

## Society for the Scientific Study of Reading 2014 – Santa Fe, New Mexico – July 10/14

<b>WEDNESDAY, JULY 16, 2014</b>		
08:30 – 16:30	Student Preconference, Santa Fe Convention Center	
14:00 – 16:30	Board Meeting, Tesuque Boardroom, Santa Fe Convention Center	
17:00 – 20:00	SSSR Welcome Reception. La Terazza, La Fonda on the Plaza Hotel, 100 E. San Francisco Street	
<b>DAY 1 – THURSDAY, JULY 17, 2014</b>		
Event(s)	Authors	Venue
07:15 – 08:30	<b>Breakfast – Santa Fe Convention Center</b>	
08:30 – 10:10	<b>Sessions</b>	
Thursday 08:30 – 10:10	<b>Symposium: Neuroimaging the reading network in typical and atypical readers</b>	<b>CHAIR: Marc Joanisse</b>
	1. Brain bases of morphological awareness and literacy acquisition: Moving beyond phonological awareness	Ioulia Kovelman (University of Michigan - kovelman.ioulia@gmail.com); Ka Ip; Maria M. Arredondo; Lucy Shih-Ju Hsu
	2. Common but impactful genetic polymorphisms in COMT & BDNF are associated strongly with reading and related skills and associated patterns of neural activity	Kaja Jasinska (University of Connecticut – jasinska@haskins.yale.edu); Nicole Landi
	3. Examining the comorbid reading brain using multivariate pattern analysis	Nicolas Langer (Harvard Medical School and Boston Children’s Hospital - Nadine.Gaab@childrens.harvard.edu); C. Gorgolewski; C. Benjamin; B. Becker; N. Gaab
	4. Neural processes associated with text comprehension in adults and children	Laurie Cutting (Vanderbilt University and Haskins Laboratories - laurie.cutting@Vanderbilt.Edu); K. Swett; S. Bailey; S. Burns
	5. Individual differences in skilled adult readers show dissociable functional and white matter networks supporting component processes of reading	Marc Joanisse (The University of Western Ontario - marcj@uwo.ca); Suzanne Welcome

Thursday 08:30 – 10:10	<b>Symposium: Children's reading comprehension: Instruction and interventions</b>	<b>CHAIR: Jane Oakhill</b>	Coronado /DeVargas
	1. When kids act out: A comparison of embodied methods to improve children's memory for a story	Molly Berenhaus (University of Sussex, UK - m.berenhaus@sussex.ac.uk); Jane Oakhill; Jennifer Rusted	
	2. Evaluation of an adaptive learning system designed to improve text comprehension in novice readers	Susan Sullivan (University of Sussex, UK - s.r.sullivan@sussex.ac.uk); Jane Oakhill	
	3. Comprehension monitoring strategy training improves readers' monitoring and reading comprehension performance	Stephanie Wassenburg (VU University Amsterdam, The Netherlands - s.i.wassenburg@vu.nl); Lianne T. Bos; Björn B. de Koning; Menno van der Schoot	
	4. Strategies to improve reading comprehension: Tests of an instructional program in Spanish	Eleonora Lasala (UNSAM, Buenos Aires, Argentina - eleonora.lanus@gmail.com); Barbara Gottheil; Liliana Fonseca; Adriana Aldrey; Inés Lagomarsino; Maria Pujals; Dolores Pueyrredón; Luciana Buonsanti; Leticia Freire; Alejandra Mendivelzua; Sandra Molina; Graciela Migliardo; Marina Simian; Juan Pablo Barreiro	
	5. Pronoun processing in good and poor comprehenders: What about pronouns that are not taught in school?	Hakima Megherbi (Université Paris 13 - Sorbonne Paris Cité, EA 4403 UTRPP, France - hakima.megherbi@gmail.com); Alix Seigneuric; Jane Oakhill; Steve Bueno	
Thursday 08:30 – 10:10	<b>Symposium: Simple View of Reading (SVR): Validation studies</b>	<b>CHAIR: R. Malatesha Joshi</b>	O'Keefe/ Milagro
	1. Validation of Simple of View of Reading (SVR) in Hebrew – a Semitic language	R. Malatesha Joshi (Texas A & M University - mjoshi@tamu.edu); Zvia Breznitz; Yulia Astri; Rafael Lara Arroyo; Beverly Irby	
	2. Simple view as a framework for the early prediction of reading comprehension	Hugh Catts (Florida State University - hugh.catts@cci.fsu.edu); S. Kershaw; D. Nielsen; M. Bridges	
	3. The Simple View, linguistic comprehension, and modeling across languages	Patrick Proctor (Boston College - proctoch@bc.edu); Rebecca Silverman	
	4. Examining the Simple View of Reading in Alphasyllabic Kannada	Pooja Nakamura (American Institute of Research - preddy@air.org); Malatesha Joshi	
	5. An argument for an expanded SVR framework – the case of recently	Esther Geva (University of Toronto -	

Thursday 08:30 – 10:10	immigrated adolescent ELLs	esther.geva@utoronto.ca); Fataneh Farnia	Kearney
	<b>Symposium: The role of print exposure and the home literacy environment in typical and atypical reading</b>	<b>CHAIRS: Daisy Powell; Lorna Hamilton</b>	
	1. When phonics is not enough: the relative roles of exposure to print, oral vocabulary and decoding skills in irregular and regular word reading	Daisy Powell (University of Reading - d.a.powell@reading.ac.uk); Lynette Chesson; Rhona Stainthorp	
	2. Investigating the influence of home literacy practices on the developmental pathways of early reading comprehension	Lynette Atkinson (University of Roehampton - lynette.chesson@roehampton.ac.uk); Daisy Powell; Lance Slade; Joseph P. Levy	
	3. Home literacy environment as a predictor of children's emerging writing skills	Yvonne Griffiths (Institute of Education, University of London - Y.Griffiths@ioe.ac.uk); Jasmin Sandhar	
	4. Familial influences on children's reading ability	Elsje van Bergen (University of Oxford - elsje.vanbergen@psy.ox.ac.uk ); Titia van Zuien; Peter F. de Jong	
Thursday 08:30 – 10:10	5. The role of the early home literacy environment in the development of decoding and reading comprehension skills of children at family-risk of dyslexia	Lorna Hamilton (York St John University - l.hamilton1@yorks.ac.uk); M. Emma Hayiou-Thomas; Charles Hulme; Margaret J. Snowling	Peralta/ Lamy
	<b>Symposium: Executive Function and Reading</b>	<b>CHAIR: Stephanie Day</b>	
	1. Examining the relations between self-regulation, ADHD, and reading outcomes in first grade	Stephanie Day (Arizona State University - Lynn.Day@asu.edu); Carol Connor; Leigh McLean; Angela Barrus; Julie Fellows	
	2. Shared book reading interactions with preschoolers with and without ADHD	Dorit Aram (Tel Aviv University - dorita@post.tau.ac.il)	
	3. Reading and executive functioning associations from first through third grade	Carol Connor (Arizona State University - Carol.Connor@asu.edu); Stephanie Day; Beth Phillips; Mike Kaschak	
	4. Literacy and executive functions: an electrophysiological perspective	Jennie Grammer (Department of Pediatrics, Albert Einstein College of Medicine - jennie.grammer@gmail.com); Matthew Kim; Melisa Carrasco; William Gehring; Frederick Morrison	
5. Discussion			

10:10 – 10:40 <b>Refreshments</b>			
10:40 – 12:20 <b>Sessions</b>			
Thursday 10:40 – 12:20	<b>Symposium: Fidelity in assessment and intervention: Issues of assessment, conceptualization, measurement, and analysis</b>	<b>CHAIR: Jessica Logan</b>	Sweeney North
	1. Fidelity of assessment in reading research and practice	Kelli Cummings (University of Oregon - Kellic@uoregon.edu); Deborah Reed; Gina Biancarosa; Andrew Schaper	
	2. Assessing fidelity with an interval coding scheme: issues in measurement and analysis	Jessica Logan (Ohio State University and the Crane Center for Early Childhood Research and Policy - logan251@osu.edu); Amy Pratt; LARRC Consortium	
	3. An empirical investigation of the dimensionality of fidelity	Jaelyn Dynia (Ohio State University and the Crane Center for Early Childhood Research and Policy - Dynia.1@osu.edu); Jessica Logan	
	4. Describing and predicting continued study involvement in longitudinal research	Brook Sawyer (Lehigh University - LBS211@lehigh.edu); Laura Justice	
	4. Discussion	Russell Gersten (Instructional Research Group - rgersten@inresg.org)	
Thursday 10:40 – 12:20	<b>Symposium: Learning to read with a hearing impairment: The role of morphological language skills</b>	<b>CHAIR: Julia Carroll</b>	O'Keeffe / Milagro
	1. Reading and phonological skills in signing deaf children	Fiona Kyle (City University, London - fiona.kyle.1@city.ac.uk); Ros Herman; Penny Roy	
	2. Morphological processing and pseudoword reading: the case of deaf students	Joëlle Varin (Université de Montréal - rachel.berthiaume@umontreal.ca); Rachel Berthiaume; Daniel Daigle	
	3. Learning to read with a history of Otitis Media: The Warwick morphology and phonology project	Julia Carroll (University of Warwick, UK - j.m.carroll@warwick.ac.uk); Helen Breadmore	
	4. Eye movements in reading in children with Otitis Media	Helen Breadmore (University of Warwick, UK - h.breadmore@warwick.ac.uk); Julia Carroll	
	5. Fingerspelling as alternative gateway to phonological representations and literacy in deaf and hard-of-hearing children	Brenda Schick (University of Colorado - Boulder - Brenda.Schick@colorado.edu); Amy Lederberg; Mi-Young Webb	

Thursday 10:40 – 12:20	<b>Symposium: The role of prosody in reading</b>	<b>CHAIR: Lesly Wade-Woolley</b>	Kearney
	1. English stress perception, production, and reading by adult Mandarin-speaking English learners	Wei-Lun Chung (University of Memphis - wchung1@memphis.edu); Linda Jarmulowicz	
	2. Evidence of probabilistic cues to lexical stress in the orthography of disyllabic and trisyllabic words in six languages	Joanne Arciuli (University of Sydney - joanne.arciuli@sydney.edu.au); Padraic Monaghan; Nada Seva	
	3. Stress awareness and sources of information for stress assignment in Spanish	Nicolas Gutierrez-Palma (University of Jaen - ngpalma@ujaen.es)	
	4. Prosodic awareness in adult musicians and non-musicians	Lindsay Heggie (Queen's University at Kingston - lindsay.heggie@queensu.ca); Lesly Wade-Woolley	
	5. Discussion	Clare Wood (Coventry University - aa0065@coventry.ac.uk)	
Thursday 10:40 – 12:20	<b>Symposium: New insights on the role of visual attention span in reading and spelling: A cross-linguistic approach</b>	<b>CHAIRS: Sylviane Valdois, Taeko Wydell</b>	Coronado /DeVargas
	1. The specific relation of visual attention span with reading and spelling in Dutch	Madelon van den Boer (Research institute of Child development and Education, University of Amsterdam, Netherlands. - M.vandenBoer@uva.nl); Elsje van Bergen; Peter F. de Jong	
	2. The role of visual attention span in Brazilian children	Giseli Donadon Germano (Universidade Paulista do Estado de Sao Paulo (UNESP), Brazil. - giseliger@yahoo.com.br); Simone Aparecida Capellini; Caroline Reilhac; Sylviane Valdois	
	3. The relationship between reading/spelling skills in logographic Kanji and their Visual Attention Span (VAS) as well as other cognitive skills in Japanese-speaking children	Akira Uno (Department of Human Sciences, University of Tsukuba, Japan - uno@human.tsukuba.ac.jp); Eishi Tsutamori	
	4. The neural correlates of visual attention span (VAS) in native English-speakers with and without 'compensated developmental dyslexia'	Taeko Wydell ( Centre for Cognition and Neuroimaging (CCNI), Brunel University, Middlesex, UK - taeko.wydell@brunel.ac.uk); Liory Fern-Pollak, University of West London	
	5. Dyslexia in a French-Spanish bilingual girl: Behavioural and neural modulations following a visual-attention span intervention	Sylviane Valdois (Centre National de la Recherche Scientifique et Université Pierre	

		Mendès France, Grenoble, France - Sylviane.Valdois@upmf-grenoble.fr); Delphine Lassus; Carole Peyrin; Sonia Kandel; Marie Lallier	
Thursday 10:40 – 12:20	<b>Symposium: E-books in early literacy: Benefits and cautions for development and learning</b>		Peralta/ Lamy
	<b>CHAIR: Karen Burstein</b>		
	1. E-books for supplemental storybook reading: An investigative vocabulary study	Karen Burstein (Southwest Institute for Families and Children - k.burstein@swifamilies.org); Jay Blanchard	
	2. Effects and feasibility of a technology-based literacy intervention on preschooler's literacy skills	Leigh McLean (Arizona State University: Learning Sciences Institute - leighmclean87@gmail.com); Carol McDonald Connor; Stephanie Day; Lavonda Romain; Jeannine Herron	
	3. Print vs. digital textbooks: Effects on pre-primary and primary grade students' will + skill in learning academic vocabulary	Kathleen Roskos (John Carroll University - roskos@jcu.edu); Catherine Rosemary; Amy Hoffman	
	4. The promise of animated computer tutors providing feedback to enhance Year Five readers' engagement	Thijs Nielen (Leiden University - t.m.j.nielen@fsw.leidenuniv.nl); Maria de Jong; Adriana Bus	
	5. The role of dynamic visuals and printed words in e-book dictionary as support for word learning among LSES children	Ofra Korat (Bar Ilan Universty - korato@mail.biu.ac.il); Iris Levin; Dafna Shneor; Anat Ben-Shabat	
12:20 – 13:30	<b>Lunch</b>		Sweeney South
Thursday 13:20 – 15:30	<b>Poster Session</b>		Sweeney South
	1	Orthographic learning following spelling and reading: Which establishes the better quality orthographic representation?	Nicole Conrad (Department of Psychology, Saint Mary's University - nicole.conrad@smu.ca); Kathleen Kennedy; Laura Hanusiak
	2	Orthographic probability and neighborhood density across development using the Child Orthographic Probability calculator	Julie Wolter (Utah State University - julie.wolter@usu.edu); Kelly Farquharson; Natalie Vanderveen; Jun Wang; Tiffany Hogan
	3	Predicting spelling from cognitive and reading abilities in college students	Lori Altmann (Speech Language & Hearing Sciences - laltmann@ufl.edu); Kaitlyn Johnston; Rebecca M. Wiseheart

4	Orthographic learning skills and retention of order information in memory among adult good and poor spellers	Florence Binamé (Florence Binamé - florence.biname@student.ulg.ac.be); Martine Poncelet
5	Visual orthographic variation across writing systems	Li-Yun Chang (University of Pittsburgh - lic72@pitt.edu); Adrian Maries; Charles Perfetti
6	Predicting literacy development in bilingual kindergarten children	Rui Qi Choo (Rui Qi Choo - ruiqichoo@nus.edu.sg); Mary Lay Choo Lee; Susan Rickard Liow
7	Effect of interference in young adults with low orthographic knowledge in a language with transparent orthography	Alicia Martinez Ramos (Instituto de Neurociencias. Universidad de Guadalajara - aliciamartnez7@gmail.com); Fabiola Gómez-Velázquez; Andrés A. González-Garr
8	Orthographic knowledge and reading in Spanish-speaking children	Fabiola Reveca Gomez Velazquez (University of Guadalajara - fabiolargomez@gmail.com); Andres Antonio Gonzalez-Garrido; Martha Vidaurre-Arenas
9	The effect of orthographic knowledge on Spanish word processing. A fMRI study.	Andrés González-Garrido (Instituto de Neurociencias - gonzalezgarrido@gmail.com); Daniel Zarabozo-Hurtado; Fernando A. Barrios; Fabiola Gómez-Velázquez
10	Early irrepressible lexical access in French and in English: a Stroop study	Boris New (Université Paris Descartes - boris.new@parisdescartes.fr); Hakima Megherbi; Juan Segui; Jane Oakhill
11	Spelling as it relates to literacy: reading, writing, and language	Sarah Ingebrand (Arizona State University - sarah.ingebrand@gmail.com)
12	Cognitive Predictors of Spelling Recognition and Production	Kaitlyn Johnston (University of Florida - kaitlynfaithjohnston@gmail.com); Lori JP Altmann
13	Spelling in Nyanja and English: Effects of orthographic opacity on spelling proficiency	Bestern Kaani (Texas A & M University - bestern@neo.tamu.edu); R. Malatesha Joshi; Veronica Mulenga
14	Spelling error analyses of Spanish speaking children in grades 2 and 3	Sandra Sandoval (Texas A & M University - ssandovaltx@tamu.edu); Malatesha Joshi; Rafael Lara-Arroyo; Beverly Irby; Xuejun Ji; Yiwen Bi; Melike Unal
15	Urdu as a first language (L1): The impact of the script on Reading in L1 and English as a Second Language (L2)	Amna Mirza (Wilfrid Laurier University - mirz5320@mylaurier.ca); Alexandra Gottardo
16	Accounting for spelling skills in fifth grade – the role of different aspects of orthographic knowledge	Anne-Mette Veber Nielsen (University of Copenhagen - Department of Scandinavian Studies and Linguistics - anveber@hum.ku.dk); Holger Juul
17	The Contributions of Orthographic Processing Factors to the Spelling Achievement of Middle-Elementary Students	Jane Radaj (Cardinal Stritch University - jmrada@stritch.edu)

18	Statistical Learning: On Spelling Morphological Words with Silent Letters	Monique Sénéchal (Carleton University - monique_senechal@carleton.ca); Maxime Gingras
19	Development of visual/orthographic processing measures for Arabic	Nadia Taibah (King Abdulaziz University - nadiataibah@gmail.com); Charles Haynes; Abeer Alkholi; Pamela Hook
20	The role of orthographic processing on English and French spelling among bilingual children attending a French immersion program	Sheila Cira Chung (University of Toronto - sheila.chung@mail.utoronto.ca); Sheila Cira Chung; Xi Chen; S. Helene Deacon
21	Morphology and frequency effects in reading aloud in Spanish-speaking children	Maximiliano Wilson (Département de réadaptation, Faculté de médecine, Université Laval - maximiliano.wilson@fmed.ulaval.ca); Virginia Jaichenco; Maria Josefina D'Alessio
22	Effects of morphological awareness on reading comprehension: within- and cross-language perspectives among upper-grade Korean ESL learners	Han Suk Bae ( - hsb@tamu.edu); R. Malatesha Joshi
23	The predictive role of derivational morphological knowledge in reading and writing among Grade 6 Nyanja-English bilingual students in Zambia, Africa	Sharon de Marin (Sharon de Marín - sharon.demarin@tamu.edu); Malatesha Joshi
24	Does everybody see a 'stripper' in 'paintstripper'? Individual differences in the effects of semantic transparency on compound processing	Daniel Schmidtke (McMaster University, Hamilton, Ontario - schmiddf@mcmaster.ca); Victor Kuperman
25	A quantile regression approach to understanding the relations among morphology, vocabulary, and reading comprehension in Adult Basic Education students.	Elizabeth Tighe (Florida State University - tigue@psy.fsu.edu); Christopher Schatschneider
26	Reading polysyllabic words: Roles of children's word-specific and general reading-related skills	Reem Al Ghanem (Boston University - ghanemra@bu.edu); Devin Kearns
27	Does the number of syllables matter? Effects of syllables and letters on children's pronunciations of nonwords	Devin Kearns ( - kearnsdm@bu.edu); Jeniffer Cruz; Mariah Johnson; Divya Sethi; Mengyuan Xu
28	The functional phonological unit in memorization of written words and pictures	Joshua Davis (University of Maryland, College Park - joshua.davis85@gmail.com); Chuchu Li; Min Wang
29	Moving beyond phonology alone without leaving phonology behind in reading and writing acquisition	William Nagy (Seattle Pacific University - wnagy@spu.edu); Roxana DelCampo; William Buchanan; Virginia Berninger; Robert Abbott
30	Phonological activation of word meanings in Grade 5 reader	Debra Jared (University of Western Ontario - dj Jared@uwo.ca); Jane Ashby; Betty Ann Levy; Stephen Agauas



31	Phonological interference and its effect on sentence-level reading difficulty	Dave Kush (Haskins Laboratories - kush@haskins.yale.edu); Clint Johns; Julie A. Van Dyke
32	RAN-reading relationship in Spanish	Ivana Corrado (Universidad Nacional de San Martín - ivanacdb@gmail.com); Liliana Fonseca; Ines Lagomarsino; Laura García Blanco; María Pujals; Graciela Meretta; Eleonora Lanús; Alejandra Mendivelzúa; Manuela Sanchez; Marina Simian
33	Phoneme awareness and rapid naming make different contributions to R\reading and spelling ability: Evidence from low-literate Brazilian Portuguese-speaking adults	Marcela Corrêa (Universidade Federal do Vale do São Francisco - mfulanete@gmail.com); Cláudia Cardoso-Martins
34	Processing speed contributes independently to the etiology of reading	Sarah Lukowski (The Ohio State University - lukowski.4@osu.edu); Stephen Petrill
35	Rapid automatic naming in school-aged Spanish-English bilinguals: A longitudinal analysis	Stephanie McMillen (University of Memphis - smmcmlln@memphis.edu); Linda Jarmulowicz
36	Where speed matters: The relationship between fluency and reading skills in early and skilled decoders of Ghana and Zambia	Jodi Reich (Temple University - jodi.reich@temple.edu); Lesley Hart; Julia Hosch; Philip E. Thuma; Elena L. Grigorenko
37	Learning to read Chinese: The roles of phonological awareness, morphological awareness and radical knowledge	Yi-Chih Chan (Child Language Doctoral Program, University of Kansas - ycchan@ku.edu); Hugh W. Catts
38	The development of sentence comprehension ability among Chinese elementary school students	You-Hsuan Chang ( - celia2435@gmail.com); Yi-Fen Su
39	The syntactic process difference between Aboriginal (Amis) and Han children in Taiwan	Chi-Shun Lien (cslie@ccu.edu.tw) ; HsinYing Chien; Ga-Sun Sadoyi
40	An examination of “The Simple View of Reading” in Chinese	Pui-sze Yeung (The University of Hong Kong - patcyy@hkucc.hku.hk); Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung
41	Reading and neurobiological change in children with neurofibromatosis type 1 and reading difficulties following intensive, short-term intervention	Laura Barquero (Vanderbilt University - laura.barquero@vanderbilt.edu); Sheryl Rimrodt; Laurie Cutting
42	Early reading interventions for children with Intellectual Disability and Down Syndrome: Findings from two IES goal 2 development projects	Christopher Lemons (Peabody College of Vanderbilt University - chris.lemons@vanderbilt.edu); Jill Allor
43	Reading skill acquisition among low-SES students using computer-assisted instruction	Paul Macaruso; Elizabeth Crawford-Brooke; Rachel Schechter
44	Expanding the Parameters of Exploratory Talk	Monica Glina (University of Oslo - m.b.glina@ped.uio.no)

45	A process evaluation of Chatterbooks: A school-based intervention to promote reading for pleasure	Emma Jackson (Coventry University - ab4279@coventry.ac.uk); Sam Waldron; Clare Wood; Claire Pillinger
46	Lee comprensivamente instructional program: a follow-up study	Alejandra Mendivelzúa (Grupo Lee - amendi2@fibertel.com.ar); Graciela Migliardo; Barbara Gottheil; Juan Pablo Barreyro; Laura Garcia Menta; Liliana Fonseca
47	Preventing school dropout with secondary students: The implementation of a reading intervention and dropout prevention intervention	Greg Roberts (The University of Texas at Austin - gregroberts@austin.utexas.edu); Sharon Vaughn; Michael G. Vaughn; Anna-Mária Fall
48	Reading instruction and first graders' literacy skills	Heather Pilcher (Florida State University - hpilcher@fcrr.org); Young-Suk Kim; Ben Kelcey; Yaacov Petscher
49	Improving outcomes for at-risk students through the development of an afterschool peer-tutoring literacy program: Results from a pilot study	Christina Yeager Pelatti (Towson University - cpelatti@towson.edu); Shayne B. Piasta
50	Summarizing narratives: an intervention study	Esther Hellmann (CUNY Graduate Center - eshellmann@yahoo.com); Linnea Ehri
51	Vocabulary knowledge contributes to reading comprehension in adults with low literacy skills	Erin White (The Hospital for Sick Children - erin.white@sickkids.ca); Jennifer Goudey; Jan C. Frijters; Daphne Greenberg; Erin Brown; Maureen W. Lovett
52	Nutritious contexts: automatically identifying helpful examples for learning vocabulary words	Jack Mostow (Carnegie Mellon University - mostow@cs.cmu.edu); Suzanne Adlof; Julie Byard; Donna Gates; Rahul Goutam; Adam Kapelner; Margaret McKeown; Charles Perfetti; Yueran Yuan
53	Effect of lexical semantic richness on reading comprehension and the development of hypotheses about the semantics of novel words in text.	Dawna Duff (University of Iowa - dawnaduff@gmail.com)
54	Investigating longitudinal change in vocabulary knowledge and working memory in second, third, and fourth graders: A latent change score modeling approach	Mercedes Spencer (Florida State University - spencer@psy.fsu.edu); Richard K. Wagner
55	The development and transfer of vocabulary knowledge in Spanish-speaking language minority preschoolers	John Goodrich (Department of Psychology, Florida State University - goodrich@psy.fsu.edu); Christopher J. Lonigan; Cherie Guerrero; JoAnn M. Farver

56	Empowering GED Students with academic vocabulary and morpho-syllabic word study	Susan Gray (CUNY - sgray777@aol.com)
57	Lexical specificity mediates the relation between speech decoding and phonological awareness in first and second language learners.	Caressa Janssen (Radboud University Nijmegen, The Netherlands - c.janssen@pwo.ru.nl); Eliane Segers; James McQueen; Ludo Verhoeven
58	Vocabulary development of middle-school students from low socioeconomic households and its influence on component processes and comprehension outcomes	Eric Oslund (Texas A&M University - ericoslund@yahoo.com); Nathan Clemens
59	To define nouns: An academic challenge that reveals trends in school-relevant language development in adolescent students	Emily Phillips Galloway (Harvard Graduate School of Education - epgalloway@gmail.com); Paola Uccelli; Wenjuan Qin; Shireen Al-Adeimi; Alejandra Meneses
60	Can semantics explain the relationships between digit naming, math, and reading?	Rebecca Wiseheart (St. John's University - wisehear@stjohns.edu); Saadia Rashid; Amber Edwards
61	Classroom talk and vocabulary skills	Perla Gamez (Loyola University Chicago - pgamez@luc.edu); Sabina Neugebauer; Michael D. Coyne
62	The underlying mechanisms of sequential learning deficit among adults with developmental dyslexia: Evidence from artificial grammar learning task	Shani Kahta (Bar Ilan University - shani360kahta@gmail.com); Rachel Schiff
63	To repeat or not to repeat? The effect of item repetition on RAN performance and its relation with reading ability	Robin Litt (University of Oxford - ralitt@gmail.com); Dr. Peter de Jong; Kate Nation
64	Latent growth curve analysis for curriculum-based measurement of reading	Kyungtae Kim (Middle Tennessee State University - kk2w@mtmail.mtsu.edu); Amy Elleman; Caresa Brooks; Jwa K. Kim
65	Classroom strategies and early reading achievement of English Language Learners from Low SES	Elena Zaretsky (Clark University - ezaretsky@clarku.edu); Suzanna Resendes

15:30 – 15:50 **Refreshments**

15:50 – 16:30 **Business Meeting**

Sweeney  
North

16:30 – 18:10	<b>Sessions</b>		
Thursday 16:30 – 18:10	<b>Symposium: Reading comprehension: Exploring determinants and how to strengthen it</b>	<b>CHAIR: Douglas Fuchs</b>	Sweeney North
	1. Cognitive predictors of comprehending math word problems and informational texts	Lynn S. Fuchs (Vanderbilt University - lynn.fuchs@vanderbilt.edu); Doug Fuchs; Donald L. Compton	
	2. Cognitive characteristics and text features as predictors of reading comprehension	Laura M. Steacy (Vanderbilt University - laura.m.steacy@vanderbilt.edu); Donald L. Compton; Esther R. Lindstrom; Amanda C. Miller	
	3. Relations between vocabulary knowledge and reading comprehension among English monolingual and English-Spanish bilingual intermediate grade students	Marisa Mitchell (University of Maryland - mamitch@umd.edu); Rebecca D. Silverman; Patrick Proctor; Jeffrey Harrin	
	4. Randomized control trial of the value of cognitive training in a reading comprehension program for poor readers in first grade	Doug Fuchs (Vanderbilt University - doug.fuchs@vanderbilt.edu); Lynn S. Fuchs; Donald L. Compton; Amy Elleman; Devin Kearns; Peng Peng; Amanda Miller; Laura Steacy	
	5. Discussant	Don Compton (Vanderbilt University - donald.l.compton@vanderbilt.edu)	
Thursday 16:30 – 18:10	<b>Dyslexia</b>	<b>CHAIR: Kathleen Brown</b>	O’Keeffe / Milagro
	1. Letter-speech sounds intervention for children with dyslexia: reading fluency gains and neural changes in visual word processing	Gorka Fraga Gonzalez (University of Amsterdam - Gorkafraga@gmail.com); Gojko Zanic; Milene Bonte; Jurgen Tijms; Leo Blomert; Maurits van der Molen	
	2. Dyslexia in a consistent orthography: Why can't we find a cause?	Rauno K. Parrila (University of Alberta - rauno.parrila@ualberta.ca); George Georgiou; Timos Papadopoulos	
	3. Comparison between visual and textual process of college students with dyslexia: evidence from eye tracking study	Sunjung Kim (University of Central Arkansas - sjkim9728@gmail.com); Linda J. Lombardino	
	4. Visual degradation reveals an influence of language structure on lexical access in developmental dyslexia	Gal Ben-Yehudah (The Open University of Israel - galby@openu.ac.il); Yael Gilutz	
	5. Response to a reading- and writing- intervention by students with different profiles of oral and written language disabilities	William Nagy (Seattle Pacific University - wnagy@spu.edu); Virginia Berninger; Bob	

		Abbott	
Thursday 16:30 – 18:10	<b>Symposium: Lexical skills and writing: the impact of orthographies and writing difficulties</b>	<b>CHAIRS: Rhona Stainthorp, Julie Dockrell</b>	Kearney
	1. Spelling regular words exception words and pseudowords, and rapid naming: a complex relationship	Rhona Stainthorp (University of Reading - r.w.stainthorp@reading.ac.uk); Rachael Coppin; Daisy Powell	
	2. The characteristics of written text-embedded lexicon in two languages with similar morphologies but dissimilar orthographies	Anna LLaurado (University of Barcelona - anna_llaurado@yahoo.es); Daisy Powell	
	3. The relations between the dimensions of written expression: Comparison of children who speak English as a first (L1) and second language (L2)	Selma Babayigit (University of the West of England - Selma.Babayigit@uwe.ac.uk)	
	4. Spelling, lexical diversity, and pausing in the written texts of children with language learning difficulties	Julie Dockrell (Institute of Education, University of London - Julie.Dockrell@ioe.ac.uk); Vince Connelly; Kirsty Walter; Sarah Critten	
	5. Discussion	Geoff Lindsay (University of Warwick – Geoff.Lindsay@warwick.ac.uk)	
Thursday 16:30 – 18:10	<b>Assessment</b>	<b>CHAIR: Anna Gellert</b>	Peralta/ Lamy
	1. Understanding Adolescent Reading Motivation across Readers, Raters, and Content-Area Classrooms	Sabina Neugebauer (Loyola University Chicago - sneugebauer@luc.edu)	
	2. Integrating component and scenario-based reading assessments: What can we learn from each and from both together	John Sabatini (Educational Testing Service - jsabatini@ets.org); Tenaha O'Reilly; Laura K. Halderman; Kelly Bruce	
	3. Developmental differences between Kindergarten and second grade on a comprehension measure	Laura Halderman (Educational Testing Service - lhalderman@ets.org); John Sabatini; Tenaha O'Reilly	
	4. Assessing measurement invariance of the TOPEL-Phonological Awareness across DHH children with functional hearing and hearing minority children	Mi-young Webb (Georgia State University - epemyw@gsu.edu); Nicole Patton-Terry; Amy R. Lederberg; Gary E. Bingham	
	5. Development of an observation system: creating opportunities to learn from text	Joanne Carlisle (University of Michigan - jfcarl@umich.edu); Carol Connor; Ben Kelcey; Yaacov Petscher; Nicole Sparapani; Sarah Ingebrand	
Thursday 16:30 – 18:10	<b>Linguistic Diversity</b>	<b>CHAIR: Fiona Duff</b>	Coronado /DeVargas
	1. Relations among reading fluency, orthographic skills, listening	Florina Erbeli (University of Ljubljana -	

comprehension, vocabulary size, visual perception, verbal fluency, and reading comprehension: A latent variable study of EFL seven graders	florina.erbeli@guest.arnes.si)
2. The effectiveness of Moved by Reading Program with Bilingual children	Maria-Adelaida Restrepo (Arizona State University – laida.restrepo@asu.edu); Ashley Adams Arthur Glenberg; Erin Walker; Andreea Danielescu
3. Developmental changes in the components of writing for ELL and EL1	Gina Harrison (University of Victoria - harrison@uvic.ca); Lauren Goegan; Kelly McManus; Jessica Spurling
4. Are U.S. L2 readers hyperlexic? The simple view	Richard Sparks (College of Mt. St. Joseph - richard_sparks@mail.msj.edu)
5. Cross-linguistic phonological interference in bilinguals' speeded naming: an ERP study	Sara Beach (MIT - sdbeach@mit.edu); Jennifer Thomson



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DAY 2 – FRIDAY, JULY 18, 2014			
Event(s)		Authors	Venue
07:15 – 08:30	<b>Breakfast</b>		Sweeney South
08:30 – 10:10	<b>Sessions</b>		
Friday 08:30 – 10:10	<b>Symposium: Genetic and environmental influences on reading and writing in three independent twin samples</b>	<b>CHAIR: Richard Olson</b>	Sweeney North
	1. Genetic and environmental influences on nation-wide high-stakes testing in reading, writing and numeracy from Grades 3 to 9 in Australia	Brian Byrne (University of New England, New South Wales - bbyrne@une.edu.au); Katrina Grasby; William Coventry; Richard Olson	
	2. Specific environmental influences on performance in nation-wide reading, writing and numeracy tests in Australia	Katrina Grasby (University of New England, New South Wales - kgrasby2@une.edu.au); Brian Byrne; William Coventry; Richard Olson	
	3. Decomposing the genetic Influences on reading comprehension into component skills	Anh Hua (University of Denver - ahua4@du.edu); Janice Keenan	
	4. Genetic and environmental influences on extended writing and writing sub-skills and their relation to oral language	Jacqueline Hulslander (Institute for Behavioral Genetics, Boulder CO - jacqueline.hulslander@colorado.edu); Micaela Christopher; Richard Olson	
	5. Genetic and environmental influences on the longitudinal relations between pre-reading and reading and spelling abilities	Micaela Christopher (Institute for Behavioral Genetics, Boulder CO - micaela.christopher@colorado.edu); Jacqueline Hulslander; Brian Byrne; Richard Olson	
Friday 08:30 – 10:10	<b>Reading Comprehension</b>	<b>CHAIR: Dolores Perin</b>	O’Keeffe / Milagro
	1. The structure, stability, and impact of quality reading instruction in grades one to two	Lee Branum-Martin (Georgia State University - BranumMartin@gsu.edu); Paras D. Mehta; W. Pat Taylor; Coleen D. Carlson; David J. Francis	
	2. The structure of oral language and its relation to reading and various levels of comprehension in kindergarten through Grade 2	Sarah Kershaw (Florida Center for Reading Research, Florida State University - skershaw@fcrr.org); Barbara R. Foorman; Yaacov Petscher	
	3. Simple view of reading and multi-component view of reading:	Young-Suk Kim (Florida Center for Reading	

	Convergence or divergence?	Research - ykim@fcrr.org)	
	4. Neurobiological Underpinnings of Passage Comprehension: A Twin Study	Stephen Petrill (The Ohio State University - petrill.2@osu.edu); Laurie Cutting; Gui Xue; Lee Thompson; Erik Willcutt	
	5. A survey of adolescents' use of reading strategies in specific school contexts: Differences related to reading proficiency, grade level, and gender	Carolyn A. Denton (University of Texas Health Science Center – Houston - Carolyn.A.Denton@uth.tmc.edu); Christopher A. Walters; Mary York; Elizabeth Swanson; Paulina Kulesz; David J. Francis	
Friday 08:30 – 10:10	<b>Symposium: Implementation and impacts of <i>Read It Again!</i> in preschool classrooms</b>	<b>CHAIR: Shayne Piasta</b>	Kearney
	1. <i>Read It Again!</i> : Preschool teachers' implementation fidelity when using a supplemental language and literacy curriculum	Shayne Piasta (The Ohio State University - piasta.1@osu.edu); Laura Justice; Anita McGinty; Andrew Mashburn; Laura Slocum	
	2. The impacts of <i>Read It Again!</i> on the language and literacy development of rural pre-kindergarteners	Andrew Mashburn (Portland State University - mashburn@pdx.edu); Laura Justice; Anita McGinty; Laura Slocum	
	3. The social mechanism of language and literacy development in <i>Read It Again!</i>	Tzu-Jung Lin (The Ohio State University - lin.1653@osu.edu); Laura Justice; Alyssa Emery; Andrew Mashburn; Jill Pentimonti	
	4. <i>Read It Again!</i> -Dual Language: A Spanish-English curriculum innovation	Lillian Durán (Utah State University - Lillian.duran@usu.edu)	
	5. Discussion	Beth Phillips (Florida Center for Reading Research, Florida State University)	
Friday 08:30 – 10:10	<b>Symposium: Self teaching and lexical representations of reading: Part I</b>	<b>CHAIR: Gene Ouellette</b>	Peralta/ Lamy
	1. Orthographic learning and self-teaching: A tutorial introduction	David L. Share (Haifa University, Israel - dshare@edu.haifa.ac.il)	
	2. Word learning in children with developmental reading disorders	Jessie Ricketts (University of Reading, UK - j.ricketts@reading.ac.uk); Dorothy V. M. Bishop; Kate Nation	
	3. What's good for the goose might not be good for the gander: Differential effects of self-teaching on reading accuracy and orthographic learning	Sandra Martin-Chang (Concordia University, Canada - smartinc@education.concordia.ca); Gene Ouellette; Linda Bond	
	4. Predicting later reading ability using a dynamic assessment of orthographic learning	Hannah Nash (University of Leeds, UK - H.Nash@leeds.ac.uk); Faye Smith; Maggie	



		Snowling	
	5. Modelling orthographic learning via self-teaching within a dual-route framework	Anne Castles (Macquarie University, Australia - anne.castles@mq.edu.au); Stephen Pritchard; Eva Marinus; Max Coltheart	
Friday 08:30 – 10:10	<b>Morphology</b>	<b>CHAIR: John R. Kirby</b>	Coronado/ DeVargas
	1. The construct and predictive validity of morphological awareness in Arabic	Sana Tibi (Sana Tibi, Queen's University - s.tibi@queensu.ca); John Kirby	
	2. Predicting reading outcomes from children's morphological awareness: Is "morphologically complex word reading" an important factor?	Kyle Levesque (Dalhousie University - kyle.levesque@dal.ca); S. Hélène Deacon	
	3. Spelling of English derived words among Chinese learners of English: Orthography, Phonology, and Morphology	Dongbo Zhang (Michigan State University - zhangdo6@msu.edu)	
	4. Spelling root letters in Hebrew: A developmental study in two SES contexts	Dorit Ravid (Tel Aviv University - doritr@post.tau.ac.il); Rachel Schiff	
	5. Morphological awareness and incidental word learning in first and second language	Jie Zhang (Western Kentucky University - jiezh35@gmail.com); Tzu-Jung Lin; William Nagy; Komako Suzuki; Chika Ejike; Leigh Anne Roden; Kimberly Green	
10:10 – 10:40	<b>Refreshments</b>		
10:40 – 12:20	<b>Sessions</b>		
Friday 10:40 – 12:20	<b>Symposium: Development of reading comprehension skills: Trans-disciplinary research investigating individual differences in reading</b>	<b>CHAIR: Brett Miller</b>	Sweeney North
	1. Towards a causal indicator model of reading comprehension	Richard Wagner (Florida State University - rkwagner@psy.fsu.edu); Mercedes Spencer	
	2. How do sources of individual differences in reading comprehension vary with age and assessment	Janice Keenan (University of Denver - jkeen@du.edu); Anh Hua; Jacqueline Hulslander; Micaela Christopher; Richard Olson	
	3. Reading comprehension problems in contrasting specific learning disabilities	Virginia Berninger (University of Washington - vw@uw.edu); Robert Abbott; Roxana DelCampo; Jasmin Niedo; Whitney Griffin	
	4. Effectiveness of a reading comprehension intervention for struggling	Jack Fletcher (University of Houston -	

	grade 4 children	jack.fletcher@times.uh.edu); Sharon Vaughn; Michael Solis; Jeremy Miciak; Pat Taylor; Greg Roberts	
	5. Reflections on advances in trans-disciplinary research investigating reading comprehension	Peggy McCardle (Peggy McCardle Consulting, LLC - pmccardle@yahoo.com)	
Friday 10:40 – 12:20	<b>Symposium: Self-teaching and lexical representations in reading: Part II</b>	<b>CHAIR: Victor H.P. van Daal</b>	Peralta/ Lamy
	1. Tracking orthographic learning in children with different profiles of dyslexia	Hua-Chen Wang (ARC Centre of Excellence in Cognition and Disorders, Department of Cognitive Science, Macquarie University, Australia - huachen.wang@mq.edu.au); Eva Marinus; Lyndsey Nickels; Anne Castles	
	2. Spelling as a self-teaching mechanism	Behira Zilberman-Shoham (Edmund J. Safra Brain Research Centre for the Study of Learning Disabilities, Faculty of Education, University of Haifa, Israel - dshare@edu.haifa.ac.il); David L. Share	
	3. Developmental changes in the processing of words and nonwords	Peter F. de Jong (Research Institute of Child Development and Education, University of Amsterdam, Netherlands - P.F.deJong@uva.nl); Madelon van den Boer	
	4. Effects of Orthographic Depth on First and Second Language Literacy Acquisition Mediated by Orthographic Learning: Evidence from a 'Natural' Scandinavian Experiment with Frequency-Balanced Cognates	Victor H.P. van Daal (Centre for Literacy and Numeracy Research, Faculty of Education, Edge Hill University, UK - vandaalv@edgehill.ac.uk); Malin Wass	
	5. General Discussion of Double Symposium on Self-teaching and lexical representations in reading		
Friday 10:40 – 12:20	<b>Symposium: Reading and language development of Spanish-English bilinguals: Insights from linguistic, cognitive, and intervention research</b>	<b>CHAIR: Michael Kieffer</b>	Coronado/ DeVargas
	1. Spanish-speaking preschoolers' vocabulary: Tracking progress and facilitating development	Jeannette Mancilla-Martinez (University of California, Irvine - j.mancillamartinez@uci.edu); Christa Mulker Greenfader; Janet Mercado	

	2. Academic language skills: An expanded operational construct and its associations with reading comprehension	Emily Phillips Galloway (Harvard Graduate School of Education - paola_uccelli@gse.harvard.edu); Paola Uccelli; Christopher D. Barr	
	3. Roles of executive functioning in reading comprehension for Spanish-English bilinguals in sixth grade	Michael J. Kieffer (New York University - michael.kieffer@nyu.edu); John Kenneth Logan	
	4. The efficacy of a Spanish intervention and an English intervention for improving reading outcomes with bilingual first graders: Outcomes immediately and longitudinally	Sharon Vaughn (University of Texas - SRVaughn@austin.utexas.edu); David J. Francis	
	5. Scaling-up a research-based intervention for Spanish and English reading in grade 1: Initial results from a cluster-randomized effectiveness trial	David J. Francis (University of Houston - dfrancis@uh.edu); Sharon Vaughn; Coleen D. Carlson; Colleen Reutebuch; Elsa Cardenas Hagan; Alison Boardman	
Friday 10:40 – 12:20	<b>Word Reading</b>	<b>CHAIR: Carol Connor</b>	Kearney
	1. Speed and automaticity of word recognition - inseparable twins?	Mads Poulsen (University of Copenhagen - m.poulsen@hum.ku.dk); Vibeke Asmussen; Carsten Elbro	
	2. Visual-spatial attention: Its relationships with reading and writing in third grade Chinese children	Duo Liu (The Hong Kong Institute of Education - duoliu@ied.edu.hk); Xi Chen; Kevin K.-H. Chung; Ying Wang	
	3. The role of language and decoding skills in early literacy development of deaf and hard-of-hearing children	Amy Lederberg (Georgia State University - alederberg@gsu.edu); Brenda Schick; Mi-Young Webb; Carol Connor; Susan R. Easterbrooks; Shirin Antia; Poorna Kushalnagar	
	4. No genetic specificity for timed over untimed measures of word and nonword reading	Brooke Soden (Ohio State University, Dept of Psychology - soden.6@osu.edu); Jacqueline Hulslander; Micaela E. Christopher; Richard K. Olson; Stephen A. Petrill	
Friday 10:40 – 12:20	<b>Eye Movements</b>	<b>CHAIR: Gary Feng</b>	O'Keefe/ Milagro
	1. Can children use context to override thematic implausibilities during reading? Evidence from eye movements	Holly Joseph (Oxford Brookes University - hjoseph@brookes.ac.uk); Kate Nation	
	2. Early development of oculomotor control in reading: a longitudinal eye tracking study from preschool age to second grade	Thomas Günther (RWTH Aachen University Medical Center - tguenther@ukaachen.de);	

		Wolfgang Scharke; Jennifer Cröll; Josefine Horbach; Ralph Radach	
	3. Sensitivity to Stroop interference predicts semantic integration ability during sentence comprehension	Julie Van Dyke (Haskins Laboratories - jvandyke@haskins.yale.edu); Kazunaga Matsuki; Nina Gumkowski	
	4. Eye movements in reading different writing systems	Ronan Reilly (National University of Ireland, Maynooth - ronan.reilly@nuim.ie); Inthraporn Aranyanak; Ralph Radach	
12:20 – 13:30	<b>Lunch</b>		Sweeney South
Friday 13:20 – 15:30	<b>Poster Session</b>		Sweeney South
	1	Knowledge and perceived knowledge of basic language constructs in a Canadian sample of teachers and teacher candidates	Joy Clubine ( - joy.hanna@mail.utoronto.ca); Rhonda Martinussen
	2	Teachers' knowledge about teaching reading, their instructional practices, and their students' reading achievement: Evidence from quantile mediation	Ben Kelcey (University of Cincinnati - ben.kelcey@gmail.com); Joanne Carlisle
	3	A qualitative study of Ontario-certified grade five teachers' understanding of reading fluency and comprehension	Lisa (Queen's University, Kingston, Ontario Canada - l.massoud@queensu.ca); Lindsay Heggie; Lesly Wade-Woolley
	4	The contribution of attentional control and working memory to reading comprehension and decoding	C. Nikki Arrington ( - cnarrington@uh.edu); Paulina A. Kulesz; David J. Francis; Jack M. Fletcher; Marcia A. Barnes
	5	Exploring the relationship between the development of attention and reading acquisition.	Emmanouela Chatzispiridou (Institute of Education, University of London - emmachatzispir@gmail.com); Yvonne M Griffiths
	6	Working memory training in a Latin American social context	Marina Simian (Universidad Nacional de San Martin - marina.simian@galuzzi.com); María Martha Muñiz; Lucila Sixto; Eleonora Lasala; Cecilia Malbrán; Carolina Gonzalez-Hidalgo; Liliana Fonseca
	7	The role of memory updating in differentiating good and poor comprehenders	Kelly Farquharson (The Ohio State University - kyfarq@gmail.com); Kate Cain; Tiffany P. Hogan; Gloria Yeomans-Maldonado; Kimberly Murphy
	8	The nature and variability of first grade writing instruction	Elizabeth Farley-Ripple (University of Delaware - Enfr@udel.edu); David Coker; Skip MacArthur; Huijing Wen; Allison Jackson

9	Role of handwriting in writing development: A meta-analysis study	Luxi Feng (Texas A&M University - Sarah.feng.89@gmail.com); Xuejun Ji; R. Malatesha Joshi
10	Entropy rate as a predictor of reading comprehension skills in writing	Angela Friend (University of Colorado at Boulder - angela.friend@colorado.edu); Donna Caccamise
11	An investigation of nominalizations in sixth grade argumentative writing: A cross-subject analysis.	Shireen Al-Adeimi (Harvard Graduate School of Education - sha980@mail.harvard.edu)
12	Reading for writing: Eye-movements during a writing task	Gary Feng (Educational Testing Service - gary.feng@gmail.com); Anita Sands; Margaret Redman; Deane Paul
13	Reading characteristics of adult basic education (ABE) participants: a preliminary investigation into eye movement patterns and their relation to reading comprehension	Adrienne Barnes (Florida State University - abarnes@fcr.org); Adrienne Barnes; Young-Suk Kim
14	What the fingers and the eyes can tell us about reading skill	Regina Henry (Department of Linguistics and Languages McMaster University - henryr@mcmaster.ca); Victor Kuperman; Priscilla Ally; Julie Van Dyke
15	Maintaining the coherence of situation models in second language reading: Evidence from eye movements	Yuji Ushiro (University of Tsukuba - ushiro.yuji.gn@u.tsukuba.ac.jp); Yusuke Hasegawa; Akira Hamada; Shingo Nahatame; Yukino Kimura
16	Eye movements in developing readers: Sentence and paragraph reading data from 1st -5th grade	Christian Vorstius (Univeristy of Wuppertal - vorstius@uni-wuppertal.de); Ralph Radach; Christopher J. Lonigan
17	Simplicity itself: Teaching common complex grapheme-phoneme improves reading and motivation in at-risk readers	Victoria Chen (Queen's University - victoria.chen@queensu.ca); Robert S. Savage
18	Profiles of reading attitudes among proficient, average, and struggling readers	Bong Gee Jang (Oakland University - jang@oakland.edu); Ji Hoon Ryoo; Michael McKenna
19	Reading for pleasure in secondary school children – the Chatterbooks intervention.	Luisa Tarczynski-Bowles (Coventry University - ab4943@coventry.ac.uk); Clare Wood; Emma Jackson; Sam Waldron; Donna-Lynn Shepherd; Helen Cunnane; Francesca Mann; Ashley Bloom
20	Multisyllabic word reading and motivational beliefs: Integrated intervention approach to improve elementary students' reading performance	Jessica Toste (The University of Texas at Austin - jrtoste@austin.utexas.edu); Sharon Vaughn; Philip Capin; Garrett Roberts; Devin Kearns
21	The motivation and reading achievement relationship: Age versus reading skill as moderators	Kimberley Tsujimoto (Brock University - kt08ti@brocku.ca); Jan Frijters; Maureen Lovett; Jeffrey Gruen
22	The role of reading engagement and instructional settings in 15-	Shufen Wang (Shufen Wang - shufen517@gmail.com); Li

	year-old reading performance on PISA 2009	Zhang
23	Music abilities predict language and reading skills in young Portuguese readers: a longitudinal study	Michael Figuccio (Boston University - figooch@bu.edu); Paulo Andrade; Olga Andrade; Nadine Gaab
24	Evaluating the potential of a speech rhythm based reading intervention	Emily Harrison (Emily Harrison - harris86@uni.coventry.ac.uk); Clare Wood; Andrew Holliman; Janet Vousden
25	Levels of phonological awareness: What is the role of suprasegmental phonological awareness in Chinese children's English word reading?	Xinjie He (Division of Speech and Hearing Sciences, The University of Hong Kong - hxj_tracy@126.com); Xiuli Tong; S. Hélène Deacon
26	Prosodic processing and executive function in adult reading ability	Jessica Chan (Faculty of Education, Queen's University, Kingston, ON Canada - jessica.chan@queensu.ca); Lesly Wade-Woolley
27	Intonation and reading comprehension skills in fourth-grade students	Wanda Kent ( - wanda.kent@cortland.edu); Heather Balog
28	The use of music to enhance reading skills of third grade Chinese readers	Hsin I Cindy Lai ( - musictherapytw@gmail.com); Chen-Huei Liao
29	Lexical stress processing during multisyllabic word reading: Quantifying the cues	Erin Sparks ( - erin.sparks@dal.ca); Rebecca MacDonald; S. Hélène Deacon
30	Can parents serve as supplemental service providers? What is needed to employ parents in the advancement of their 3rd-12th grade students reading skill?	Endia Lindo (University of North Texas - endia.lindo@unt.edu)
31	Differences in home literacy and numeracy beliefs and practices on child outcomes	Amy Napoli (Purdue University - anapoli@purdue.edu); David Purpura
32	The heritability of independent reading, shared environmental influences on home literacy, and their connections to reading ability	Victoria Schenker (The Ohio State University - schenker.13@osu.edu); Stephen Petrill
33	Methods of text reading in secondary English language arts classrooms and their effects on students' text comprehension	Leah Anderson (Texas A&M University - leah.anderson2@gmail.com); Melissa Fogarty
34	A meta-analysis of the response accuracy of students with reading difficulties and typically developing students on comprehension measures	Alyson Collins (Vanderbilt University - alyson.a.collins@vanderbilt.edu); Esther R. Lindstrom; Donald L. Compton
35	Simple view of reading in young adults	Sheryl Rimrodt (Vanderbilt University - sheryl.l.rimrodt@vanderbilt.edu); Laurie Cutting
36	The effects of text structure instruction on informational text comprehension: A meta-analysis	Michael Hebert (University of Nebraska-Lincoln - michael.hebert@unl.edu); Janet Bohaty; Ron Nelson

37	Early intervention at the foundation of reading comprehension – profiles of poor responders	Claudine Bowyer-Crane (University of York – claudine.bowyer-crane@york.ac.uk); Silke Fricke; Maggie Snowling; Charles Hulme
38	Teaching students with specific poor reading comprehension: A meta-analysis	Sung Hee Lee (West Virginia University - Sung.Lee@mail.wvu.edu); Shu-Fei Tsai
39	Multiple text comprehension for college-level readers: Instructions to enhance performance	Tracy Linderholm (Georgia Southern University - tlinderholm@georgiasouthern.edu); Tracy Linderholm; Heekyung Kwon; David Therriault
40	Chilean, Canadian and Singapore science textbooks: Text complexity in elementary science	Marcela Ruiz; Alejandra Meneses (Facultad Educación Pontificia Universidad Católica de Chile - amensea@uc.cl); Maximiliano Montenegro
41	Stimulating middle grade students' text-learning strategies and graphical summarization skills: comparing the impact of two instructional mind map approaches	Emmelien Merchie (Ghent University - Department of Educational Studies - emmelien.merchie@ugent.be); Hilde Van Keer
42	Correlates of reading comprehension: The effect of text and question type	Marloes Muijselaar (University of Amsterdam - M.M.L.Muijselaar@uva.nl); Nicole Swart; Esther Steenbeek; Mienke Droop; Ludo Verhoeven; Peter de Jong
43	An examination of text complexity by readability and coherence	Deborah Reed (Florida State University, Florida Center for Reading Research - DKReadSpec@yahoo.com); Sarah Kershaw
44	How the generalization ability affects children's summarization skill	Yi-Che Tseng (National Chung Cheng University - catherinetseng31@gmail.com); Hsin-Yin Chien; Chi-Shun Lien
45	Oral language skills and reading comprehension in young children with traumatic brain injury	Justin Wise (Oglethorpe University - jwise@oglethorpe.edu); Tricia Zawacki-King; Julie Haarbauer-Krupa
46	Metacognitive strategies of at-risk grade 6 readers: two readers' profiles	Emilie Cloutier (McGill University - cloutier.emilie@gmail.com); Catherine Turcotte
47	Path analysis showing the impact of LEE Comprensivamente programme on issues related to reading comprehension	Liliana Fonseca (Universidad Nacional de San Martín - lfonseca@psicopedagogica.com.ar); María Pujals; Eleonora Lasala; Graciela Meretta; Inés Lagomarsino; Alejandra Mendivelzúa; Juan Pablo Barreyro; Marina Simian
48	Beyond Simple View Of Reading: Growth on underlying predictors of reading comprehension in ELLs	Mahshid Azimi (OISE/University of Toronto - azimimahshid@gmail.com); Esther Geva; Alexandra Gottardo
49	Phonemic awareness and romaji knowledge in Japanese children	Tomohiro Inoue (Seigakuin University - t_inoue@seigakuin-univ.ac.jp); Fumiko Higashibara; Naoko Muroya; Hisao Maekawa

50	Level of literacy differentially affects sound segmentation: Evidence from Korean	Kayoung Kim (Texas A&M University - kayoungkim@tamu.edu); Jyotsna Vaid; Dong Min Han
51	Development of Lexical and Sublexical Processing in German and English	Xenia Schmalz (Macquarie University - xenia.schmalz@mq.edu.au); Eva Marinus; Serje Robidoux; Max Coltheart; Anne Castles
52	Training tonal awareness among native alphabetic language readers	Min Wang (Dept. of Human Development - minwang@umd.edu); Joshua Davis
53	Literacy skills of at-risk learners at kindergarten entry: A contemporary analysis	Nathan Clemens (Texas A&M University - nclemens@tamu.edu); Stephanie Al Otaiba; Doris Luft de Baker; Scott Baker
54	Funding opportunities at the Institute of Education Sciences	Kristen Rhoads (Institute of Education Sciences - Kristin.Rhoads@ed.gov); Karen Douglas
55	An Analysis of Emergent Literacy Learning Outcomes Across Multiple Preschool Curricula	Yi-Jui Chen ( - ivachen811@gmail.com); Anne E. Cunningham; Robin Irej; Renee Starowicz
56	Are reading profiles of normal readers, poor decoders, and poor comprehenders in Chinese-English bilingual children consistent across two languages?	Miao Li ( - plant468@gmail.com); Esther Geva; John Kirby
57	Exploring dimensions of the home literacy environment in middle childhood and their relationships to reading comprehension	Lauren Capotosto (Harvard Graduate School of Education - lac922@mail.harvard.edu); James Kim; Bethany Mulimbi; Mary Burkhauser; Maleka Gramling; Helen Chen Kingston

15:10 – 15:30 **Refreshments**

15:30 – 17:10 **Sessions**

Friday 15:30 – 17:10	<b>Symposium: New perspectives on fluency in reading ability</b>	<b>CHAIR: Ludo Verhoeven</b>	Sweeney North
	1. Reading fluency: theories, operational definitions, and implications for assessment	Paula Schwanenflugel (University of Georgia - pschwan@uga.edu)	
	2. Precursors of word reading fluency development throughout the primary grades	Ludo Verhoeven (Radboud University Nijmegen - L.Verhoeven@pwo.ru.nl); Jos Keuning	
	3. A new approach to understanding the role of memory in fluent reading	Clint Johns; Julie van Dyke (Haskins Labs - jvandyke@haskins.yale.edu)	
	4. The relation between text reading prosody and reading comprehension: Longitudinal evidence	Nathalie Veenendaal (Radboud University Nijmegen - n.veenendaal@pwo.ru.nl); Margriet Groen; Ludo Verhoeven	



	5. Neural indicators of comprehension challenges and reading skill	Charles Perfetti (University of Pittsburgh - perfetti@pitt.edu); Erika Laing; Ben Rickles	
Friday 15:30 – 17:10	<b>Symposium: The legacy of Dr. Iris Levin</b>	<b>CHAIRS: Rebecca Treiman, Dorit Aram</b>	Coronado/ DeVargas
	1. Words in memory of Iris Levin	Dorit Aram (Tel Aviv University - dorita@post.tau.ac.il); Ofra Korat	
	2. Contribution of letter knowledge in learning to read words: Movement from the pre-alphabetic to the partial alphabetic phase of development	Linnea Ehri (Graduate Center, City University of New York - LEhri@gc.cuny.edu)	
	3. Visual processing of letters in alphabet books and implications for letter learning	Adriana Bus (Leiden University - BUS@FSW.leidenuniv.nl); Anna Both-de Vries	
	4. Parent letter talk and the home literacy environment	Rebecca Treiman (Washington University in St. Louis - rtreiman@wustl.edu); John Schmidt; Kristina Decker; Sarah Robins; Susan C. Levine Özlem Ece Demir	
	5. Do different skills distinguish those who are poor in reading English, dyslexic in Chinese, or poor in reading both Chinese and English?	Catherine McBride (Chinese University of Hong Kong - cmcbride@psy.cuhk.edu.hk); Sylvia Kalindi; Xiuhong Tong	
Friday 15:30 – 17:10	<b>Symposium: Teacher knowledge from an international perspective</b>	<b>CHAIRS: Erin Washburn, R. Malatesha Joshi</b>	Kearney
	1. Teacher Knowledge of Reading Disability and Dyslexia	Erin Washburn (Binghamton University - washburn@binghamton.edu); Candace Mulcahy; R. Malatesha Joshi; Emily Binks-Cantrell	
	2. Portuguese and American Teachers' Planning of a Hypothetical Literacy Instructional Block	Louise Spear-Swerling (Southern Connecticut University – spearswerll1@southernct.edu); Joao Lopes; Celia Oliveira; Jamie Zibulsky	
	3. Knowledge of Basic Language Constructs among Teachers: Could it be the missing link in Reading Instruction in Zambia?	Kay Wijekumar (Texas A&M University - K_Wijekumar@tamu.edu); Bestern Kaani; R. Malatesha Joshi	
	4. Assessing and creating a foundation of knowledge of the English orthography amongst pre-service English as a foreign language teachers	Janina Kahn-Horwitz (Oranim Academic College of Education - janina.kahn.horwitz@gmail.com)	
	5. The effects of self-efficacy on academic English writing by native Arabic-speaking teacher education	Patricia Stall; Sana Tibi (Queen's University - sanatibi@gmail.com); R. Malatesha Joshi; Yujeong Park	

Friday 15:30 – 17:10	<b>Intervention</b>	<b>CHAIR: Maria Adelaida Restrepo</b>	O’Keefe/ Milagro
	1. Individual differences in response to intervention: An application of Integrative Data Analysis in Project KIDS	Sara Hart (Florida Center for Reading Research - shart@fcrr.org)	
	2. Pre-school morphological training produces long-lasting improvements in reading comprehension	Solveig-Alma Lyster (Department of Special Needs Education - sol.lyster@isp.uio.no); Charles Hulme	
	3. The effects of an interactive writing intervention on preschool children’s early writing skills	Ying Guo (University of Cincinnati - guoy3@ucmail.uc.edu); Allison Breit-Smith; Carrie Biales	
	4. At-risk beginning readers: implications for tier II economies of scale	Kathleen Brown (University of Utah Reading Clinic - kathleen.brown@utah.edu); Matt Fields; Grace Craig	
	5. Effectiveness of a tiered intervention model in Chinese: A growth model of reading fluency	Connie Suk Han Ho (The University of Hong Kong – shhoc@hku.hk); Chor-ming Lo; Kevin Shing-chi Chan; David Wai-ock Chan; Kevin Kien-hoa Chung	
Friday 15:30 – 17:10	<b>Symposium: Literacy development of adolescent Chinese-English bilinguals and Chinese-speaking learners of English: Linguistic, social and instructional factors</b>	<b>CHAIR: Li-Jen Kuo</b>	Peralta/ Lamy
	1. Role of morphological awareness in English and Chinese compound vocabulary in adolescent Chinese-English bilinguals	Karen Au-Yeung (OISE/UT - karen_auyeung_6@hotmail.com); Becky Xi Chen; Jie Zhang	
	2. The role of Chinese morphological awareness in learning English	Xuejun Ji (Texas A&M University - ryanji329@tamu.edu); Yi-Fen Yeh; R. Malatesha Joshi	
	3. Cross-language transfer of first (L1) and second (L2) reading comprehension (RC): A cross-cultural comparison of learning to read in Canada and China	Adrian Pasquarella (University of Delaware - a.pasquarella@gmail.com); Xi Chen; Jin Xue	
	4. The development of vocabulary among Chinese-speaking learners of English: A study with college freshmen and their English instructors in Taiwan	Li-Jen Kuo (Texas A&M University - lijenkuo@tamu.edu); Yih-Lin Belinda Jiang; Ling Ning; Wen Luo; L. Quentin Dixon	
	5. Discussion	Min Wang (University of Maryland - minwang@umd.edu)	

17:20 - 18:20	<b>Rick Wagner : Distinguished Scientific Contributions Award Address</b>	Sweeney North
18:30 - 21:30	<b>Conference Dinner and Entertainment – Santa Fe Convention Center Main Terrace (outdoors). Dinner tickets are required until 20:30, when conference attendees are welcome to join for cash bar and dancing.</b>	



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DAY 3 - SATURDAY, JULY 19, 2014			
Event(s)		Authors	Venue
07:15 - 08:30	<b>Breakfast</b>		Sweeney South
08:30 - 10:10	<b>Sessions</b>		
Saturday 08:30 - 10:10	<b>Symposium: Struggling readers in childhood, adolescence, and adulthood: assessment and intervention considerations</b>	<b>CHAIR: Maureen W. Lovett</b>	Sweeney North
	1. Intervention response and individual differences among samples of struggling readers in Grades 1-3 and Grades 6-8	Maureen W. Lovett (The Hospital for Sick Children and University of Toronto - mwl@sickkids.ca); Jan C. Frijters; Karen A. Steinbach; Maryanne Wolf; Rose A. Sevcik; Robin D. Morris	
	2. Middle school students with reading disabilities can learn to read: examining reading gains across three middle school reading project	Mary Beth Calhoon (Lehigh University, College of Education - mbc310@lehigh.edu); Yaacov Petscher	
	3. Component model of reading comprehension for adults with low literacy	Daryl F. Mellard (University of Kansas, Center for Research on Learning - dmellard@ku.edu); Emily Fall	
	4. Duration of reading problems and relationships with motivation: cross-sample study of normally achieving and struggling adult readers	Jan C. Frijters (Brock University - jan.frijters@brocku.ca); Kimberley Tsujimoto; Jennifer Goudey; Maureen W. Lovett; Daphne Greenberg	
	5. The psychometric qualities of educational tests for adult learners	Lee Branum-Martin (Georgia State University - branummartin@gsu.edu); Alice Nanda; Daphne Greenberg; Robin Morris; Hongli Li	
Saturday 08:30 - 10:10	<b>Symposium: Parent and teacher beliefs: Do they matter for emergent literacy?</b>	<b>CHAIR: Mary Ann Evans</b>	Kearney
	1. Early childhood teachers' beliefs about and practices for writing	Hope K. Gerde (Michigan State University, USA - hgerde@msu.edu); Tanya S. Wright; Gary E. Bingham	
	2. Kindergarten teachers' literacy beliefs and self-reported practices: On the heels of a new national literacy curriculum	Aviva Sverdlov (Sha'anani Teachers' College, Israel - a.sverdlov@barak.net.il); Dorit Aram; Iris Levin	

	3. Like parent, like child...sort of. The relationship between parental reading related knowledge, beliefs, and child ability	Aviva Segal (Concordia University, Canada - aa_segal@education.concordia.ca); Sandra Martin-Chang	
	4. Parent beliefs and goals about shared book reading shape their behaviour	Mary Ann Evans (University of Guelph, Canada - evans@psy.uoguelph.ca); Diana Audet	
	5. Discussion	Barbara DeBaryshe (University of Hawaii Centre on the Family - debarysh@hawaii.edu)	
Saturday 08:30 - 10:10	<b>Symposium: Using text/word-level and student-level lenses to unravel links between morphology, vocabulary, and comprehension</b>	<b>CHAIR: Amanda Goodwin</b>	O'Keefe/ Milagro
	1. Development and application of a morphological family database in analyzing vocabulary patterns in texts	Elfrieda H. Hiebert (TextProject & University of California, Santa Cruz - hiebert@textproject.org)	
	2. Morphological and syntactic awareness: Understanding the deficits in children with poor reading comprehension	S. Helene Deacon (Dalhousie University - helene.deacon@dal.ca); Shelley Tong; Kate Cain	
	3. Growth in language skills and reading comprehension in linguistically diverse students in grades 2-5	Rebecca Silverman (University of Maryland - rdsilver@umd.edu); Patrick Proctor; Jeffrey Harring	
	4. Investigating student and word-level contributions to morphological analysis with Latin roots	Amy Crosson (Harvard University - acc244@mail.harvard.edu) ; Margaret McKeown	
	5. Probing lexical representations: Simultaneous modeling of word and reader contributions to multidimensional lexical representations	Amanda P. Goodwin (Vanderbilt University - amanda.goodwin@vanderbilt.edu); Jennifer K. Gilbert; Sun-Joo Cho; Devin Kearns	
Saturday 08:30 - 10:10	<b>Spelling/ Writing</b>	<b>CHAIR: Clare Wood</b>	Coronado/ DeVargas
	1. Gender and achievement-level differences in writing performance, writing motivation, and self-efficacy for writing in upper-elementary grades	Fien De Smedt (Ghent University - Department of Educational Studies - Fien.DeSmedt@UGent.be); Hilde Van Keer	
	2. Relation of reading skill and source text to written summarization of low-achieving postsecondary students	Dolores Perin (Teachers College Columbia University - perin@tc.edu); Mark Lauterbach	
	3. Pre-vowel consonant awareness predicts learning to spell in English of Chinese children	Shuting Huo (University of British Columbia - huoshuting@gmail.com); Sha Tao; Yanjiao Feng	
	4. Spelling is much more than the alphabetic principle: A longitudinal analysis of derivational complexity	Ruth Bahr (University of South Florida - rbahr@usf.edu); Elaine R. Silliman; Virginia W. Berninger; R. Michael Barker	

	5. Frederick Douglass and I: Writing to read and relate history with life among African American adolescents at a high-poverty urban school	Paul Morphy ( - pmorphy@uoregon.edu); Steve Graham; Hope Rigby-Wills	
Saturday 08:30 - 10:10	<b>Symposium: Reading comprehension processes and strategies in English Language Learners (ELLs)</b>	<b>CHAIRS: Xi “Becky” Chen, Alexandra Gottardo</b>	Peralta/ Lamy
	1. The role of age and experience in reading comprehension in English Language Learners (ELLs)	Alexandra Gottardo (Wilfrid Laurier University - agottardo@wlu.ca); Lorinda Mak; Adrian Pasquarella; Poh Wee Koh; Xi Chen; Fanli Jia	
	2. Learning in different languages: A comparison of reading skills for English language learners (ELLs) in immersion and non-immersion programs	Nadia D’Angelo (OISE/University of Toronto - n.dangelo@utoronto.ca); Xi Chen; Alexandra Gottardo	
	3. Higher-order reading comprehension skills in English language learners (ELLs) with reading difficulties: An examination of inferencing, comprehension monitoring, and conjunction knowledge	Christie Fraser (OISE/University of Toronto - christie.fraser@utoronto.ca); Adrian Pasquarella; Esther Geva; Alexandra Gottardo	
	4. The same yet different: The strategies used by adolescent bilingual students in text comprehension	Poh Wee Koh (OISE/University of Toronto - pohwee.koh@gmail.com); Geissel Quiroz; Xi Chen	
	5. Discussion	Xi Chen (OISE/University of Toronto - xchenbumgardner@gmail.com)	
10:10 - 10:40	<b>Coffee Break</b>		
10:40 - 12:20	<b>Sessions</b>		
Saturday 10:40 - 12:20	<b>Symposium: Improving adolescents' reading comprehension in the content areas</b>	<b>CHAIR: Elizabeth Swanson</b>	Sweeney North
	1. Investigating cognitive difficulties in struggling comprehenders: a comparison of group selection and regression-based models	Marcia Barnes (The University of Texas at Austin - marcia.barnes@austin.utexas.edu); Karla Stuebing; Amy Barth; Jack Fletcher	
	2. The effects of team-based learning on social studies knowledge acquisition in middle and high school	Jeanne Wanzek (Florida State University - jwanzek@fcrr.org); Shawn Kent; Sharon Vaughn; Elizabeth Swanson; Greg Roberts; Martha Haynes	
	3. Improving reading comprehension and social studies knowledge in middle school	Sharon Vaughn (The University of Texas at Austin - srvaughn@austin.utexas.edu); Elizabeth Swanson; Greg Roberts; Jeanne Wanzek; Stephanie Stillman-Spisak; Michael Solis; Deborah Simmons	
	4. Improving middle school students' knowledge and comprehension in	Elizabeth Swanson (The University of Texas at	

	social studies: A replication	Austin - easwanson@austin.utexas.edu); Sharon Vaughn; Greg Roberts; Jeane Wanzek	
	5. Discussion	David Francis (The University of Houston - dfrancis@uh.edu)	
Saturday 10:40 - 12:20	<b>Reading Comprehension</b>	<b>CHAIR: Laura Steacy</b>	Coronado/ DeVargas
	1. Can a scaffolded summer reading program close disparities in reading comprehension in the elementary grades? Results from a randomized control trial	James Kim (Harvard University - james_kim@gse.harvard.edu); Jonathan Guryan; Thomas G. White; Helen Chen Kingston; Lisa Foster; Dave Quinn	
	2. Enhancing word knowledge and comprehension through an academic word vocabulary intervention	Margaret McKeown (University of Pittsburgh - mckeown@pitt.edu); Amy Crosson; Isabel Beck	
	3. Oral language proficiency has direct and indirect effects through word recognition on reading comprehension in adolescents controlling for reading fluency and working memory	Rhonda Martinussen (University of Toronto - rhonda.martinussen@utoronto.ca); Genevieve Mackenzie; Elif Direcoglu	
	4. Understanding nominal metaphors in good and poor comprehenders	Alix Seigneuric (University Paris 13 - seigneuric@univ-paris13.fr); Hakima Megherbi; Steve Bueno; Maryse Bianco; Pascale Colé; Aurélie Nardy; Thierry Rocher	
	5. Child and word predictors of vocabulary acquisition during text reading among struggling readers.	Esther R. Lindstrom (Vanderbilt University - esther.r.lindstrom@vanderbilt.edu); Laura M. Steacy; Amy M. Elleman; Donald L. Compton	
Saturday 10:40 - 12:20	<b>Fluency/ RAN</b>	<b>CHAIR: Rauno Parrila</b>	Peralta/ Lamy
	1. Is Re-Read Adapt and Answer-Comprehend Effective as a Brief Intervention?: Outcomes with High School Deaf Readers	Barbara R. Schirmer ( - brschirmer@aol.com); Laura Schaffer; William J. Therrien; Todd N. Schirmer	
	2. Is phonology in the route between RAN and reading?	Rauno Parrila (University of Alberta - rauno.parrila@ualberta.ca); George Georgiou	
	3. Executive control in rapid naming and reading	Angeliki Altani ( - angeliki.altani@gmail.com); Athanassios Protopapas; George Georgiou	
	4. Suppression of individual-item naming variance in the RAN-reading relationship	Athanassios Protopapas (University of Athens - protopap@gmail.com); Angeliki Altani; George Georgiou	
	5. Examining the effects of the Reading Acceleration Program on the reading fluency and processing speed skills of elementary and middle	Ronen Kasperski (University of Haifa - Ronenk1@gmail.com); Mirit Barzillai; Zvia	

	school readers	Breznitz	
Saturday 10:40 - 12:20	<b>Adolescents/ Adults</b>	<b>CHAIR: Jessica Chan</b>	Kearney
	1. Individual differences in the use of probabilistic cues in complex word recognition	Kaitlin Falkauskas (McMaster University - falkaukm@mcmaster.ca); Victor Kuperman	
	2. Reading Growth Trajectories of Adolescent Language Minority Students with Varying Levels of English Proficiency	Jin Kyoung Hwang (University of California, Irvine - annyjin@gmail.com); Joshua Lawrence	
	3. Effects of the ISA-X on Reading Achievement in Intermediate-Grade Struggling Readers with Limited Reading Accuracy	Fatima Allahverdi (Child Research and Study Center - fallahverdi@albany.edu); Shufen Wang; Lynn Gelzheiser	
	4. The effectiveness of reading comprehension strategies targeted at adult students with literacy weaknesses	Caralyn Purvis (University of Canterbury, Christchurch, New Zealand - caralyn.purvis@canterbury.ac.nz); Brigid McNeill; John Everatt; Dean Sutherland	
	5. Visual word recognition in teenaged readers and the role of experience: a comparison of monolingual English and bilingual Polish-English readers	Debbie Grimmond ( - d.a.grimmond@pgr.reading.ac.uk); Robert Davies; Daisy Powell	
Saturday 10:40 - 12:20	<b>Symposium: Understanding the role of summer activities for reading development and difficulties</b>	<b>CHAIR: Joanna Christodoulou</b>	O'Keefe/ Milagro
	1. Does parent-child book talk differ in narrative quality and evaluation for students who receive a summer reading intervention?	Helen Chen Kingston (Harvard Graduate School of Education - Helen_kingston@gse.harvard.edu); James Kim; Lauren Capotosto; Wenjuan Qin	
	2. Maximizing summer instruction to develop students' reading abilities and non-cognitive skills	Melissa Orkin (Tufts University - melissaorkin@gmail.com); Martha Pott; Maryanne Wolf	
	3. Fluency outcomes for repeated reading treatments during a summer reading program	Katharine Donnelly Adams (The Pennsylvania State University - katharine.adams@gmail.com); Martha Pott; Maryanne Wolf	
	4. Impact of intensive summer reading intervention for early elementary school children with Dyslexia	Joanna Christodoulou (MIT; MGH Institute of Health Professions - jac765@mail.harvard.edu); Abigail Cyr; Jack Murtagh; Patricia Chang; Kelly Halverson; Jiayi Lin; Anthony Guarino; Pamela E. Hook; John D.E. Gabrieli	



	5. Discussion	James Kim (Harvard Graduate School of Education - james_kim@gse.harvard.edu)
12:20 – 13:30	<b>Lunch</b>	
Saturday 13:20 - 15:30	<b>Poster Session</b>	Sweeney South
1	A comparison of the role of global top-down factors on local reading processes in braille and print	Inthraporn Aranyanak (Inthraporn Aranyanak - inthraporn@yahoo.com); Ronan Reilly; Ralph Radach
2	Using artificial intelligence to teach braille contractions	Tessa McCarthy (University of Nebraska--Lincoln - Tmccarthy4@unl.edu); Penny Rosenblum; Benny Johnson; Jeff Dittel; Devin Kearns
3	Comparison of vocabulary instruction strategies for students who read braille	Mackenzie Savaiano (Vanderbilt University - mackenzie.savaiano@vanderbilt.edu); Donald Compton; Deborah Hatton; Blair Lloyd
4	Assessing Phonemic Awareness without Speech: An Alternative Approach Using the Alphabetic Principle	R. Michael Barker (University of South Florida - rmbarker@usf.edu); Mindy Sittner Bridges; Kathryn J. Saunders
5	Written Language Outcomes for Adolescents with Language Impairment	Megan Dunn Davison ( - megan.dunndavison@qc.cuny.edu); Lindsay Jenkins; Zlata Katanov
6	Classroom screenings for dyslexia and specific language impairment	Allison Randel (University of South Carolina - Randel@mailbox.sc.edu); Suzanne M. Adlof
7	A Balanced Approach to Literacy Instruction for Children with Autism Spectrum Disorder	Benjamin Bailey (University of Sydney - bbai4795@uni.sydney.edu.au); Joanne Arciuli; Roger Stancliffe
8	Using Comic-Strips as a Tool for Reading Comprehension for Secondary Students with Autism Spectrum Disorder	Alexander Blum (University of California, Berkeley - alexander.m.blum@berkeley.edu)
9	Instructor language and student active engagement in elementary students with autism spectrum disorder	Nicole Sparapani (Learning Sciences Institute - nicole.sparapani@asu.edu); Lindee Morgan; Vanessa P. Reinhardt; Amy M. Wetherby
10	The use of the Spelling Sensitivity Score to examine the spelling of students with cochlear implants	Kenn Apel (Dept. of Comm. Sci. & Disorders, University of South Carolina - kennapel@mailbox.sc.edu); Julie Masterson
11	A tablet for play can improve PA... and Vocab: Training pre-literacy skills in pre-school children with hearing loss	Megan Gilliver (National Acoustic Laboratories - megan.gilliver@nal.gov.au); Linda Cupples; Teresa Ching; Julia Day; Greg Leigh
12	Predictors of reading comprehension outcomes in children with	Anita Vereb (University of Michigan - avereb@umich.edu); C.

	cochlear implants	Addison Stone; Joanne Carlisle
13	Early word reading strategies of prekindergarten children who are deaf and hard-of-hearing	Victoria Burke (Georgia State University - vburke1@gsu.edu); Amy Lederberg
14	Assessment of narrative skills in preschoolers with language difficulties	Hanah Goldberg (Georgia State University - hanah.goldberg@gmail.com); Amy Lederberg
15	Do the letters in children's names matter? : A closer examination of children's name-writing and letter writing skills	Chenyi Zhang (Georgia State University - czhang15@gsu.edu); Karen Diamond; Douglas Powell
16	A longitudinal efficacy study of a cultural wrap around curriculum adaptation for the development of early literacy skills with indigenous children	Jay Blanchard (Arizona State University - JSB46@asu.edu); Karen Burstein
17	Letter-name knowledge: positive and negative relationships with measures of early reading skill	Roderick Barron (University of Guelph - barron@psy.uoguelph.ca)
18	Supporting Preschoolers' Inferential Thinking in Storybook Reading	Molly Collins (Vanderbilt University - molly.collins@vanderbilt.edu)
19	Longitudinal effects of emergent literacy interventions in preschool	Hilde Hofslundsengen (Sogn og Fjordane University College - hilde.hofslundsengen@hisf.no); Bente Eriksen Hagtvet; Jan-Eric Gustafsson
20	Visual-verbal paired associate learning (PAL) in kindergarten - a specific predictor for reading performance in second grade	Josefine Horbach (Child Neuropsychology Section, Department of Child and Adolescent Psychiatry, University Hospital of the RWTH Aachen - jvollmar@ukaachen.de); Jennifer Croell; Wolfgang Scharke; Thomas Guenther
21	US preschoolers' differentiation of writing and drawing	Shoko Otake (Washington University in St. Louis - sotake@go.wustl.edu); Rebecca Treiman; Li Yin
22	Mediational pathways between early literacy and numeracy skills in preschool	David Purpura (Purdue University - davidjamespurpura@gmail.com); Amy Napoli
23	Small group literacy instruction in early childhood classrooms	Kristin Farley (The Ohio State University - farley.119@osu.edu); Shayne Piasta; Ann O'Connell
24	ECE and ECSE teachers' use of literal and inferential talk during shared book reading	Sabrina Sembiante (The Ohio State University - sembiante.1@osu.edu); Jaclyn Dynia; Laura Justice; Joan Kaderavek
25	Early childhood literacy coaching: An examination of coaching intensity and changes in early childhood educators' literacy, knowledge, beliefs and practices	Melissa Weber-Mayrer (The Ohio State University - weber-mayrer.1@osu.edu); Shayne B. Piasta; Laura M. Justice; Ann O'Connell
26	Considering comprehension interventions and measure sensitivity: a meta-analysis	Amy Elleman (Middle Tennessee State University - amy.elleman@mtsu.edu); Endia Lindo; Laura Steacy;

		Summer Talbert; Jennifer Cooper; Kyungtae Kim; Paul Morphy
27	A comparison of two text-complexity scales	Jeff Elmore (MetaMetrics - jelmore@lexile.com); Elfrieda Hiebert; Jill Fitzgerald; A. Jackson Stenner
28	The predictive validity of dynamic tests of phonemic awareness	Anna Gellert (University of Copenhagen - annagellert@hotmail.com); Carsten Elbro
29	Measurement in the Context of Reading: A Replication of the Direct and Inferential Mediation (DIME) Model of Reading Comprehension using Latent Variables	Yusra Ahmed ( - yusra.ahmed@times.uh.edu); David Francis; Jack Fletcher; Mary York; Marcia Barnes
30	Reading comprehension tests vary in the components they assess: a comparison of two major reading comprehension tests in Taiwan	Chi-Shun Lien (National Chung Cheng University - cslie@ccu.edu.tw); Shu-Yen Yang; Hsin-Yin Chien; Yi-Che Tseng
31	Assessing variability in DIBELS Next progress monitoring passages	Breda O'Keeffe (University of Utah - breda.okeeffe@utah.edu); Kaitlin Bundock; Kristin Kladis; Kat Nelson
32	Designing a disciplinary measure of reading comprehension in the context of a reading intervention: opportunities and challenges	Tenaha O'Reilly (ETS - toreilly@ets.org); Jonathan Weeks; John Sabatini; Laura Halderman; Jonathan Steinberg
33	Diagnostic profiles of children with developmental dyslexia in a transparent orthography	Eliane Segers (Behavioural Science Institute, Radboud University Nijmegen - e.segers@pwo.ru.nl); Liesbeth A.T. Tilanus; Ludo Verhoeven
34	Understanding struggling readers: A latent profile analysis	Kristin Conradi (North Carolina State University - kristin_conradi@ncsu.edu); Steven J. Amendum; Temple Walkowiak
35	Phonemic restoration in developmental dyslexia	Stephanie Del Tufo (University of Connecticut & Haskins Laboratories - stephanie.del_tufo@uconn.edu); Emily B. Myers
36	An examination of at-risk student engagement in literacy intervention	Linda Iwenofu (University of Toronto (OISE) - linda.iwenofu@utoronto.ca); Esther Geva; Christie Fraser
37	The compensating dyslexics we never hear about: A multiple case study approach	David Kilpatrick (State University of New York, College at Cortland - david.kilpatrick@cortland.edu); Deniz Cabas; Meaghan Stadlander
38	Auditory Event-Related Potentials at age 17 and 29 months as predictor of reading disability	Ben Maassen (University of Groningen - b.a.m.maassen@rug.nl); Ellie van Setten; Natasha Maurits; Titia van Zuijlen
39	Phonological, orthographic and semantic processing among children at-risk of dyslexia	Ellie van Setten (University of Groningen - e.r.h.van.setten@rug.nl); Natasha Maurits; Ben Maassen

40	Does Use of Text-to-Speech Improve Reading Comprehension for Students with Reading Disabilities? A Meta-Analysis	Sarah Wood (Florida State University - wood@psy.fsu.edu); Jerad H. Moxley; Elizabeth L. Tighe; Richard K. Wagner
41	Relevance of a targeted cognitive remediation in developmental dyslexia: differential effects of a visual attention span or categorical perception remediation	Rachel Zoubrietzky (Université Grenoble Alpes, LPNC - rachel.zoubri@gmail.com); Grégory Collet; Willy Serniclaes; Sylviane Valdois
43	The relationship between oral language and writing outcomes for English only and English learner students in upper elementary school	David Coker (University of Delaware - dcoker@udel.edu); Rebecca Silverman; C. Patrick Proctor; Kelly W. Piantedosi; Anna Meyer
44	Comparing the role of phonological processing in reading comprehension between native and non-native English speakers	Ziyun Deng (Harvard Graduate School of Education - ziyun_deng@mail.harvard.edu)
45	Developmental Pathways for Different Subtypes of Word Reading in ELL and EL1 Children	Fataneh Farnia (Hincks-Dellcrest Centre-Department of Psychiatry and OISE/University of Toronto - fataneh.farnia@utoronto.ca); Esther Geva
46	Examining the relationship between vocabulary, decoding, and working memory for adolescent English Language Learners' reading comprehension	Melissa Fogarty (Texas A&M University - melissafogarty@gmail.com); Leah Anderson
47	The effects of bilingual education on the English language and literacy outcomes of Chinese-speaking children	Kathleen Hipfner-Boucher (University of Toronto - k.hipfner.boucher@utoronto.ca); Xi Chen; Katie Lam
48	The functional phonological unit in spoken word production in second language	Chuchu Li (University of Maryland, College Park - aimer2006@126.com); Joshua Davis; Min Wang
49	Influence of L1 background on English reading comprehension skills	Amir Sadeghi (Islamic Azad University, Damavand Branch - amir.sadeghi@canterbury.ac.nz); Brigid McNeill; John Everatt; Caralyn Purvis
50	Language in writing: development of complex linguistic structures in L1 and L2 children between grades 4 and 6	Lucja Segal-Seiden (OISE/UT - lucja.segal.seiden@utoronto.ca)
51	Cross-language transfer of syntactic skills and reading comprehension among Chinese-English bilingual children	Tik Sze Carrey Siu (The University of Hong Kong - carreysiu@gmail.com); Connie Suk Han Ho
52	Early literacy performance in two groups of dual language learners who speak differing amounts of English at home	Trelani Milburn (University of Toronto - trelani.milburn@mail.utoronto.ca); Kathleen Hipfner-Boucher; Elaine Weitzman; J. Greenberg; Janette Pelletier; Luigi Giromaletto

15:10 - 15:30 **Refreshments**

15:30 - 17:10 **Sessions**

Saturday 15:30 - 17:10	<b>Symposium: Observing use and intervening to enhance language supports in preschool classrooms</b>	<b>CHAIR: David Dickinson</b>	Sweeney North
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	1. Examining Preschool Classrooms for Evidence of Academic Language Registers	David Dickinson (Vanderbilt University - david.dickinson@vanderbilt.edu); Kerry G. Hofer; Erica M. Barnes; Jill F. Grifenagen	
	2. Academic language input by preschool teachers as related to child vocabulary	Lotte Henrichs (Utrecht University - L.F.Henrichs@uu.nl); Paul Leseman	
	3. Head Start Preschool Teachers' Commenting Practices During Small Group Book Reading Sessions: Describing Learning Opportunities for Children with Varying Vocabulary Abilities	Erica Barnes (University at Albany, State University of New York - ebarnes@albany.edu)	
	4. Language and Literacy Enrichment for Vulnerable Argentinean Spanish-Speaking Kindergarteners	Maria Elsa Porta (CONICET -Mendoza, Argentina - meporta@mendoza-conicet.gob.ar); Gloria Ramirez	
	5. Improving preschool children's vocabulary through book reading and play: A teacher implemented intervention	Newman Katherine (Vanderbilt University - Katherine.Newman@Vanderbilt.edu); Kimberly M. Nestbitt; David K. Dickinson	
Saturday 15:30 - 17:10	<b>Symposium: Early language and literacy skills among Spanish-speaking dual-language learners</b>	<b>CHAIR: Christopher Lonigan</b>	O'Keeffe / Milagro
	1. Patterns of development of early literacy skills of Spanish-speaking dual-language learner preschool children	Christopher Lonigan (Florida State University - lonigan@psy.fsu.edu); J. Marc Goodrich; JoAnn Farver	
	2. Dual language learner Latino preschool children: Internal and external validation of emergent literacy profiles	Jorge Gonzalez (Texas A&M University - jegonzalez@tamu.edu)	
	3. Home environment predictors of language minority preschool children's English and Spanish skills	Beth Phillips (Florida State University - bphillips@fcr.org); Christopher Lonigan; Kimberly McDowell; JoAnn Farver	
	4. Discussion	David Francis (University of Houston - dfrancis@uh.edu)	
	5. Panel Discussion	Moderator: David Francis (University of Houston - dfrancis@uh.edu)	
Saturday 15:30 - 17:10	<b>Symposium: Transition to literacy: Brain-behavior perspectives</b>	<b>CHAIRS: Ioulia Kovelman, Frederick Morrison</b>	Kearney
	1. Motivational beliefs and achievement-related emotions are associated with error monitoring processes: Linking brain and behavioral perspectives	Matthew Kim (University of Michigan - mattkim@umich.edu); Loren M. Marulis; Jennie K. Grammer; William J. Gehring; Frederick J. Morrison	
	2. The development of executive function for children growing up in the context of risk	Megan McClelland (Oregon State University - megan.mcclelland@oregonstate.edu); Megan	

		Pratt; Guadalupe Diaz	
	3. Brain bases of attention in bilingual children and its effect on reading acquisition: An fNIRS Study	Maria M. Arredondo (University of Michigan - mmarre@umich.edu); Xiao Su Hu; Teresa Satterfield; Ioulia Kovelman	
	4. Linking brain structure and function with reading abilities: Relations among left arcuate fasciculus structure, the ERP mismatch negativity response, and reading-related skills in kindergarten and 1st grade	Elizabeth S. Norton (Massachusetts Institute of Technology - esn@mit.edu); Sara D. Beach; Zeynep M. Saygin; Ola Ozernov-Palchik; Abigail B. Cyr; Kelly K. Halverson; Marcy Hudson; Sibylla Leon Guerrero; Nadine Gaab; John D. E. Gabrieli	
	5. White matter alterations characteristic of children/adults with developmental dyslexia already evident in at-risk infants	Nadine Gaab (Boston Children's Hospital - Nadine.Gaab@childrens.harvard.edu); Barbara Peysakhovich; Nicolas Langer; Jennifer Zuk; Marie Drottar; Danielle D. Sliva; Sara Smith; Bryce Becker; P. Ellen Grant	
Saturday 15:30 - 17:10	<b>Orthography</b>	<b>CHAIR: Monique Sénéchal</b>	Peralta/ Lamy
	1. Reading prediction in Spanish: the particular pattern for transparent languages	Paula Guardia (University of Cambridge - guardia.paula@gmail.com); Usha Goswami	
	2. Does access to executive functions support learning of new orthographies among Kindergarten-aged children?	Maureen Hoskyn (Simon Fraser University - mhoskyn@sfu.ca); Ecaterina Ciugureanu; Vicky Cheung	
	3. Studying fusiform gyrus laterality of writing systems with different grain sizes: An artificial orthography training study	Elizabeth Hirshorn (University of Pittsburgh - hirshorn@pitt.edu); Corrine Durisko; Michelle Moore; Charles Perfetti; Julie Fiez	
	4. Task effects on the role of lexical stress in orthographic processing	Lindsay Harris (University of Pittsburgh - lnh27@pitt.edu); Charles A. Perfetti; Juan Zhang	
	5. Phonological and orthographic skills of Portuguese-speaking low-literate adults in Brazil	Claudia Cardoso-Martins (Universidade Federal de Minas Gerais - cardosomartins.c@gmail.com); Marcela Fulanete Corrêa	
Saturday 15:30 - 17:10	<b>Vocabulary</b>	<b>CHAIR: Jan de Frijters</b>	Coronado/ DeVargas
	1. Do vocabulary skills in infancy predict language and reading skills in later childhood?	Fiona Duff (University of Oxford - fiona.duff@psy.ox.ac.uk); Gurpreet Reen; Kim	

	Plunkett; Kate Nation
2. The effects of improved oral vocabulary knowledge on reading comprehension - a randomized controlled trial	Danielle Colenbrander (ARC Centre of Excellence in Cognition and its Disorders, Macquarie University - danielle.colenbrander@mq.edu.au); Saskia Kohnen; Lyndsey Nickels; Karen Smith-Lock
3. Existing vocabulary knowledge, phonological memory, and reading skill as predictors of new word learning	Suzanne Adlof (University of South Carolina - sadlof@mailbox.sc.edu); Hannah Patten; Allison Randel
4. Contributions of Concept of Word and Morphological Awareness in Learning to Read Chinese	Tzu-Jung Lin (The Ohio State University - lin.1653@osu.edu); Yu-Min Ku; Jie Zhang; Jing Chen; Wan-Chen Chang; Pei-Lun Han
5. Effects of Word and Reader Characteristics on Difficulty of Vocabulary Test Items	Paulina Kulesz (University of Houston - Paulina.Kulesz@times.uh.edu); J.K. Hwang; J. Lawrence; D.J. Francis

Aloha! See you next year in Hawaii!