancy J. Cohen; Fataneh Farnia; Nancie Im-Bolter</p>	Montreal C

	5. Remedial outcomes across multiple comorbidities: The role of intelligence in language and attention comorbidities with reading disability	Jan C. Frijters ; Maureen W. Lovett; Maryanne Wolf; Rose A. Sevcik; Robin Morris	
	<b>Current directions in adolescent literacy</b> 1. Cognitive and linguistic predictors of fluency and reading comprehension in adolescence 2. Unexpected poor comprehenders among adolescent ESL students 3. Individual differences in cognitive processes during reading comprehension by adolescent readers 4. Tracking causal information during reading comprehension 5. Discussion	* Timothy Papadopoulos; *Panayiota Kendeou John Kirby ; Miao Li Paul van den Broek Catherine Bohn-Gettler Jennifer Cromley	Ville-Marie
	<b>Assessment and intervention research with struggling adolescent and adult readers</b> 1. Word-level, text-level and general purpose cognitive skills in struggling adolescent readers: Implications for assessment and intervention. 2. Efficacy of critical reading practices on high school students' reading for understanding 3. Intervention outcomes for struggling high school readers 4. The complexities of measuring instructional gain in an adult literacy intervention 5. Writing skills of low-achieving postsecondary students	Marcia A.Barnes; Claire Davis; Sarah Priebe; Nikki Arrington; David Francis; Jack Fletcher Deborah Simmons ; Angela Hairrell; Melissa Fogarty; Leslie Simmons; Eric Oslund; Sharon Vaughn; Greg Roberts * Maureen W. Lovett; Jan C. Frijters; Maria De Palma; Léa Lacerenza; Glen McLeod * Daphne Greenberg; Justin C. Wise; Jan C. Frijters; Hye K. Pae; Alice O. Nanda Perin Dolores	St.-Antoine
12:20-14:00	Lunch		Fortifications
13:00-14:30	<b>Poster session</b>		Grande Place
	1 Reading behaviour and print-exposure: A validation study of the Author Recognition Test-Revised (ART-R).	Marina Rain ; Raymond A. Mar	
	2 Reading motivation, reading competency, and gender in second through fourth grade children in Granada, Spain	Araceli Valle; Nuria Calet Ruiz; Clara Gomes; Sylvia Defior	
	3 Dynamic Assessment of Word Attack Skill in Students with a Reading Disability	Linnea C. Ehri; Alan Tener	
	4 Reading comprehension predictors in ELL second graders	Felicia Zhang; Jenny Shen; Joyce Mak; Chelsea Misquith; Esther Geva.	
	5 A teaching program to improve comprehension strategies and the progress of very low achievers, low-average and good readers	Catherine Turcotte; Catherine Croisetière	



6	Do Inferencing Difficulties in Poor Comprehenders Reflect Poor Text Memory or Integration Difficulties?	Anh Hua;Janice M. Keenan
7	Does the simple view of reading explain L2 reading in high school L2 learners?	Richard Sparks
8	Relationship between serial order short-term memory and reading skills : Evidence from a study with dyslexic children	Trecy Martinez Perez; Steve Majerus; Aline Mahot; Martine Poncelet
9	Prosodic sensitivity in native and non-native English-speaking children with and without dyslexia	Alida Anderson; Candise Lin; Min Wang
10	Basic cognitive processes and higher-level comprehension skills in Chinese-English ESL children	Lorinda King Chi Mak; Alexandra Gottardo; Esther Geva
11	Differential verb + noun collocational knowledge among young learners and its relationship with reading comprehension	Sara Smith ;Victoria Murphy
12	Investigating the development of oral and written language comprehension among students from preschool through second grade	Yu-Min Ku ; Yu-Jun Chen; Wan-Chen Chang; Chien-Hui Lin; Chien-che Hsu
13	The web-based reading behavior of the students in the 5th and 6th grade: Evidence from eye-movement data	Ju-Ling Chen ;Yao-Ting Sung;Shin-Ting Tsai; Jyun-gwang Chen; Ming-Da Wu
14	Time to Read: Relationships between rapid naming automaticity, word fluency, and text fluency and reading comprehension	Joanna Christodoulou ; Michael Kieffer; Alison Bloomfield; Stephanie N. Del Tufo; Patricia Saxler; John Lymberis; Sonia Cosman; Gadi Geiger; John D.E. Gabrieli
15	Linguistic foundations and reading development in deaf children	Pauline Sirois; Alice Vanlint; Émilie Hébert; Isabelle Savage
16	Developing description and problem-solution text structure instruction using social studies content for second grade at-risk students	Joanna P. Williams;Jenny C. Kao; J. Grant Atkins; Rong Cheng; Jill G. Ordynans; Lisa S. Pao
17	Alphabet knowledge and phonological awareness in the acquisition of early orthographic representations	Alison Arrow
18	The Influence of Linguistic Awareness Skills on Early Literacy Abilities of At-Risk Students	Kenn Apel ;Young-Suk Kim;Stephanie Al Otaiba;Danielle Brimo
19	The role of phonology and orthography in children's morphological word reading skills	Sabrina Benedict; Nicole Davis; Esther Lindstrom; Donald Compton; Laurie Cutting
20	Do reading acquisition and syllable-based segmentation depend on sonority-related markedness? Tracking the developmental changes in French children	Norbert Maionchi-Pino ; Satoru Yokoyama; Yasuyuki Taki; Annie Magnan; Kei Takahashi; Hiroshi Hashizume; Jean Écalles; Ryuta Kawashima
21	Graphemic cohesion effect in reading and writing complex graphemes	Elsa Spinelli; Sonia Kandel; Helena Guerassimovitch; Ludovic Ferrand

22	The influence of word frequency on tongue-twister reading	Ti Yan; Robin Morris
23	Auditory sensitivity, speech perception, L1 Chinese and L2 English reading abilities in Hong Kong Chinese children	Juan Zhang; Catherine McBride-Chang
24	Cognitive predictors of reading comprehension in third, seventh, and tenth grade students	Elizabeth Tighe; Christopher Schatschneider
25	The roles of oral-language and reading-related cognitive skills in early reading comprehension among Chinese preschoolers	Fong Yui Chi; Connie Suk-han Ho
26	The Contribution of Spelling and Word Knowledge to the Reading Comprehension of Limited English Proficient and English Dominant Students	Deborah Reed ;Yaacov Petscher; Wes Hoover
27	Reading Comprehension of Scientific Text: Challenges for Fourth Graders	Chiung-Chu Wang; Yu-Zen Zhang
28	Making the association: an ERP investigation of the effect of association strength on word-to-text integration in comprehenders of varying skill	Joseph Stafura; Joseph Z. Stafura; Charles A. Perfetti
29	Developmental stability for different definitions of poor comprehension	Asa Elwer; Stefan Samuelsson
30	Content-specific background knowledge and passage level comprehension: a preliminary investigation	Esther Lindstrom ; Nicole Davis; Jennifer Gilbert; Erika Spangler; Donald Compton; Laurie Cutting
31	The effect of teaching online reading comprehension ability for 6th graders in Taiwan	Ya-Ying Tseng; Shiu-Hsung Huang ; Tsung-Wen Chen; Yea-Mei Leou
32	Pragmatic language and reading comprehension in reading disabilities	Carolina Alves Ferreira de Carvalho ; Eliane Mi Chang; Clara Regina Brandão de Ávila
33	Thinking it through: Social problem solving in children with reading problems	Katharine Bailey; Nancie Im-Bolter; Keely Owens-Jaffray; Fataneh Farnia; Nancy J. Cohen
35	Longitudinal analysis of stress rhythm sensitivity and reading skills	Luisa Tarczynski-Bowles;Clare Wood
36	Development of word-reading speed differentially linked to the development of phonemic analysis skills and alphanumeric naming speed	Kees P. van den Bos;Barry de Groot; Margo Jansen
37	Phonological and visual correlates of reading: Dissociating sensitivity to word length and general reading speed.	Madelon van den Boer ;Peter F. de Jong; Marleen M. Haentjens-van Meeteren
38	Phonological awareness, orthographic knowledge, and reading fluency in Grades 1 and 2: online evidence from eye movements	Jane Ashby; Breanna Knudsen;Ana Archer; Madison Kloss; Morgan Bontrager; Hannah Faleer; Michelle Young
39	A dual-route model of reading acquisition in readers with developmental dyslexia	Jeff Franson; Roderick Barron; Stefan Kremer
40	Self-report versus Diagnosed: How much print exposure do students with reading disabilities have?	Amy Grant ; Helene Deacon; Rauno Parrila

41	Oral and written narratives in poor decoders and poor comprehenders: an examination of length, grammaticality, and quality	Suzanne Adlof ; Marc Fey; Hugh Catts
42	Behavioral Phenotypes of Children with Late-Emerging Reading Difficulties	Donald Compton ; Jennifer Gilbert; Laura Steacy; Eunsoo Cho; Amanda Miller
43	Reading difficulties in Spanish-speaking low-income children	Beatriz Diuk; Francisca Serrano; Marina Ferroni
44	Querying developmental versus lag motivation deficits associated with reading disabilities.	Jen Goudey; Jan Frijters; Maureen Lovett; Rose Sevcik; Robin Morris; Richard Boada; Erik Willcutt; Maryanne Wolf; Jeffrey Gruen; GRaD Study
45	Neurobiological correlates predicting responsiveness to reading intervention in children with RD	Laura Barquero; Scott Burns; Nikki Davis; Dwayne Dove; Lindsay Wilson; Sheryl Rimrod; Laurie Cutting
46	Changes in motivation emerging from change in reading skills during intensive remediation for middle-school students.	Kimberley Tsujimoto; Jan Frijters; Maria De Palma; Maureen Lovett; Rose Sevcik; Robin Morris
47	Portuguese and American teachers' perceived and actual disciplinary knowledge for reading instruction: a comparative study	João Lopes; Louise Spear-Swerling; Gabriela Velasquez; Célia Oliveira; Leandro Almeida; Elaine Cheesman
48	Patterns of Instruction in Early Reading Lessons	Ben Kelcey ; Joanne Carlisle
49	Effective reading instruction in first grade: Teachers' use of individualized instruction	Stephanie Guthrie ;Frederick Morrison
50	When fast word recognition becomes automatic word recognition: insights from an interference control study	Patrick Snellings; Ilonka de Haas; Wery van den Wildenberg
51	Time spent on writing instruction and literacy outcomes	Sarah Ingebrand; Carol Connor; Laura Snyder
52	On the WRITE track: Writing outcomes for adolescent struggling readers following intensive literacy intervention	Andrea M. Regina; The Hospital for Sick Children/University of Toronto; Jennifer Goudey; Jan C. Frijters; Maria De Palma; Lea Lacerenza; Maureen W. Lovett
53	Written production in Chilean elementary school: an exploratory study of children narrative skills.	Carmen Sotomayor ; Macarena Silva
54	Do irregularly spelled words take something special to read?	Carsten Elbro ; Holger Juul; Anne-Mette V. Nielsen; Mads Poulsen
55	English vocabulary development in English language learners in French immersion	Karen Au-Yeung ;Becky Chen
56	Semantic Activation and Inhibition in Reading Chinese Polysemy	Chihyu Yang; Yu-Jen Chang;Hwa-Wei Ko;Chih-Chien Yang
57	An examination of vocabulary and reading comprehension in Portuguese, Spanish, and Chinese ELLs: A closer look at the of role SES across language groups	Stephanie Wang ; Jaryd Gabison; Christie Fraser; Esther Geva

	58	Vocabulary Skills of Children with Early Emerging Reading Disability and Children with Late-Emerging Reading Disability	Amanda Miller; Laura M. Steacy; Donald L. Compton	
	59	A non-lexical reading processing occurs serially for the Kanji writing system?	Ami Sambai ; Max Coltheart; Akira Uno	
	60	Chasm of incommensurability? Cognitive psychologists' and teacher-educators' differing views of the scientific study of reading	Brenda Linn ; Ron Stringer	
	61	Determinants of discourse comprehension in middle and high school students	David Caplan ; Gloria Waters; Julie Bertram; Jennifer Michaud; Adam Ostrowski; Dasha Bulova	
	62	Factors that Influence the Difficulty of Science Words	Gina Cervetti ; Elfrieda H. Hiebert; P. David Pearson; Alison Billman	
	63	Examining Instrumentalist and Metalinguistic Hypotheses: What mechanisms explain the relationships among general vocabulary knowledge, response to an intensive vocabulary intervention, and literacy related outcomes?	Sabina Neugebauer; John Madura;Michael Coyne;Betsy McCoach;Sharon Ware;Ashley Capozzoli	
	64	Teacher Input in Preschool Children's Vocabulary Development	Barbara Wasik; Barbara A. Wasik; Annemarie H. Hindman	
	65	Predictive validity of dynamic assessment of decoding in forecasting responsiveness to intervention	Eunsoo Cho; Donald Compton; Douglas Fuchs	
	66	How grapheme type, word length and word frequency influence word reading accuracy across the primary grades: Evidence from French	Robyn Carson; Alain Desrochers	
	67	The development of irregular word reading: the role of word knowledge	Janet Vousden; Michelle Ellefson	
	68	How does the literacy knowledge of Turkish transfer to decoding and spelling in English and Spanish?	Yiwen Bi; Malatesha Joshi	
	14:30-15:00	Refreshments		Foyer Palais
	15:00-15:30	SSSR Business Meeting		
	15:30-17:00	Keynote Address	Maggie Snowling	
	18:45-23:00	Social Event--Les Sept Doigts du Main (eat an early supper beforehand)		
14-Jul	07:00-08:30	SSSR Continental breakfast		Fortifications
Saturday	08:30-10:10	<b>Symposia</b>		
		<b>Young children's visual attention to illustrations and print as a source for learning</b>		Montreal A
		1. Eye Movements and Vocabulary Acquisition in Repeated Storybook Reading without Adult Mediation	Mary Ann Evans; Jean Saint-Aubin	

<p>2. Beneficial effects of illustrations in picture storybooks for storing and retaining story text</p> <p>3.Improving children’s contact with print during storybook reading: Impacts on children with language disabilities</p> <p>4. Do beginning struggling and normal readers profit from a digital pedagogical agent when reading an e-book?</p> <p>5. Composing Written Stories from Pictures</p>	<p>Marian J.A. J. Verhallen; Adriana G. Bus</p> <p>Jessica Logan; Laura Justice</p> <p>* Maria T. de Jong; *Adriana G. Bus</p> <p>Rosemary Lever;Monique Sénéchal</p>	
<p><b>Cross-language comparisons of reading</b></p> <p>1. Phonological awareness in Spanish and English among Spanish-speaking first graders in Mexico and the US</p> <p>2. Patterns and predictors of growth in silent reading in three alphabetic orthographies: Different rates, similar patterns.</p> <p>3. Orthographic configuration and radical position effects in learning Chinese by Spanish and Thai speakers</p> <p>4. Development of eye-movement patterns during word and nonword reading in English and German</p> <p>5. Text Processing in Persian-English Bilingual Children: A Bilingual View on the Simple Model of Reading</p>	<p>Lee Branum-Martin ; David J. Francis; Lama K. Farran</p> <p>* Marketa Caravolas; Arne Lervag; Betty Mousikou; Charles Hulme</p> <p>Li-Yun Chang; Hsueh-Chih Chen; Susan Dunlap</p> <p>Karin Landerl ; Anne Rau; Kristina Moll</p> <p>Amir Sadeghi; John Everatt; Brigid McNeill</p>	<p>Montreal B</p>
<p><b>Symbol learning across writing systems</b></p> <p>1. Learning the letters of three Latin alphabets: Influences of alphabet features,letter-sound consistency, and instruction.</p> <p>2. The unique role of copying skills on Chinese kindergarteners’ word writing</p> <p>3. Learning the Kannada akshara: the role of child and symbol characteristics</p> <p>4. Children's spelling of the letter T in Arabic: The role of morphology</p> <p>5. Discussant</p>	<p>Ian Simpson ; Francisca Serrano; Sylvia Defior; Gabriela Seidlová Málková; Betty Mousikou; Markéta Caravolas</p> <p>Ying Wang;Catherine McBride-Chang</p> <p>*Sonali Nag;Charles Hulme; Maggie Snowling</p> <p>Elinor Saiegh-Haddad</p> <p>Charles Perfetti</p>	<p>Montreal C</p>
<p><b>Prosody and Reading</b></p> <p>1. Prosody Awareness is Related to Reading Ability in Children with Autism</p> <p>2. Prosodic skills and reading comprehension</p>	<p>*Clare Wood</p> <p>Renae Nash; Joanne Arciuli</p> <p>Karen Whalley</p>	<p>Ville-Marie</p>

	<p>3. Response time effects in the developing lexicon vs. the consolidated lexicon</p> <p>4. Punctuation and prosodic awareness in adults</p> <p>5. Discussion</p>	<p>Danielle Thompson ; Stuart Bernstein</p> <p>Lindsay Heggie; *Lesly Wade-Woolley</p> <p>Linda Jarmulowicz</p>	
	<p><b>Probing the relationship between morphology and literacy: New paths towards a nuanced model of reading</b></p> <p>1. Dynamic assessment of morphological awareness and literacy achievement</p> <p>2. Getting to the root of It: Word and person level morphological contributions to word reading</p> <p>3. A causal-indicator model of the role of morphology in reading comprehension</p> <p>4. What is in the reading comprehension toolbox of Spanish-speaking ELLs? An exploration of morphological and cognate awareness crosslinguistic skill transfer</p> <p>5. Discussant</p>	<p>Julie Wolter</p> <p>*Amanda Goodwin; Jennifer Gilbert;</p> <p>Sun-Joo Cho</p> <p>Richard Wagner ; Mercedes Spencer;</p> <p>Elizabeth Tighe</p> <p>Adrian Pasquarella; Gloria Ramirez; Xi</p> <p>Chen-Bumgardner</p> <p>Joanne Carlisle</p>	St.-Antoine
10:10-10:40	Coffee break		Grande Place
10:40-12:20	<b>Symposia</b>		
	<p><b>How the brain learns to read</b></p> <p>1. The relationship between early language development and the emergent neurocircuitry for children learning to read</p> <p>2. Neural networks in unfamiliar word decoding processes</p> <p>3. Neurocognitive aspects of retrieval effects in vocabulary learning</p> <p>4. Cortical bases of individual differences in garden-path sentence processing</p> <p>5. Write to read: Neurocognitive evidence from Chinese</p>	<p>* Kenneth Pugh</p> <p>*Ludo Verhoeven ; Barbara</p> <p>Wagensveld; Miranda van Turennot; Pienie</p> <p>Zwitserlood; Peter Hagoort ; Atsuko</p> <p>Takashima</p> <p>Gesa van den Broek; Eliane Segers; Atsuko</p> <p>Takashima; Guillen Fernandez; Ludo</p> <p>Verhoeven</p> <p>W. Einar Mencl; David Braze; Xuan Di;</p> <p>Whitney Tabor; Kenneth R. Pugh; and</p> <p>Donald Shankweiler</p> <p>Charles Perfetti</p>	Montreal A
	<p><b>Recent developments in studies with children at family-risk of dyslexia</b></p> <p>1. IQ of four-year-olds who go on to develop dyslexia</p>	<p>* Elsje van Bergen ; *Peter F. de Jong; Ben</p> <p>Maassen; Evelien Krikhaar; Anna Plakas;</p> <p>Aryan van der Leij</p>	Montreal B

<p>2. Early language and literacy skills in children at family risk of dyslexia: a comparison with SLI</p> <p>3. Attention and motor skills in children at risk of dyslexia</p> <p>4. Cognitive endophenotypes of dyslexia</p> <p>5. Is familial risk for dyslexia continuous?</p>	<p>Hannah Nash ; Debbie Gooch; Maggie Snowling; Charles Hulme</p> <p>Debbie Gooch ; Hannah Nash; Maggie Snowling; Charles Hulme</p> <p>Kristina Moll ; Maggie Snowling</p> <p>Minna Torppa ; Kenneth Eklund; Elsje van Bergen; Heikki Lyytinen</p>	
<p><b>Developmental perspectives on phonological sensitivity and literacy skills</b></p> <p>1. Nonword Repetition Ability: More a Consequence than a Cause of Children’s Vocabulary Development</p> <p>2. The changing nature of nonword repetition</p> <p>3. The Activation of Segmental and Tonal Information in Reading Chinese among Children and Adults</p> <p>4. Comparing the predictive power of speech and non-speech stimuli on early reading skills: The influence of processing demands</p> <p>5. The development of phonological awareness and decoding skills in Arabic over the initial primary school years</p>	<p>Charles Hulme ; Monica Melby-Lervåg; Solveig-Alma Halaas Lyster; Marianne Klem; Bente Hagtvet; Arne Lervåg</p> <p>Peter F de Jong; Elsje van Bergen</p> <p>Min Wang; Chuchu Li; Candise Lin; Taomei Guo</p> <p>* Anna Cunningham ;Laura Shapiro; Caroline Witton; Joel Talcott; Kim Rochelle; Adrian Burgess; Kate Swoboda</p> <p>Nadia Taibah; Abeer Alkhouli</p>	<p>Montreal C</p>
<p><b>Vocabulary acquisition</b></p> <p>1. Do experimental measures of word learning predict vocabulary development over time?</p> <p>2. The effects of a cognate-based intervention on middle school students’ vocabulary attainment</p> <p>3. New vocabulary learning in adolescent adequate and struggling comprehenders: Effects of reinforcement and discrimination learning.</p> <p>4. Orthographic facilitation in oral vocabulary acquisition of Chinese children</p> <p>5. Classroom Age Composition and Vocabulary Development among At-Risk Preschoolers</p>	<p>* Anna Gellert ; Carsten Elbro</p> <p>Elizabeth Howard ; Igone Arteagoitia; Betsy McCoach</p> <p>Claire Davis ; Marcia Barnes; Amy Barth; Mary York; David Francis</p> <p>Hong Li; Jie Zhang; Xiawei Rao; Xinchun Wu</p> <p>Ying Guo; Laura Justice; Virginia Tompkins; Yaacov Petscher</p>	<p>Ville-Marie</p>
<p><b>Topics in literacy teaching</b></p> <p>1. An experimental evaluation of guided reading as an intervention for primary-grade at-risk readers</p>	<p>Carolyn A. Denton; W. Pat Taylor; Jack M. Fletcher; Sharon Vaughn; Amy E. Barth; David J. Francis</p>	<p>St.-Antoine</p>

12:20-14:00 13:00-14:30	2. Preschool teacher African American English use and its relationship to child language and literacy development		Jennifer Renn; Catherine Darrow; David Dickinson	Fortifications Grande Place
	3. Efficacy of RFI (Reading Fluency Intervention) program in Spanish dyslexic and poor readers across age.		Francisca Serrano; Sylvia Defior	
	4. The Real Books Database: A Rational Analytic Approach to Teaching Reading		Jonathan Solity	
	5. Is “assistive technology” really assistive? The impact of information technology on writing processes		* Jenny Thomson	
	Lunch			
	<b>Poster session</b>			
	1	Texting, textese, and literacy skills: A naturalistic study	Michelle Drouin; Brent Driver	
	2	Funding opportunities at the National Center for Education Research and National Center for Special Education Research, Institute of Education Sciences	Kristen Lauer; Elizabeth Albro	
	3	Developing an Assessment to Measure Depth of Knowledge of Academic Vocabulary	Amy Crosson; Margaret McKeown; Isabel Beck	
	5	Effective classroom contexts to develop literacy and attention skills for typical and at-risk first grade students	Louise Deault; Robert Savage; Maria Di Stasio	
	6	Measuring self-regulation and academic achievement in third grade students	Stephanie Day; Carol Connor	
	7	Expressive vocabulary in Spanish English Language Learners (ELLs): Cognates vs. non-cognates	Christine Javier; <b>Aline Ferreira</b> ; Alexandra Gottardo; Fataneh Farnia	
	8	Biliterate Children’s Discrimination of English and French Letter Patterns	Pierre Cormier; Debra J. Jared; Betty Ann Levy; Lesly Wade-Woolley	
9	Phonologically-mediated semantic activation in bilingual and monolingual readers	Deanna Friesen ; Ellen Bialystok		
10	Early language abilities predict later rhyme sensitivity in bilingual first language learners	Amanda Fornecker ; Cynthia Core		
11	The Role of Lexical Knowledge and Stress Cue in Segmentation by Second Language Learners of English	Candise Lin ;Min Wang		
12	Prosodic abilities of children with developmental dyslexia	Gracia Jiménez-Fernández; Nicolás Gutiérrez-Palma; Sylvia Defior		
13	Is a child's PAL an indicator of his reading ability? Dissociating the role of crossmodal and verbal demands in paired associate learning	Robin Litt; Kate Nation		



14	Factors affecting self report of dyslexia in adults	Ruth Leavett; Hannah Nash; Maggie Snowling
15	The acquisition of new orthographic representations among dyslexic children	Florence Binamé; Aurélie Defraigne; Martine Poncelet
17	A spoken word-learning deficit without dyslexia: a case study	Peggy S. Conner; Loraine K. Obler
18	A descriptive analysis of English-immersion students' summaries	Miao Li; John Kirby
19	The role of relational and instructional classroom supports in the language development of at-risk preschoolers	Carolyn Gosse ; Anita McGinty; Andrew Mashburn; Marcia Invernizzi; Robert Pianta
20	How the features of texts relate to teachers' use of print referencing	Jaclyn Dynia; Laura M. Justice
21	Promoting Early Literacy through the Professional Development of Head Start Teachers	Evelyn Johnson ;Cristianne Lane; Blanche Podhajski; Mary-Jo Surges-Prokop; Jane Nathan
22	Do 2nd and 4th year German speaking Students use syllable-structures in decoding?	Alexandra Loidl ; Barbara M. Schmidt; Alfred Schabmann
23	Children's resolution of anaphora during reading: Semantic typicality and distance effects	Holly Joseph ; Kate Nation; Simon Liversedge; Elizabeth Wonnacott
24	Individual differences in processing of ambiguous text	Michael Mayer ; Michael Kaschak
25	Measuring the components of fluency: Spanish fluency scale	M. Carmen González-Trujillo; Nuria Calet; Sylvia Defior; Nicolás Gutiérrez-Palma
26	Evidence for the Effectiveness of Peer Assisted Learning Strategies in Preschool Classrooms	Douglas Fuchs; Amanda C. Miller; Eric Dion; Lynn Fuchs; Susan Eaton
27	Incidental orthographic facilitation in oral vocabulary acquisition and spelling	Kathleen Jubenville; Monique Sénéchal
28	An analysis of oral language abilities of african american students	Brandy Gatlin; Stephanie Al Otaiba; Jessica Folsom; Jeanne Wanzek
29	Morphological Awareness and Spelling Words with Different Spelling Rules in Brazilian Portuguese	Márcia da Mota ;Silvia Guimarães; Carolina Conti
30	Phonological recoding as a self teaching mechanism in Spanish, a transparent orthography	Marina Ferroni ;Beatriz Diuk
31	Early word recognition processes predict the brain's response to errors in spelling decisions	Lindsay Harris ; Benjamin B. Rickles; Charles A. Perfetti
32	Phonological awareness among beginning readers who speak African American English	Souraya Mansour; Nicole Patton Terry
33	Developmental stages in emerging phonological awareness in Hebrew and English	Inbal Gral Azulay; Esther Geva
34	Lexical characteristics of words and phonological awareness skills of preschool children: a test of the lexical restructuring model	John Goodrich; Christopher Lonigan

35	Perspective taking and theory of mind: Does reading fit in?	Nancie Im-Bolter; Katharine Bailey; Keely Owens-Jaffray; Fataneh Farnia; Nancy J. Cohen
36	Patterns of on-line resource allocation to increased inference-making demands by skilled readers: an eye movement study	Maria Friedmannova; Holly Smith; Kate Nation
37	Exploring the relationship between prosodic sensitivity and early literacy: A critical path analysis	Andrew Holliman; Emily Harrison; Clare Wood; Ian Hume
38	Reading aloud patterns among families living in the Netherlands	Elisabeth Duursma
39	The impact of morphological skills on reading achievement of Greek-speaking children in elementary Grades 3, 4, and 5.	Dimitra Ioannou ; Vassiliki Diamanti; Angeliki Mouzaki; Athanassios Protopapas
40	How much can an enhanced Simple View of Reading model explain? An examination with typical second and fifth graders	David Kilpatrick
41	Exploring cognitive processes of poor and normal beginning Arabic readers	Sophie Dandache; Jan Wouters ; Pol Ghesquière
42	Reading disability in Brazilian Portuguese: The role of phonological awareness and rapid serial naming	Marcela Correa; Cláudia Cardoso-Martins
43	Classification of literacy and language skills in first grade: latent profiles, class membership stability, and underlying predictors.	Julia Lee ; Stephanie Al Otaiba; Jessica S. Folsom; Luana Grulich
44	Patterns of Growth of Beginning Reading Skills for Spanish-Monolingual Children in Grades K-2	Patricia Crespo Alberto; Patricia Crespo, Doris Baker, Yohan Park, Cristina Rodríguez, Juan E. Jiménez
45	A comparative study on response to kindergarten Tier 1 literacy instruction for typical students and students with cognitive impairments	Jessica Folsom; Stephanie Al Otaiba; Luana Grulich
46	RTI for oral language: Explicit and systematic intervention in kindergarten for narrative discourse skills	Linda Liss-Bronstein; Susan Brady
47	Characteristics of adequate and inadequate responders in a multi-tiered model	Luana Grulich; Stephanie Al Otaiba; Jessica Folsom
48	Twenty years of reading development in Kronoberg	Pernilla Soderberg Juhlander; Christer Jacobson; Thomas Nordström
49	How many approaches to learning are there? Unique contributions of approaches to learning to emergent literacy skills	Amber Farrington; Christopher Lonigan
50	Specific language impairment affects the early spelling process quantitatively but not qualitatively	Kim Cordewener; Anna Bosman; Ludo Verhoeven
51	The influence of C/V alternation on perceptual parsing of letter strings	Alain Content; Virginie Drabs; Fabienne Chetail
52	How are the accuracy and latency of grammatical gender decisions influenced by word frequency and	Karine Côté; Alain Desrochers

	animacy?	
53	Frequency and consistency effects in the word processing skills among different types of developing readers	Devin Kearns; Jennifer K. Gilbert; Donald L. Compton; Douglas Fuchs; Lynn S. Fuchs
54	The interactive effect of working memory and text difficulty on metacomprehension accuracy	Kenji Ikeda; Kenji Ikeda; Shinji Ktagami
55	The role of working memory in early spelling: longitudinal kindergarten study	Jonathan Clancy; Jonathan Clancy; Elena Zaretsky
56	An Examination of Three Item Types Designed to Measure Depth of Partial Vocabulary Knowledge	Paul Deane; Rene Lawless; Chen Li; John Sabatini; Isaac Bejar; Tenaha O'Reilly
57	Fidelity of program implementation and at-risk preschoolers' vocabulary gains	Christa Japel ;Delphine Vuattoux; Éric Dion; Véronique Dupéré
58	Evaluation of an early primary grades vocabulary program	Dennis Ciancio
59	Story retelling and Vocabulary Knowledge	Sung Hee Lee; Joseph Jenkins; Sarah Rose
60	Beyond word frequency: Topic effects on domain-specific lexical judgments	Laura Halderman; Paul Deane; Rene Lawless; Gary Feng; John Sabatini; Anita Sands
61	Investigating non-lexical reading processes in young children: How do parsing ability and GPC knowledge relate?	Linda Larsen ; Saskia Kohnen; Lyndsey Nickels; Genevieve McArthur

14:30-15:00

15:00-16:40

Refreshments

### Symposia

#### Neural literacy markers

1. ERP mismatch negativity differentiates subtypes of kindergartners at risk for dyslexia
2. COMT Val/Met polymorphism is associated with reading skill and related patterns of functional neural activation.
3. Auditory event-related potentials at age 17 months as predictor of reading fluency.
4. Brain differences in kindergarten children with and without behavioral risk for dyslexia: Toward finding fMRI and EEG predictors of reading difficulties

Sara Beach; Elizabeth S. Norton; Ola Ozernov-Palchik; Abigail B. Cyr; Carlos Cardenas-Iniguez; Marianna D. Eddy; John D. E. Gabrieli; Nadine Gaab  
 \* Nicole Landi; Stephen Frost; W. Einar Mencl; Jonathan Preston; Leslie Jacobsen; Maria Lee; Carolyn Yrigollen; Kenneth R. Pugh & Elena L. Grigorenko  
 Ben Maassen  
 Elizabeth Norton; Sara D. Beach; Abigail B. Cyr; Ola Ozernov-Palchik; Keri-Lee A. Garel; Tyler K. Perrachione; Maryanne Wolf; John D. E. Gabrieli; Nadine Gaab

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Montreal A

5. Eye movement patterns indicate levels of word processing in sentence reading	Thomas Günther ; Claudia Kohlen; Wolfgang Scharke; Josefine Vollmar; Stefan Heim; Ralph Radach	
<p><b>Semantics and context: Meaning, multiplied</b></p> <p>1. Semantics and early literacy: Oral vocabulary matters in the first year of reading instruction too</p> <p>2. Semantics and the base morpheme frequency effect: Children’s sensitivity to the morphological structure of words read in context”</p> <p>3. What happens when they read without us? Contextual reading without corrective feedback</p> <p>4. How does the amount of context in which words are practiced affect fluency growth? Experimental results</p> <p>5. A test of incremental and adaptive word learning from context</p>	<p>Gene Ouellette ; Ally Haley</p> <p>Kyle Levesque; S. Hélène Deacon</p> <p>* Sandra Martin-Chang</p> <p>Jack Mostow ; Jessica Nelson; Martin Kantorzyk; Donna Gates; Joe Valeri</p> <p>Gwen Frishkoff; Kevyn Collins-Thompson; Charles Perfetti; Scott Crossley</p>	Montreal B
<p><b>L2 learning</b></p> <p>1. Can adolescent learners of Chinese as a Foreign Language use radical information to learn Chinese characters?</p> <p>2. Learning a second language can facilitate developing first language literacy skills</p> <p>3. Growth in reading-related skills of language minority learners and their classmates with and without reading difficulties</p> <p>4. Comparing models of growth in reading between at-risk English language learners and typically developing peers</p> <p>5. Examining the effects of gender, SES and EAL on reading attainments: findings from a representative sample of English school children</p>	<p>Jie Zhang ;Qiong Dong; Hong Li; Elizabeth Sholar; Jie Xu</p> <p>* Victoria Murphy; Ernesto Macaro, Sonia Alba, Claudia Cipolla</p> <p>Michael Kieffer; Rose K. Vukovic</p> <p>Ryan Grimm ; Michael Gerber; Jill Leafstedt; H. Lee Swanson</p> <p>Sue Stothard; Maggie Snowling; Charles Hulme</p>	Montreal C
<p><b>Sublexical processing in word recognition: The case of deaf readers</b></p> <p>1. How do deaf adults proceed when reading sentences? evidence for a key word strategy</p> <p>2. What is the contribution of cochlear implantation and cued speech exposition in deaf children’s literacy skills?</p> <p>3. Complex word reading in Dutch deaf children and adults</p> <p>4. A meta-analysis of phonological awareness and coding in deaf readers</p> <p>5. Dissociation of orthographic and phonological codes in signing adult deaf readers: how does the use of these codes relate to reading level?</p>	<p><b>*Rachel Berthiaume ; *Daniel Daigle</b></p> <p>Jacqueline Leybaert ; Jésus Alegria</p> <p>Stéphanie Colin ; Annie Magnan; Jean Ecalte</p> <p>Anne van Hoogmoed</p> <p>Rachel I.Mayberry</p> <p>Nathalie Bélanger ; Rachel I. Mayberry; Keith Rayner</p>	Ville-Marie
<p><b>Rapid Automatized Naming</b></p> <p>1. What does the RAN task measure?</p>	Daisy Powell ; Lynette Chesson; Rhona	St.-Antoine

17:00-18:30	<p>2. RAN components and reading in Chinese: Is it all similar to English?</p> <p>3. Brain activation patterns of rapid automatized naming in poor readers: An optical imaging study</p> <p>4. Why is RAN related to reading and mathematics? Evidence from a longitudinal study with Greek preschoolers</p> <p>5. The visuo-oculomotor component of RAN is a strong predictor of eye-movements in reading</p>		<p>Stainthorp</p> <p>Chen-Huei Liao ; George K. Georgiou; Jessica Hamilton</p> <p>Hsin-Chin Chen ; Pei-Wen Lan</p> <p>* George Georgiou; Niki Tziraki; George Manolitsis; Argiro Fella</p> <p>Victor Kuperman; Julie Van Dyke; Regina Henry</p>	Grande Place
	<b>Farewell and poster session</b>			
	1	Current funding opportunities available from the National Institutes of Health	Brett Miller	
	2	Identifying at-risk pre-schoolers in a bilingual aboriginal population	Lori Morris	
	3	Investigating the Factor Structure of Vocabulary Knowledge	Mercedes Spencer	
	4	Dimensionality analysis of a computerized battery of reading measures	Jonathan Steinberg ; John Sabatini; Tenaha O'Reilly; Kelly Bruce	
	5	Patterns of growth in phonological awareness and vocabulary during preschool and kindergarten: An individual growth modeling approach	Christina Cassano	
	6	Error analysis of Chinese character recognition among learners of Chinese as a second language with different levels of Chinese vocabulary sizes	You-Hsuan Chang; Yi-Fen Su; Hsueh-Chih Chen	
	7	Importance of phonological and orthographic skills for English reading and spelling in English-Mandarin bilinguals: a comparison of English-L1 and Mandarin-L1 children	Stephanie H. M. Yeong; Janet Fletcher; Donna Bayliss	
	8	Using a language independent test to evaluate reading in a multilingual environment	Sonja Ugen, ; Hubert Marx; Romain Martin	
	9	Selection criteria for poor comprehenders affects comorbidity with ADHD	Chelsea Meenan ;Janice M. Keenan; Anh Hua; Richard K. Olson; Bruce F. Pennington; Erik G. Willcut	
	10	The relationship between English receptive vocabulary and Hebrew phonological awareness in junior and senior kindergarten children	Yea Dun Ryu ;Ishita Aggarwal; Yuqing Hu; Inbal Gral-Azulay; Esther Geva	
	11	Effect of syntactic and morphological processing skills on reading in Chinese dyslexic adolescents	Kevin Kien Hoa Chung; Connie S H Ho; David W Chan; Tsang S M; Lee S H	
	12	Orthographic strategies in dyslexic children learning French	Noemia Ruberto; Ahlem Ammar; Daniel Daigle; Joëlle Varin	
13	Orthographic revision in children with dyslexia	Joëlle Varin; Daniel Daigle; Rachel Berthiaume; Noémia Ruberto		

14	Global similarity effect in children at risk for dyslexia: an EEG study	Mark Noordenbos ; Eliane Segers; Ludo Verhoeven
15	Auditory temporal processing in dyslexia: neurophysiological and psychophysical indicators in preschoolers	Sophie Vanvooren; Hanne Poelmans; Michael Hofmann; Heleen Luts; Pol Ghesquière; Jan Wouters
16	Orthographic development: the case of dyslexic children	Anne Plisson ;Daniel Daigle
17	The relationship between Japanese children's writing skills and other cognitive skills including Visual Attention Span (VAS)	Eishi Tsutamori ; Akira Uno; Noriko Haruhara; Masato Kaneko; Noriko Awaya; Junko Kozuka; Takashi Gotoh; Sylviane Valdois; Taeko N. Wydell
18	Cause specific tasks in early recognition of dyslexia	Josefine Vollmar ; Wolfgang Scharke; Thomas Günther
19	The application of symbol learning tasks in the early recognition of dyslexia –differences in children with and without familial risk	Wolfgang Scharke ; Josefine Vollmar; Thomas Günther
20	Examining functional brain differences in pre-readers at risk for dyslexia during a classical Eriksen Flanker task	Michelle YH Chang; Nora Raschle; Nadine Gaab
21	Parent's goals for alphabet books	Sarah Nowak; Mary Ann Evans
22	The role of problem behaviors and social skills in the relation between behavioral self regulation and academic achievement in preschool	Janelle Montroy; Lori E. Skibbe, Ryan P. Bowles, Tricia D. Finger
23	Preschoolers' graphomotor development and emergent writing skills	Kalliopi Trouli ; George Manolitsis; Michalis Linardakis
24	Behavior Regulation and Language Profiles of Young Children and the Relation to Early Literacy Skills	Jill Pentimonti ;Laura Justice; Ann O'Connell; Anita McGinty; Mary Beth Schmitt
25	Relations between change in Nonmainstream American English use, early language and literacy achievement, and classroom language environment in pre-kindergarten	Nicole Patton-Terry; Carol M. Connor; Meghan Pendergast; Gary E. Bingham
26	What letters do parents and preschoolers talk about?	Sarah Robins; Rebecca Treiman
27	Family demographic characteristics influencing the early childhood home literacy environment	Pam Webb;Beth Phillips; Christopher Lonigan
28	Emergent literacy in preschoolers: processes underlying listening comprehension	Kathleen Peets; Trelani Milburn
29	Attendance and social competence as predictors of early literacy outcomes with high-risk preschoolers	Karen Stoiber; Maribeth Gettinger
30	Rapid Naming and Character Recognition Predict Developmental Trajectory of Children's Oral Reading Fluency	Yu-Jen Chang; Chih-Yu Yang; Shih-Jay Tzeng; Hwa-Wei Ko; Chih-Chien Yang
31	The impact of text messaging (SMS use) on children's and young adults' understanding of grammar and	Clare Wood ; Nenagh Kemp; Sam Waldron, Lucy Hart; Neelam Nagra; Claire Pillinger

	Orthography	
32	Complexity of relative clause perspective shifting by elementary-aged Spanish-English bilinguals: Implications for cognitive-syntactic interactions in two languages	Elaine Silliman; Ruth H. Bahr
33	The influence of typological grammatical features of L1 on grammatical knowledge in L2	Dong Wang; Eun Jung Lee; Tamara Kornacki; Alisha Ng; Debra Lee; Esther Geva
34	Is Working Memory Training Effective? A Meta-Analytic Review	Charles Hulme; Monica Melby-Lervag
35	A Peer-Mediated Approach to Fluency-Building in First Grade	Jessica R. Toste ; Douglas Fuchs; Kristen L. McMaster; Lynn S. Fuchs; Ebba Svenson; Anneke Thompson
36	Beginning literacy: the effects of a classroom-based linguistic training program enriched with home storybook reading.	Maria Elsa Porta
37	The relationship between language impairment and reading disability in Russian-speaking children: the role of phoneme awareness and Rapid Automated Naming	Natalia Rakhlin; Claudia Cardoso-Martins; Elena Grigorenko
38	Normal and impaired exception word reading in French: an fMRI study	Maximiliano Wilson; Sven Joubert; Perrine Ferré; Sylvie Belleville; Ana Inés Ansaldo; Yves Joannette; Isabelle Rouleau; Simona Maria Brambati
39	Effect of Temporal Arrangement of Audio and Image in Multimedia Learning Theory	Victoria Chen; John R. Kirby
40	Learning about the 'nule' in 'sleepnule': acquisition and abstraction of newly learned morphemes	Jakke Tamminen; Marjolein Merckx; Matthew Davis; Kathleen Rastle
41	Motion verbs in english: a study of lexical development	Keren Zadik; Dorit Ravid
42	Teaching phoneme-grapheme correspondence with digital interactive text and dynamic graphic cues	Renee Seward ;Beth O'Brien; Allison Breit-Smith; Pamela Williamson; Benjamin Meyer
43	Developmental interrelations of uppercase and lowercase letter name knowledge	Ryan Bowles; Shayne B. Piasta; Kayla Musielak
45	Examining the development of morphological representations in developing readers: a self-teaching study	Pauline Quemart; Séverine Casalis
46	A Data-Driven Study on Position-Based regularities for Chinese Radicals	Chien-Chih Tseng ; Hsueh-Chih Chen; Li-Yun Chang; Kuo-En Chang
47	Reading multisyllabic words: Affixes and readers' sensitivity to orthographic stress cues	Erin Sparks ; Rebecca Tucker; Helene Deacon
49	Prosodic awareness and reading in musicians and non-musicians	Lesly Wade-Woolley; Katey Austin; Jessica Chan

50	Phonological representation and RAN speed in bilingual adults	Rebecca Wiseheart ;Lori J.P. Altmann; Denise Magdales
51	Differences in classroom instruction provided to first graders with problem behaviors vs. their typically/exceptionally-behaved peers	Leigh McLean; Carol Connor
52	Do speech units participate to written word recognition in young readers? a cross-modal priming study	Karinne Sauval ;Laëtitia Perre; Séverine Casalis
53	Classroom early academic interaction and students' literacy outcomes from pre-K to 2nd in Chilean schools	Alejandra Meneses; Paola Uccelli; Linda Valeri
54	A randomized study testing the effectiveness of an innovative intervention combining decoding and vocabulary instruction for first-grade readers from underprivileged schools	Mélissa Michaud ; Eric Dion; Anne Barrette
55	Investigation of language and literacy learning opportunities in preschoolers	Christina Yeager Pelatti; Shayne B. Piasta
56	Lexical orthographic self-teaching during reading: effect of simultaneous versus sequential presentation	Marie-line Bosse ; Nathalie Chaves
57	Doubling medial consonants: The role of statistical learning in spelling	Siti Syuhada Binte Faizal; Rebecca Treiman
58	An exploratory study of the spelling errors made by 4th graders	Yi-Chieh Wu
59	Units within words: A comparison between skilled and beginning readers	Fabienne Chetail ; Alain Content
60	The Processing Speed Deficit of Children with Low Chinese Character Recognition and Spelling Abilities	Hsiou-Wen Yang; Yi-Fen Su
61	On the time course of orthographic and phonological code activation in a transparent language. Evidence from skilled and developing readers.	Maaïke Zeguers ; Patrick Snellings; Hilde Huizenga; Maurits van der Molen
62	The effect of literacy on the online processing of chunks of language	Dorina Veldhuis
63	An examination of word level characteristics to form pedagogically relevant clusters of words	Laura Steacy ; Donald Compton; Jennifer Gilbert; Devin Kearns
64	Development of inference generation: the role of working memory and vocabulary knowledge.	Nicola Pooley; Kate Cain
65	The Use of Content Vocabulary in Writing Across Genres	Joshua Wilson ; Natalie Olinghouse
65	The relations between Quebec students performances in spelling and grammar, their metagraphical comments and their teachers' pedagogical practices	Chantal Ouellet; Élisabeth Boily; Anne Wagner; Catherine Turcotte; Isabelle Gauvin; France Dubé; Nathalie Prévost
67	Development of story construction in L1 and L2 children between grades 4 and 6	Lucja Segal-Seiden ;Esther Geva



18:30-21:00 | SSSR Reception—1 free drink + cash bar

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