



Society for the Scientific Study of Reading

Twenty-Second Annual Meeting
Hapuna Beach Prince Hotel, Hawaii
July 15 - 18, 2015
Conference Program

WEDNESDAY, JULY 15, 2015

9:00 - 4:30	Student Preconference	Quantile Regression Eye Tracking	Milo Room Hua Room
2:00 - 4:30	Board Meeting		Executive Boardroom A
5:00 - 7:00	Welcome Reception		Courtyard
5:30 - 7:00	POSTER SESSION I	Authors	Mauka Ballroom
1	Reading behaviours indirectly contribute to reading competence via the mediation of reading self-efficacy	Miranda Kit-Yi Wong (Chinese University of Hong Kong, mirandakywong@gmail.com); Bonnie Wing-Yin Chow	
2	The relation of vocabulary to literal and inferential comprehension	Janice M. Keenan (University of Denver, jkeenan@du.edu); Anh N. Hua	
3	Visual attention to environmental print in pre-readers and beginning readers	Michelle Neumann (Griffith University, m.neumann@griffith.edu.au); David Neumann; Katelyn Summerfield	
4	The cognitive-linguistic skills of Chinese word spelling for children in Hong Kong	Jianhong Lanny Mo (Chinese University of Hong Kong, lanny.mjh@gmail.com); Catherine McBride	
5	Improving content area reading comprehension with Spanish speaking English Language Learners in grades 4-6 using web-based tutoring for the structure strategy	Kausalai Wijekumar (Texas A&M University, k_wijekumar@tamu.edu); Bonnie J.F. Meyer; Puiwa Lei; Anita Hernandez; Jose Montelongo	
6	Reading comprehension strategies: the effects of teaching teach them more by accident than by design on reading progress of 6th graders	Catherine Turcotte (Universite du Quebec a Montreal, turcotte.catherine@uqam.ca); Marie-Julie Godbout; Marie-Hélène	

		Giguère	
7	Early childhood teachers' pedagogical reasoning about practice using conceptions of how children learn: A phenomenological study	Rachel E. Schachter (Ohio State University, schachter.17@osu.edu)	
8	How teacher-gestures impact student learning	Sarah Ingebrand (Arizona State University, sarah.ingebrand@gmail.com); Carol M. Connor; Michael P. Kaschak; Christopher Schatschneider	
9	Differential treatment effects of an academic vocabulary intervention on adolescent language minority students	Jin Kyoung Hwang (University of California, Irvine, annyjin@gmail.com); Joshua Lawrence; Catherine Snow	
10	Writing to read: the case of Chinese	Qi Zhang (Dublin City University, qizhang2004@gmail.com); Ronan Reilly; Zhouxiang Lu	
11	The contribution of narrative skill to the theoretical construct of emergent literacy	Shayne Piasta (Ohio State University, shayne.piasta@gmail.com); Lori Skibbe; Ryan Bowles; Laura Justice	
12	Reading comprehension among adolescents with and without ADHD: Drawing from the Simple View of Reading	Genevieve Mackenzie (University of Toronto, genevieve.mackenzie@utoronto.ca); Rhonda Martinussen	
13	Classroom quality as a predictor of student time in non-instructional activities and literacy achievement in first grade	Leigh McLean (Arizona State University, leighmclean87@gmail.com); Carol Connor	
14	Examining the developmental significance of early reading predictors	Pierre Cormier (Universite de Moncton, pierre.cormier@umoncton.ca); Alexandra LeBlanc; Jacques Richard	
15	Using Generalizability Theory to investigate the reliability of learning environment quality ratings	Heather Pilcher (Florida State University, hpilcher@fcrr.org); Young-Suk Kim	

16	Language minority learners' Spanish-influenced spelling errors and morphological knowledge	Catherine Jockell (University of Houston, catherine.jockell@times.uh.edu); Jack Fletcher; David Francis; Marta Fairclough; Paulina Kulesz	
17	The flipside of predictive reading: Consolidating a lexical prediction comes at a processing cost	Arnout Koornneef (Leiden University, a.w.koornneef@fsw.leidenuniv.nl); Paul van den Broek	
18	Complex syntax use in adolescent persuasive writing	Shannon Hall-Mills (Florida State University, shannon.hall-mills@cci.fsu.edu); Danielle Brimo	
19	Morphology and mnemonic instruction: A comparison of two vocabulary methods on the vocabulary acquisition and reading comprehension of secondary students	Jennifer Cooper (Middle Tennessee State University, jcooper@live.com); Joanne Coggins; Amy Elleman	
20	Quantile regression analyses of the components of reading comprehension tests	Anh Hua (anhhua20@gmail.com); Janice Keenan	
21	Preschoolers' knowledge about language-specific properties of writing	Shoko Otake (Washington University, sotake@go.wustl.edu); Rebecca Treiman; Li Yin	
22	The role of morphological awareness in bilingual reading: A systematic review	Luxi Feng (Texas A&M University, sarah.feng.89@gmail.com); Malatesha Joshi; Ryan Xuejun Ji	
23	Scaffolding emergent literacy skills in pre-kindergarten through writing instruction	Penny Thompson (Middle Tennessee State University, pst2f@mtmail.mtsu.edu)	
24	A "Simple View of Writing" in Chinese: The unique role of transcription skills	Pui-sze Yeung (University of Hong Kong, patcyy@hku.hk); Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung	

25	Lexical, syntactical, and cohesion differences in writing of community college students	Katherine Abba (Texas A&M University, katherineabba@neo.tamu.edu); R. Malatesha Joshi; Xuejun Ji	
26	The effects of inter-professional education on the linguistic knowledge of student primary teachers and student speech-language therapists	Leanne Wilson (University of Canterbury, lean.wils@gmail.com); Brigid McNeill; Gail Gillon	
27	Spatio-temporal brain dynamics of orthographic, morphological and semantic processing in dyslexic university students: a MEG study	Eddy Cavalli (Aix-Marseille Université, eddy.cavalli@univ-amu.fr); Pascale Colé; Jean-Michel Badier; Christelle Zielinski; Chotiga Pattamadilok; Johannes Ziegler	
28	Exploring the role of phonological awareness in the orthographic learning of Kindergarteners and skilled Fifth grade readers	David Kilpatrick (State University of New York, College at Cortland, david.kilpatrick@cortland.edu)	
29	The role of online lexical interpretation in fast word recognition in braille reading	Anneli Veispak (Katholieke Universiteit Leuven, anneli.veispak@ppw.kuleuven.be); Ronan Reilly; Pol Ghesquière	
30	The impact of a morphological awareness intervention on spelling and writing outcomes in second and third grade	Abigail Carlisle (University of Missouri-Columbia, aaa961@mail.missouri.edu); Erica Lembke	
31	Sensitivity and specificity of the behavioral phenotype in children with down syndrome and its relationship with early reading skills	Christopher Lemons (Vanderbilt University, chris.lemons@vanderbilt.edu)	
32	Socioeconomic differences in rate of growth of preschoolers' code focused emergent literacy skills	Tara Strang (Ohio State University, strang.42@osu.edu); Shayne Piasta	
33	PA, RAN, and pseudoword development in whole language trained children	Virginia Cronin (George Washington University, virginiascronin@gmail.com); Emily Shaw; Chloe Canter	

34	Multi-component reading comprehension models: A latent profile analysis of struggling and adequate adolescent readers	Eric Oslund (Middle Tennessee State University, ericoslund@yahoo.com); Deborah Simmons; Nathan Clemens	
35	Ready, set, go: A study of First Nation children's pre-literacy skills	Allyson Haley (University of New Brunswick, ahaley@unb.ca); Ariana Loff; Doug Willms	
36	Visual-spatial attention uniquely predicts speeded reading and character writing in Chinese third graders	Phil Duo Liu (Hong Kong Institute of Education, duoliu@ied.edu.hk); Xi Chen	
37	Syntax assessment: A meta-analysis	Danielle Brimo (Texas Christian University, Danielle.brimo@tcu.edu)	
38	Phoneme judgment in heterogeneous Spanish-English bilingual preschoolers.	Sara Ashley Smith (California State University, sara.smith@csueastbay.edu); Sibylla Leon Guerrero; Gigi Luk	
39	The influence of word familiarity on learning new meanings for known words	Xiaoping Fang (University of Pittsburgh, pinson.fang@gmail.com); Charles Perfetti	
40	Phonological recoding and orthographic learning: Testing the self-teaching hypothesis in young adults	Travis Alvarez (University of Pittsburgh, taa52@pitt.edu); Julie Fiez	
THURSDAY, JULY 16, 2015			
7:15 - 8:30	BREAKFAST		
	Genes Matter. So What?	Brian Byrne (University of New England, bbyrne@une.edu.au); Dick Olson; Fred Morrison; Catherine McBride; Susan Brady	
9:30 - 9:45	COFFEE BREAK		

Thursday 9:45 - 11:25	Symposium: Mechanisms of integration in reading comprehension	CHAIR: Julie Van Dyke & Clinton Johns	Lehua
1	A memory-retrieval framework for assessing reading comprehension	Debra L. Long (University of California, Davis, dllong@ucdavis.edu)	
2	Do you know who that is? Representational quality and coreferential processing	Clinton L. Johns (Haskins Labs Ð johns@haskins.yale.edu); Debra L. Long	
3	Remembering where words were: Influences of memory for order on reading and comprehension processes	Dave Kush (Haskins Labs, kush@haskins.yale.edu); Julie Van Dyke	
4	Good-enough processing with garden-path sentences	Nick Cooper (University of Oxford, Nicholas.cooper@psy.ox.ac.uk); Kate Nation	
5	Lexical anticipation in the L2: What bilingualism can tell us about the role of cognitive control in reading comprehension	Megan Zirnstein (Pennsylvania State University, mkz2@psu.edu); Janet G. Van Hell; Judith F. Kroll	
Thursday 9:45 - 11:25	Symposium: Using dynamic learning studies to probe interactions between reading and lexical learning - Part I	CHAIR: Robin Litt	Hau
1	Orthographic facilitation for oral vocabulary acquisition: The effect of instructions and spelling-sound consistency	Jessie Ricketts (Royal Holloway, University of London, jessie.ricketts@rhul.ac.uk); Nicola Dawson	
2	The prime-lexicality effect as an indicator of children's orthographic learning: Effects of exposure and context.	Niina Tamura (University of Oxford, niina.tamura@psy.ox.ac.uk); Anne Castles; Kate Nation	
3	The role of contextual diversity in incidental word learning during reading: An eye movement study	Holly Joseph (Oxford Brookes University, hjoseph@brookes.ac.uk); Kate Nation	

4	Paired associate learning ability accounts for unique variance in orthographic learning	Hua-Chen Wang (Macquarie University, huachen.wang@mq.edu.au); Malin Wass; Anne Castles	
5	Task demand matters: Re-interpreting paired associate learning deficits in dyslexia	Robin Litt (Macquarie University, Ralitt@gmail.com); Anne Castles; Huachen Wang; Jessica Sailah; Nicholas Badcock	
Thursday 9:45 - 11:25	Symposium: Innovative measures of language and literacy	CHAIR: Gina Biancarosa	Makai Ballroom
1	Supporting innovative assessment and data-based decision making with young children: Individual growth and development indicators - automated performance evaluation of early literacy and language	Scott McConnell (University of Minnesota, smconne@umn.edu); Alisha Wackerle-Hollman	
2	Beyond vocabulary: Validation of a novel instrument to capture school-relevant language skills	Paola Uccelli (Harvard Graduate School of Education, paola_uccelli@gse.harvard.edu); Emily Phillips Galloway; Christopher D. Barr	
3	Academic vocabulary as the foundation for content area curriculum-based measures	John Hosp (University of Iowa, john-hosp@uiowa.edu); Jeremy W. Ford	
4	Diagnostic measurement of reading comprehension processes of poor comprehenders: Initial psychometric results	Gina Biancarosa (University of Oregon, ginab@uoregon.edu); Sarah Carlson; Ben Seipel; Mark L. Davison	
5	Discussion	Mark Davison (University of Minnesota, mld@umn.edu)	

Thursday 9:45 - 11:25	Spelling	CHAIR: Nenagh Kemp	Koa
1	Variation and repetition in the spelling of young children	Rebecca Treiman (Washington University, rtreiman@wustl.edu); Kristina Decker; Brett Kessler; Tatiana Cury Pollo	
2	Invented spelling and its relationship to other early literacy skills and home literacy	Hilde Hofslundsengen (Sogn og Fjordane University College, hilde.hofslundsengen@hisf.no); Bente Eriksen Hagtvet; Jan-Eric Gustafsson	
3	Pseudoword spelling in dyslexic and normally reading children: The effects of word length and syllable complexity	Holger Juul (University of Copenhagen, juul@hum.ku.dk); Dorthe Klint Petersen	
4	Why don't adults use morphology when spelling nonwords? (And can we make them?)	Nenagh Kemp (University of Tasmania, nenagh.kemp@utas.edu.au)	
5	Discussion		
Thursday 9:45 - 11:25	Symposium: Literacy Acquisition Across Languages	CHAIR: George Georgiou	Milo
1	The growth of reading and spelling across languages varying in orthographic consistency	George Georgiou (University of Alberta, georgiou@ualberta.ca); Bo Zhang; Karin Landerl; Alain Desrochers; George Manolitsis; Peter de Jong; Rauno Parrila	
2	The impact of phonological awareness on learning to read in different orthographies	Karin Landerl (University of Graz, Karin.Landerl@uni-graz.at); Birgit Gorecki; Peter de Jong; Alain Desrochers; George Manolitsis; George Georgiou	

3	The role of phonological awareness, phonological short-term memory and rapid naming in reading accuracy and spelling across languages varying in orthographic consistency	Angeliki Altani (University of Alberta, angeliki.altani@ualberta.ca); Peter de Jong; George Manolitsis; Alain Desrochers; Rauno Parrila; George Georgiou	
4	The development and contribution of word morphology to reading in three alphabetic languages	Alain Desrochers (University of Ottawa, damch@uottawa.ca); George Manolitsis; George Georgiou	
5	Discussion	Rauno Parrila (University of Alberta, rparrila@ualberta.ca)	
11:25 - 12:00	LUNCH		
12:00 - 1:30	POSTER SESSION II	Authors	Mauka Ballroom
1	Self-regulation, full-day Kindergarten, and literacy	John R. Kirby (Queen's University, john.kirby@queensu.ca); Sandy Youmans; John G. Freeman	
2	Multifactorial models of dyslexia	Hugh W. Catts (Florida State University, hcatts@fsu.edu); Autumn McIlraith; Diane Corcoran Nielsen; Mindy Sittner Bridges	
3	Affix awareness in first through third grade students	Kenn Apel (University of South Carolina, kennapel@mailbox.sc.edu); Victoria Henbest	
4	Cognitive and linguistic factors in reading Arabic: The role of morphological awareness	Sana Tibi (Queen's University, s.tibi@queensu.ca); John R. Kirby	
5	Comparing low-skilled adult readers to typically-developing beginning readers	Adrienne Barnes (Florida State University, abarnes@fcr.org); Young-Suk	

		Kim	
6	Time course analyses of orthographic and phonological priming effects during word recognition in a transparent orthography	Maaïke Zeguers (University of Amsterdam, m.h.t.zeguers@uva.nl); Patrick Snellings; Hilde Huizenga; Maurits van der Molen	
7	Neural correlates and saccadic eye movements involved during Letter and object naming speed tasks	Noor Al Dahhan (Queen's University, Odna@queensu.ca); John R. Kirby; Donald C. Brien; Douglas P. Munoz	
8	Comparisons of IRT and TRT models for a testlet-based test of eighth-grade reading comprehension	Weon Kim (Middle Tennessee State University, weon.kim@mtsu.edu); Amy M. Elleman	
9	Predictors of reading abilities in Mandarin Chinese-speaking children: A longitudinal study over three years	Chien-ju Chang (National Taiwan Normal University, changch2@ntnu.edu.tw); Huei-mei Liu; Jun-ren Lee	
10	The responsiveness of pre-service teachers with differing word-level and text-level literacy profiles to coursework focused on increasing language structure knowledge	Caralyn Purvis (University of Alberta, caralynpurvis@gmail.com); Brigid McNeill; John Everatt	
11	Cognitive predictors of literacy skills in Japanese kana	Tomohiro Inoue (Seigakuin University, t_inoue@seigakuin-univ.ac.jp); Naoko Muroya; Takako Oshiro; Hirofumi Imanaka; George K. Georgiou; Rauno Parrila; Hisao Maekawa	
12	How and when knowledge of connectives contributes to expository text comprehension	Camille Welie (University of Amsterdam, c.j.m.welie@uva.nl); Rob Schoonen; Folkert Kuiken	

13	Prosodic awareness in adult poor and average readers	Barbara M. Schmidt (University of Cologne, barbara.schmidt@uni-koeln.de); Igor Osipov; Petra Breuer-Küppers; Alfred Schabmann	
14	Reading/spelling dissociations: transition patterns in primary school	Igor Osipov (University of Cologne, igor.osipov@uni-koeln.de); Barbara M. Schmidt; Alfred Schabmann	
15	Basic structures of phonological processing	Alfred Schabmann (University of Cologne, alfred.schabmann@uni-koeln.de); Michael Grosche; Timo Lüke; Barbara M. Schmidt; Igor Osipov	
16	Relationship of reading components to higher level comprehension: Can we route based on components?	Tenaha O'Reilly (Educational Testing Service, toreilly@ets.org); Laura Halderman; John Sabatini	
17	Cognitive processes in the relation between linguistic comprehension and reading comprehension	Zhe Wang (Ohio State University, wang.5926@osu.edu); Sarah Lukowski; Madeline Doran; Victoria Schenker; Stephen Petrill	
18	Prephonological spellers' use of semantic information in spelling	Lan Zhang (Washington University, lan.zhang@wustl.edu); Rebecca Treiman	
19	Developmental trajectories in reading for students with disabilities	Mark Lauterbach (University of New York, markl@brooklyn.cuny.edu); Katherine Pace Miles; Karen McFadden; LuLu Song	
20	Psychometric analyses of high school reading comprehension assessments: Comparisons using Classical Test Theory (CTT) and Item Response Theory (IRT)	Joanne Coggins (Middle Tennessee State University, joannevcoggins@gmail.com); Jennifer Cooper; Jwa K. Kim	

21	An ERP study on implicit learning of words from context by second language readers	Akira Hamada (University of Tsukuba, a.hamada.0218@gmail.com);	
22	Speak your mother tongue at home! The contribution of speaking another language at home to early literacy development in English	Yi-Jui Chen (University of California, Berkeley, ivachen811@gmail.com); Anne E. Cunningham	
23	How local and global inconsistencies in narratives affect the second language reading process: An eye-tracking study	Yuji Ushiro (University of Tsukuba, ushiro.yuji.gn@u.tsukuba.ac.jp); Shingo Nahatame; Yusuke Hasegawa; Yukino Kimura; Akira Hamada	
24	A Structural Equation Model for online reading of Taiwanese elementary students based on traditional reading abilities, information literacy, and online reading strategies	Pin-Ju Chen (College Entrance Examination Centre, d09909002@gmail.com); Hsiu-Shuang Huang	
25	Improvements in contextual word learning as a result of intervention for vocabulary depth: Who benefits?	Dawna Duff (University of Iowa, dawnaduff@gmail.com)	
26	A preliminary study of mobile, wireless EEG to measure attention during academic science tasks across presentation formats with middle school students	Jay Blanchard (Arizona State University, jsb46@asu.edu); Steve Miller	
27	Improving Akshara knowledge via a mobile game	Adeetee Bhide (University of Pittsburgh, arb135@pitt.edu); Charles Perfetti; Wencan Luo; Jingtao Wang; Nivita Vijay; Adrian Maries; Sonali Nag	
28	Structural Equation Modeling in early writing	Apryl Poch (University of Missouri, Columbia, alpty9@mail.missouri.edu); Erica Lembke; Kristen McMaster	

29	Relationship between morphological awareness and literacy in Japanese children	Naoko Muroya (Tokiwa Junior College, muroya@tokiwa.ac.jp); Tomohiro Inoue; Miyuki Hosokawa; Hiroyuki Kitamura; George K. Georgiou; Rauno Parrila; Hisao Maekawa	
30	Evidence for cross-language transfer of word reading fluency on reading outcomes among French immersion children in Canada	Kathleen Lee (University of Toronto, kathleen.wy.lee@gmail.com); Xi Chen	
31	The effects of a text-centered supplemental curriculum for students with intellectual disabilities	Jill Allor (Southern Methodist University, jallor@smu.edu); Stephanie Al Otaiba; Paul Yovanoff; Jennifer Cheatham; Diane Gifford; Dawn Levy; Miriam Ortiz; Ashley M. Sandoval	
32	A meta-analysis of the effects of phonological awareness and rapid naming in Chinese reading accuracy and fluency	Shuang Song (Beijing Normal University, songsh326@gmail.com); George Georgiou; Mengmeng Su; Hua Shu	
33	Prediction of children's summarization ability: Relative contribution of inference, generalization, working memory and other cognitive skills	Chi-Shun Lien (National Chung Cheng University, cslien@ccu.edu.tw); Yi-Che Tseng; Yuhtsuen Tzeng	
34	The sub-lexical radicals processing during Pinyin identification	Lin Chen (Sun Yat-Sen University, chenlin36@sysu.edu.cn); Charles Perfetti; Xiaoping Fang; Wendy Li-Yun Chang	
35	Dialect feature use in writing: Relation to reading achievement and high-stakes assessment	Lisa Fitton (Florida State University, lmf11g@my.fsu.edu); Carla Wood; RaMonda Horton	

36	The joint impact of explicit reading instruction and two-tier intervention on first-graders' phonemic awareness, word reading, and spelling.	Line Laplante (Université du Québec a Montreal, laplante.line@uqam.ca); Alain Desrochers; Melanie Bedard; Lise DesGagné; Monique Brodeur	
37	Working memory influences on reading comprehension in vowelized versus non-vowelized Arabic.	Hossam Elsayyad (Kuwaiti Ministry of Education, hossam.elsayyad10@bathspa.ac.uk); John Everatt; Tilly Mortimore	
38	Morphological awareness in vocabulary acquisition of Chinese preschoolers: A preliminary study	Hui-Ju Chen (Chang Gung University, denise@mail.chu.edu.tw)	
39	Improving children's spelling ability with a morphology-based intervention: The role of language experience	Kendall Kolne (McGill University, kendall.kolne@mail.mcgill.ca); Laura Gonnerman	
Thursday 1:30 - 3:10	Symposium: New investigations into suprasegmental phonology and reading	CHAIR: Lesly Wade-Woolley	Lehua
1	Poor comprehenders lag in oral, as well as text reading, prosody	Natalie Veenendaal (Radboud University, n.veenendaal@pwo.ru.nl); Margriet A. Groen; Ludo Verhoeven	
2	The impact of singing on language development in 4-year-old children	Petra Hauf (St. Francis Xavier University, phauf@stfx.ca); Caitlin Bridson-Pateman; Annie Laroche; S. Helene Deacon	
3	The "Aliens Talking Underwater" test of stress perception	Joanne Arciuli (University of Sydney, joanne.arciuli@sydney.edu.au)	
4	Auditory processing, linguistic prosody awareness, and word reading in Mandarin-English bilingual children	Wei-Lun Chung (University of Memphis, weilun.chung@gmail.com); Linda Jarmulowicz; Gavin M. Bidelman	

5	Multisyllabic word reading and prosodic awareness in grades 4 and 5	Lindsay Heggie (Queen's University, lindsay.heggie@queensu.ca); Lesly Wade-Woolley	
Thursday 1:30 - 3:10	Symposium: Using dynamic learning studies to probe interactions between reading and lexical learning - Part 2	CHAIR: Robin Litt	Hau
1	Consolidation of new vocabulary in children with and without dyslexia: The role of sleep	Faye Smith (University of York, faye.smith@york.ac.uk); Gareth Gaskell; Anna Weighall; Meesha Warmington; Lisa Henderson	
2	Brain areas involved in acquisition and consolidation of novel words with/without concepts	Atsuko Takashima (Donders Institute for Brain, Atsuko.Takashima@fcdonders.ru.nl); Iske Bakker; Janet van Hell; Gabriele Janzen; James M. McQueen	
3	Effects of mapping principle on the learning trajectory of two artificial orthographies	Elizabeth Hirshorn (University of Pittsburgh, hirshorn@pitt.edu); Corrine Durisko; Michelle Moore; Charles Perfetti; Julie Fiez	
4	Learning to read aloud versus learning to comprehend: The impact of training focus on behavioural and neural responses to artificial scripts	J. S. H. Taylor (Royal Holloway, University of London, J.Taylor@rhul.ac.uk); Matthew H. Davis; Kathleen Rastle	
5	Discussion	Anne Castles (Macquarie University, anne.castles@mq.edu.au)	
Thursday 1:30 - 3:10	Eye movements	CHAIR: Noor Al Dahhan	Koa
1	Coordination of perceptual, oculomotor, and linguistic systems in reading: A reinforcement learning account of reading eye movements	Gary Feng (Educational Testing Service, fary.feng@gmail.com)	

2	Parafoveal processing of orthographic and phonological information in reading: A comparison of adult readers and elementary school students	Ralph Radach (University of Wuppertal, radach@uni-wuppertal.de); Chris Vorstius; Verena Kregel; Albrecht Inhoff	
3	Reading development at the text level: A large scale investigation of surprisal and text coherence effects in grades 1 to 5	Ronan Reilly (National University of Ireland, Maynooth, ronan.reilly@nuim.ie); Ralph Radach; Christian Vorstius; Christopher Lonigan	
4	Multimedia learning and presentation modality: An eye tracking study	Sunjung Kim (University of Central Arkansas, sjkim9728@gmail.com); Linda Lombardino	
5	Eye-movement patterns reveal effects of reading skills on online language processing	Tao Gong (Haskins Labs, gtojty@gmail.com); Dave Braze; James Magnuson; Einar Mencl; Whitney Tabor; Julie Van Dyke; Donald Shankweiler	
Thursday 1:30 - 3:10	Reading Comprehension in second language	CHAIR: Florina Erbeli	Milo
1	Impacts of inferential skills on reading comprehension of Thai (L1) and English (L2)	Pawadee Srisang (University of Canterbury, pawadee.srisang@pg.canterbury.ac.nz); John Everatt; Jo Fletcher; Amir Sadeghi	
2	Predictors of reading comprehension in multilingual readers: A cross-sectional study	Seema Gautam (University of Canterbury, seemagautam1980@gmail.com); John Everatt; Amir Sadeghi; Brigid McNeill	
3	Components predicting reading comprehension in English as a foreign language from grade 9 to 11	Yamashita Junko (Nagoya University, yamashita@nagoya-u.jp)	

4	The simple view of reading among seventh graders in Slovenia: The case of English as a Foreign Language learners	Florina Erbeli (University of Ljubljana, florina.erbeli@guest.arnes.si); R. Malatesha Joshi	
5	Discussion		
Thursday 1:30 - 3:10	Symposium: Never too late? Unpacking complex literacy skills among adults who struggle with reading	CHAIR: Lee Branum-Martin & Daphne Greenberg	Makai Ballroom
1	The Random Forests statistical technique as applied to the study of reading disability	Kazunaga Matsuki (McMaster University, matsukik@gmail.com); Victor Kuperman; Julie Van Dyke	
2	Figurative language, indirect requests, and sarcasm: Really?	Erin Brown (Georgia State University, jbrown39@gsu.edu); Vincent Hunter; Daphne Greenberg; Lee Branum-Martin	
3	Toward a comprehensive model of adults' reading comprehension skills: Measuring and identifying important predictors	Elizabeth Tighe (Florida State University, tige@psy.fsu.edu); Christopher Schatschneider	
4	Traits versus methods in reading skills among adult learners	Elena Nightingale (Georgia State University, elenanightingale@gmail.com); Lee Branum-Martin; Daphne Greenberg	
5	Understanding the structure of literacy and language among adult learners	Lee Branum-Martin (Georgia State University, BranumMartin@gsu.edu); Daphne Greenberg	
3:10 - 3:25	COFFEE BREAK		
Thursday 3:25 - 5:05	Symposium: Current issues in bilingual cognitive-linguistic processing: From reception to adulthood	CHAIR: Meesha Warmington	Lehua
1	Oral language and literacy development in young children learning English is an Additional Language	Dea Nielsen (University of Sheffield, d.nielsen@sheffield.ac.uk); Silke Fricke; Joy Stackhouse	

2	Word learning in bilingual children	Meesha Warmington (University of York, meesha.warmington@york.ac.uk); Graham Hitch; Swathi Kandru-Pothineni; Annie Clarke; Selma Babayigit; Ramesh Kumar Mishra	
3	The relationship between literacy and executive skills in Hindi-English bilingual children	Selma Babayigit (University of the West of England, Selma.Babayigit@uwe.ac.uk); Graham Hitch; Swathi Kandru-Pothineni; Annie Clarke; Meesha Warmington	
4	Get Ready for Learning: Early oral language intervention for children learning English as an Additional Language and monolingual children with language weaknesses	Claudine Bowyer-Crane (University of York, claudine.bowyer-crane@york.ac.uk); Silke Fricke; Blanca Schaefer; Gill Millard; Philippa Greasely; Charles Hulme	
5	Reading comprehension and writing in Chinese-English university students	Danijela Trenkic (University of York, danijela.trenkic@york.ac.uk); Meesha Warmington	
Thursday 3:25 - 5:05	Symposium: Accounting for word reading: Learner, instructional, and lexical influences	CHAIR: Gene Ouellette	Hau
1	Oral vocabulary, phonological awareness, and word reading: A complicated trinity across the first years of school	Gene Ouellette (Mount Allison University, gouellette@mta.ca); Taylor Payne	
2	Unique correlates of Zambian second graders' word recognition in Bemba	Sylvia Chanda Kalindi (Chinese University of Hong Kong, skalindi@psy.cuhk.edu.hk), Catherine McBride	
3	Concurrent and longitudinal predictors of word reading from kindergarten to grade 2	Monique Sénéchal (Carleton University, monique.senechal@carleton.ca)	

4	The role of orthographic knowledge in polysyllabic word reading	Devin Kearns (University of Connecticut, devin.kearns@uconn.edu); Reem Al Ghanem	
5	Why do you have to be so difficult? Differential effects of contextual support on reading accuracy and orthographic learning for words of varying difficulty	Sandra Martin-Chang (Concordia University, smartinc@education.concordia.ca); Gene Ouellette; Stephanie McKinnon	
Thursday 3:25 - 5:05	Early literacy	CHAIR: Victoria Henbest	Milo
1	Improving early literacy instruction in preschool: Results of an Early Reading First project serving Native Hawaiian and Asian American children	Lauren Mark (University of Hawaii, Manoa, lmark@hawaii.edu); Barbara DeBaryshe	
2	Growth models of alphabet knowledge in Head Start children	Barbara DeBaryshe (University of Hawaii, debaryshe@hawaii.edu)	
3	Effects of teacher-delivered book reading on preschool children's productive and expressive knowledge of words	David Dickinson (Vanderbilt University, david.k.dickinson@vanderbilt.edu)	
4	Parents' shared book reading behaviors, children's reading interest, and early reading achievement in preschool children	Ying Guo (University of Cincinnati, guoy3@ucmail.uc.edu); Allison Breit-Smith; Shanshan Wang	
5	Discussion		
Thursday 3:25 - 5:05	Symposium: Recent advances in the treatment of poor readers	CHAIR: Genevieve McArthur	Makai Ballroom
1	The reliability of sight word training and phonics training in children with poor reading	Genevieve McArthur (Macquarie University, genevieve.mcarthur@mq.edu.au); Saskia Kohnen; Kristy Jones; Pip Eve; Erin Banales; Linda Larsen; Anne Castles	

2	Syllables vs letters: Remediating reading fluency using a text-highlighting interface	Eva Marinus (Macquarie University, eva.marinus@mq.edu.au); Huachen Wang; Saskia Kohonen; Genevieve McArthur	
3	Factors associated with reading comprehension improvement after vocabulary training	Danielle Colenbrander (Macquarie University, danielle.colenbrander@mq.edu.au); Lyndsey Nickels; Saskia Kohonen; Karen Smith-Lock	
4	Can verbal working memory training improve reading?	Erin Banales (Macquarie University, erin.banales@mq.edu.au); Saskia Kohonen; Genevieve McArthur	
5	Poorer readers report more mental health difficulties: A missing piece of the puzzle for reading intervention?	Nicholas Badcock (nicholas.badcock@mq.edu.au); Bree Tebbut; Kathryn Preece; Mark Boyes	
Thursday 3:25 - 5:05	Phonology, orthography and attention	CHAIR: Penelope Collins	Koa
1	Eye-tracking analysis of attention to text for children with autism spectrum disorders	Lori Skibbe (Michigan State University, skibbelo@msu.edu); Julie Thompson, Joshua Plavnick; Troy Mariage	
2	The role of phonological and morphological awareness for word reading in Brazilian Portuguese	Jane Correa (Universidade Federal do Rio de Janeiro, jncrrea@gmail.com)	
3	Prosodic influences on error detection during proofreading	Lindsay Harris (Northern Illinois University, lnh27@pitt.edu); Charles Perfetti	
4	Adolescents' sensitivity to morphological information during real-time reading	Deborah McCutchen (University of Washington, mccutch@u.washington.edu); Allyson Rosemore; Becky Logan Herrera; Lee Osterhout	

5	Body-N effects: Are there cross-linguistic differences?	Xenia Schmalz (Macquarie University, xenia.schmalz@mq.edu.au); Serje Robidoux; Anne Castles; Max Coltheart; Eva Marinus	
5:05 - 6:05	BUSINESS MEETING	All welcome	Makai Ballroom
FRIDAY, JULY 17, 2015			
7:15 - 8:30	BREAKFAST		
Friday 8:30 - 10:10	Symposium: Orthographic processing	CHAIR: Nicole Conrad	Lehua
1	What is the mechanism underlying the RAN-orthographic processing relationship?	Anastasia Tsantali (University of Alberta, atstantali@ualberta.ca); George Georgiou)	
2	Orthographic representations established through spelling: What can we learn from errors?	Nicole Conrad (Saint Mary's University, nicole.conrad@smu.ca), Kathleen Kennedy; Laura Hanusiak	
3	Facilitating data analysis and inter-lab collaboration with CSS	Julie Masterson (Missouri State University, JulieMasterson@MissouriState.edu); Kenn Apel	
4	Testing the self-teaching hypothesis: Does orthographic learning predict gains in word reading?	Helene Deacon (Dalhousie University, sdeacon@dal.ca); Talisa Times; Eva Marinus; Anne Castles	
5	Orthographic knowledge and morphological awareness and the relation to literacy success in children with and without language impairment	Julie Wolter (Utah State University juli.wolter@usu.edu)	
Friday 8:30 - 10:10	Symposium: Understanding linguistic diversity and reading comprehension across writing systems	CHAIR: Xiuli Tong & Young-Suk Kim	Hau

1	The cross-language role of syntactic awareness in reading comprehension among French Immersion students	Juwairia Sohail (OISE/University of Toronto, juwairia.sohail@mail.utoronto.ca); Kathleen Hipfner-Boucher; Xi Chen; Sheila Chung	
2	Understanding the role of prosodic sensitivity, working memory and reading comprehension in Chinese-English bilingual children	Xiuli Tong (University of Hong Kong, xltong@hku.hk)	
3	Paths of influence of language and cognitive skills to reading comprehension	Young-Suk Kim (Florida Statue University)	
4	Morphological awareness in listening and reading comprehension among Korean children: A 1-year longitudinal study	Jeung-Ryeul Cho (jrcho@kyungnam.ac.kr)	
5	Relationships among Spanish and English phonological awareness, vocabulary, reading and spelling	L. Quentin Dixon (Texas A&M University, qdixon@tamu.edu)	
Friday 8:30 - 10:10	Symposium: Assessment fidelity in reading research: Effects of examiner, reading passage, and scoring methods	CHAIR: Kelli Cummings	Milo
1	Understanding assessment fidelity using Generalizability Theory	Kelli Cummings (University of Maryland, kellic@umd.edu); Andrew Schaper	
2	A Rasch examination of form and rater effects on oral reading fluency	Deni Basaraba (Southern Methodist University, dbasaraba@mail.smu.edu); Gina Biancarose; Kelli Cummings; Andrew Schaper	
3	A taxonomy of examiner error types in curriculum based measurement of reading	Deborah Reed (Florida State University, dkreed@fcrr.org)	
4	Exploring the evidence of speech recognition and shorter passage length in computerized oral reading fluency (CORE)	Joseph Nese (University of Oregon, jnese@uoregon.edu); Akihito Kamata; Julie Alonzo	
5	Discussion of assessment fidelity: Implications for research and practice	David Francis (University of Houston, dfrancis@uh.edu)	

Friday 8:30 - 10:10	Dyslexia	CHAIR: Adrienne Barnes	Makai Ballroom
1	Orthographic influences on word learning by second-graders with dyslexia and typical development	Tiffany Hogan (MGH Institute of Health Professions, thogan@mghihp.edu); Mary Alt; Shelley Gray; Lauren Baron; Katy Cabbage; Sam Green; Nelson Cowan	
2	Oral language deficits in familial dyslexia: Reframing the phonological deficit hypothesis	Monica Melby-Lervag (University of Oslo, monica.melby-lervag@isp.uio.no); Maggie Snowling	
3	Is implicit sequence learning impaired in dyslexia?	Eva Staels (Vrije Universiteit Brussel, estaels@vub.ac.be); Wim Van den Broeck	
4	Large-scale computational modeling predicts heterogeneity and reading outcomes of children with and without dyslexia	Johannes Ziegler (CNRS & Aix-Marseille University, johannes.ziegler@univ-amu.fr); Conrad Perry; Robin L. Peterson; Richard K. Olson; Bruce F. Pennington; Marco Zorzi	
5	Implicit learning and reading: Insights from children with typical as well as poor reading skills	Elpis Pavlidou (University of Edinburgh/Haskins Labs, elpis.pavlidou@ed.ac.uk)	
Friday 8:30 - 10:10	Symposium: Language, literacy, and all that other stuff: Connections between reading, math and science	CHAIR: Hope Gerde	Koa
1	Investigation of language environments during mathematics and science instruction in preschool classrooms	Christina Yeager Pelatti (Towson University, cpelatti@towson.edu); Shayne Piasta	
2	Understanding the relation between mathematics and literacy: The role of mathematical language	David Purpura (Purdue University, purpura@purdue.edu); Amy Napoli	

3	Quality preschool science education promotes Head Start children's literacy skills: Impacts of a cluster randomized trial of the A Head Start on Science curriculum and intensive distance coaching for Head Start teachers	Hope K. Gerde (Michigan State University, hgerde@msu.edu); Laurie Van Egeren; Kyungsook Lee; Steven Pierce; Christina Schwarz; Brad Morris; Holly Brophy-Herb	
4	Relationship between self-regulation and early writing: Examining task effects	Emily Boss (Veterans Administration, Pittsburgh, bosse@vetpitt.gov); Cynthia Puranik; Shannon Wanless	
5	Discussion	Carol M. Connor (Arizona State University, hgerde@gmail.com)	
10:10 - 10:25	COFFEE BREAK		
Friday 10:25 - 12:05	Assessment issues	CHAIR: Tenaha O'Reilly	Lehua
1	Profiles of third-grade readers: A latent profile analysis	Steve Amendum (University of Delaware, amendum@udel.edu); Kristin Conradi; Temple Walkowiak; Meghan Liebfreund	
2	Cross-sectional, developmental trends from kindergarten to third grade on a comprehension measure	Laura Halderman (Educational Testing Service, lhalderman@ets.org); Tenaha O'Reilly; John Sabatini	
3	Dyslexia from Grade 3 through university: Validity of a single wide-range test	Carsten Elbro (University of Copenhagen, ce@hum.ku.dk); Mads Poulsen; Helene Lykke Moller; Holger Juul; Dorthe Klint Petersen; Elisabeth Arnbak	
4	Differential item functioning (DIF) analysis for the second grade E2L and non-E2L students on a reading comprehension test	Jwa Kim (Middle Tennessee State University, jwa.kim@mtsu.edu); Tess Fotidzis	

5	Patterns of performance of middle grades students on reading component skills: Examining change across years on a developmental scale	John Sabatini (Educational Testing Service, jsabatini@ets.org); Tenaha O'Reilly; Kelly Bruce; John Steinberg; Jon Weeks	
Friday 10:25 - 12:05	Symposium: Neurobiology, neurochemistry, and genetics of dyslexia	CHAIR: Elizabeth Norton & Nicole Landi	Hau
1	Differential functional activation in speech/language areas associated with auditory lexical learning as a function of sleep consolidation	Nicole Landi (University of Connecticut/Haskins Labs, nicole.landi@yale.edu)	
2	Brain structure differences associated with risk for dyslexia: Patterns of phonological awareness and RAN deficit subtypes	Elizabeth Norton (MIT, esn@mit.edu); Sara Beach; Ola Ozernov-Palchick; Nadine Gaab; John Gabrieli	
3	Glutamate and choline levels predict individual differences in reading ability	W. Einar Mencl (Haskins Labs)	
4	Sensory temporal processing and memory impairments in mice with a mutation of dyslexia associated gene Dcdc2	Dongnhu Truong (Yale School of Medicine, dongnhu.truong@yale.edu); Alicia Che; Amanda Rendall; Joseph LoTurco; R. Holly Fitch	
5	Deficits in learning and memory in mice with a mutation of Dyx1c1	Amanda Rendall (University of Connecticut, amanda.rendall@uconn.edu); Hector Contreras-Mora; Aarti Tarkar; Joseph LoTurco; R. Holly Fitch	
Friday 10:25 - 12:05	Symposium: Struggling readers in adolescence: Assessment and intervention considerations	CHAIR: Maureen W. Lovett	Makai Ballroom

1	Adolescents with persistently low response to reading interventions: Findings within an RTI framework	Elizabeth Swanson (Meadows Centre for Preventing Educational Risk, easwanson@mail.utexas.edu); Sharon Vaughn; Greg Roberts; Jade Wexler; Jack Fletcher	
2	Group and individual differences in intervention response among struggling readers in middle school	Maureen Lovett (Hospital for Sick Children/University of Toronto, mwl@sickkids.ca); Jan C. Frijters; Karen A. Steinbach; Rose A. Sevcik; Robin D. Morris	
3	Examining the promise of a treatment aligned assessment tool for evaluating response in children with RD: An item-level analysis	Laura M. Steacy (Vanderbilt University, laura.m.steacy@vanderbilt.edu); Donald L. Compton	
4	The influence of reader and text characteristics on reading comprehension: An explanatory item response study	Paulina Kulesz (University of Houston, Paulina.Kulesz@times.uh.edu); David Francis; Marcia A. Barnes; Jack M. Fletcher	
5	Discussion	Donald L. Compton	
Friday 10:25 - 12:05	Symposium: Dual language measurement of the Spanish early language and literacy development of preschoolers: Challenges and innovation	CHAIR: Alisha Wackerle-Hollman	Milo
1	Advances in the assessment of emergent literacy of English-speaking, Spanish-speaking, and Spanish-English bilingual children	Jason Anthony (University of Texas, Houston, Jason.L.Anthony@uth.tmc.edu)	
2	Innovations in the development of a Spanish early language and literacy general outcome measure: The Spanish Individual Growth and Development Indicators (S-IGDIs)	Lillian Duran (Utah State University, lillian.duran@usu.edu)	

3	The Narrative Language Measures: Progress monitoring of English and Spanish language development for preschoolers	Trina Spencer (Northern Arizona University, tds95@nau.edu); Marilyn Thompson; Douglas B. Peterson; Laida Restrepo	
4	Understanding level of language exposure through a measurement lens: Spanish Individual Growth and Development Indicators	Alisha Wackerle-Hollman (University of Minnesota, wacke020@umn.edu)	
5	Assessing the early literacy skills of Spanish-speaking preschool children: Understanding the effects of dialectic variation on children's responses	Ana Marty (Florida State University, amarty@fcrr.org); Christopher J. Lonigan; Amber L. Farrington; Matthew D. Lerner	
Friday 10:25 - 12:05	Symposium: Exploring the language-based contributions to reading comprehension: Developmental and cross-linguistic perspectives	CHAIR: Kyle Levesque	Koa
1	Direct and indirect morphological contributions to children's reading comprehension: A multiple mediation approach	Kyle Levesque (Dalhousie University, kyle.levesque@dal.ca); S. Helene Deacon; Michael J. Kieffer	
2	Prosody beyond L1 boundary: Cantonese tone sensitivity predicts English text reading comprehension in Cantonese-English bilingual children	William Choi (University of Hong Kong, williamradcliffe328@hotmail.co.uk); Xiuli Tong	
3	Cross-language contribution of morphological awareness to French immersion children's reading comprehension	Katie Lam (McMaster Children's Hospital, katie.lam28@gmail.com); Poh Wee Koh; Xi Chen; S. Helene Deacon; Kathleen Hipfner-Boucher	
4	English as a second language (ESL) students' multifaceted knowledge of academic words	Amy Crosson (University of Pittsburgh, acrosson@pitt.edu); Margaret McKeown	
5	The generality of comprehension problems for children with poor reading comprehension despite adequate decoding: A meta-analytic review	Mercedes Spencer (Florida State University, spencer@psy.fsu.edu); Richard K. Wagner	

12:05 - 12:35	LUNCH		
12:35 - 2:05	POSTER SESSION III	Authors	Mauka Ballroom
1	Potential benefits of blended learning for reading instruction for ELL and non-ELL students	Elizabeth Kazakoff (Lexia Learning, ekazakoff@lexialearning.com); Elizabeth Crawford-Brooke; Paul Macaruso; Pamela Hook; Rachel Schechter; Shani Wilkes	
2	Does preschool children's self-regulation moderate the effects of classroom instruction on early literacy skills?	Jamie Spiegel (Florida State University, jas13t@my.fsu.edu); Christopher J. Lonigan	
3	Bilingual learners' sight word recognition abilities in Spanish and English	Pelusa Orellana (Universidad de los Andes, porellan@uandes.cl)	
4	Influence of orthographic regularity on learning to read Chinese characters in nonnative Chinese learners	Yang Liu (Western Kentucky University, yang.li@wku.edu); Jie Zhang ; Hong Li	
5	Dialect difference: Can awareness improve outcomes for struggling readers?	Janice Belgrave (University of Canterbury, janice.belgrave@pg.canterbury.nz); John Everatt; Jo Fletcher	
6	Predictors of reading in Canadian Aboriginal populations	Ariana Loff (University of New Brunswick, mailloff@gmail.com); Allyson Haley; Doug Willms	
7	Gender gap in reading development within ethnicity from person-centered and variable-centered analyses	Xuejun Ji (Texas A&M University, ryanji329@email.tamu.edu); R. Malatesha Joshi; Luxi Feng	
8	How do Chinese poor decoders differ from poor oral comprehenders?	Kevin Kien Hoa Chung (The Hong Kong Institute of Education, kevin@ied.edu.hk); Jason C M Lo ; Connie S-H Ho; David W. Chan; Suk-Man Tsang; Suk-Han Lee; Dustin Kai Yan Lau	

9	Story genres in Head Start children's storytelling	Erin Flynn (Portland State University, flynn2@pdx.edu)	
10	Growth in Deaf and Hard-of-Hearing children's literacy skills during the first two years of schooling	Hanah Goldberg (Georgia State University, hanah.goldberg@gmail.com); Mi-young Webb; Amy Lederberg; Carol Connor	
11	Examining the literacy and cognitive-linguistic profiles in Chinese adolescent students with dyslexia: A latent transition Analysis	Jason C M Lo (The Hong Kong Institute of Education, lcmjlo@gmail.com); Kevin K H Chung; Connie S-H Ho; David W Chan; Suk-Man Tsang; Suk-Han Lee	
12	Prospective Early Childhood teachers' practical knowledge to teach language and literacy	Malva Villalon (Pontificia Universidad Católica de Chile, malva@uc.cl); Marcela Pardo ; Carmen Díaz ; Cynthia Adlerstein	
13	Item validation for a 5th Grade CCSS reading comprehension test for SpEd and non-SpEd students	Tess Fotidzis (Middle Tennessee State University, tsf2m@mtmail.mtsu.edu); Jwa Kim	
14	Reading strategies of ethnic minority adolescent CSL Learners: A think aloud study	Elizabeth K. Y. Loh (University of Hong Kong, hkuusp.research@gmail.com); Wing-wah Ki; Che-ying Kwan; Loretta C. W. Tam	
15	The relationship between language and music in young children	Caitlin Bridson-Pateman (St. Francis Xavier University, x2011ubu@stfx.ca); Petra Hauf; Annie Laroche; S. Helene Deacon	
16	Vocabulary knowledge as a multidimensional concept: A six factor model	Judith Scott (University of California, Santa Cruz, jascott@ucsc.edu); Susan Leigh Flinspach; Jack Vevea; Ruben Castaneda	

17	Decoding and spelling abilities of Grade 1 and 2 biliterate students: Error patterns profiles	Marie-France Cote (McGill University, cote.mariefrance@gmail.com); Robert S. Savage	
18	Lexical quality matters: Effects of word knowledge instruction on language and literacy skills of third and fourth grade poor readers	Ellen Iren Brinchmann (University of Oslo, e.i.brinchmann@isp.uio.no); Hanne Næss Hjetland; Solveig-Alma Halaas Lyster	
19	Using self-explanation strategy to improve children's scientific text understanding	Ms. Su-Fen Hsueh (National Chiayi University, t000105@ncyue.ncyu.edu.tw); Yuhtsuen Tzeng; Chi-Shun Lien	
20	What is the relation between oral and silent reading fluency and reading comprehension in beginning readers? An eye movement study.	Christian Vorstius (University of Wuppertal, vorstius@uni-wuppertal.de); Young-Suk Kim; Ralph Radach	
21	Individual differences in eye movements and the perceptual span during second language reading	Chi Yui Leung (Nagoya University, sieileung@nagoya-u.jp)	
22	Difficulties in reading fluency are still present in Brazilian-Portuguese adult dyslexics	Ana Luiza Navas (Faculdade de Ciencias Medicas da Santa Casa, analunavas@gmail.com); Sonia Moojen	
23	Examination of polysyllabic and polymorphemic words in First- and Third-Grade reading texts	Joanne Carlisle (University of Michigan, jfcarl@umich.edu); Devin Kearns; Elfrieda Hiebert	
24	Quantile dominance for the study of individual differences in reading	Yaacov Petscher (Florida Center for Reading Research, ypetscher@fcrr.org); Barbara Foorman	
25	Examining the validity of a children's book title measure among parents of low socioeconomic status	Pam Burris (Florida State University, webbps@gmail.com); Smriti Jangra; Shiyi Chen; Beth M. Phillips; Christopher J. Lonigan	

26	Inference making and reading comprehension. Modality matters	Hanne Trebbien Daugaard (University of Copenhagen, trebbien@hum.ku.dk); Carsten Elbro	
27	Statistical learning deficits among adults with Developmental Dyslexia: Evidence from visual and auditory AGL tasks.	Shani Kahta (Bar Ilan University, shani360kahta@gmail.com); Rachel Schiff	
28	Is orthographic processing skill a predictor or an outcome of word reading and spelling? Evidence from children in French Immersion	Sheila Cira Chung (University of Toronto, sheila.chung@mail.utoronto.ca); Xi Chen; Hélène Deacon	
29	Exploring the variability of literacy blocks: reading type, text type, and classroom variation	Chelsea Nutting (Florida State University, cn13e@my.fsu.edu); Shawna Durtschi; Beth Phillips; Carol Connor	
30	Exploring the variability of literacy blocks: Instructional environment, off-task behaviors, and classroom variation	Shawna Durtschi (Florida State University, sad13e@my.fsu.edu); Chelsea Nutting; Carol Connor; Beth Phillips	
31	Dialect and reading outcomes: A multiple group confirmatory factor analysis	Brandy Gatlin (Florida Center for Reading Research, bgatlin@fcrr.org); Young-Suk Kim; Jeanne Wanzek	
32	Genetic factors influence the concurrent and longitudinal relations between language and reading comprehension	Madeline Doran (Ohio State University, madelinemariedoran@gmail.com); Zhe Wang; Sarah Lukowski; Victoria Schenker; Stephen Petrill	
33	The phonological syllable is an essential reading unit in developmental dyslexia: It is not a myth in French	Virginie Loiseau (Clermont University, virginie.loiseau@etudiant.univ-bpclermont.fr); Maïonchi-Pino Norbert	
34	A pilot investigation of the validity of the dynamic assessment of phonemic awareness via the Alphabetic Principle (DAPA-AP) with young children	R. Michael Barker (University of South Florida, rmbarker@usf.edu); Mindy Sittner Bridges; Kathryn J. Saunders	

35	Test development: Investigating equivalence among test translations in orthographically distant languages using Differential Item Functioning analysis	Poh Wee Koh (University of Toronto, pohwee.koh@gmail.com); Eunice Eunhee Jang; Xi Chen	
36	Development of the perceptual span in reading: Cross-sectional and longitudinal aspects	Jochen Laubrock (Universität Potsdam, laubrock@uni-potsdam.de); Johannes Meixner; Anja Sperlich	
37	The construction and validation of a Hong Kong Graded Chinese Character Identification Test (HKGCCIT) for primary school children	Qiuping Wu (School of Chinese As A Second Language, qiuping0912@gmail.com); Pui-wan Cheng	
38	Prosody during the critical stages of reading development: A comparison of Grades 3, 4, and 5	Jessica Chan (Queen's University, jessica.chan@queensu.ca); Lesly Wade-Woolley	
39	Vocabulary acquisition among Spanish-speaking English language learners	Grace Lin (University of California, Irvine, gracecl@uci.edu); Penelope Collins; Judy Liu; Gabriel Estrella	
40	Does Executive Functions Predict Cohesion in Early Writing of Multilingual or Monolingual Children	Maureen Hoskyn (Simon Fraser University, mhoskyn@sfu.ca); Julie Sture	
Friday 2:05 - 3:45	Symposium: Dual language early language and literacy instruction and curriculum-based measurement	CHAIR: Lillian Duran	Lehua
1	Findings from a randomized control study investigating the effects of the Read It Again Dual Language Preschool Curriculum	Theresa Kohlmeier (Utah State University, teekohl55@gmail.com); Lillian Duran	
2	Read It Again Dual Language Early Literacy curriculum: Feasibility and usability	Brenda Gorman (Elmhurst College, brenda.gorman@elmhurst.edu); Lillian Duran	
3	Oral narrative retelling and oral reading fluency among young Spanish-speaking dual language learners	Audrey Lucero (University of Oregon, alucero@uoregon.edu)	

4	Conceptualizations of language and literacy in Spanish-English bilinguals: Using IGDIs to examine growth and status through a comparative score rubric	Stephanie Brunner (University of Minnesota, brunn155@umn.edu); Alisha Wackerle-Hollman	
5	Discussion	Mark Innocenti (Utah State University, Mark.Innocenti@usu.edu)	
Friday 2:05 - 3:45	Motivation, executive function and psychosocial factors	CHAIR: Miao Li	Hau
1	Cognitive correlates of Chinese text comprehension	Cathy O. Y. Hung (University of Hong Kong, oycathy@connect.hku.hk); Elizabeth K. Y. Loh	
2	Examining the relations between executive function and academic achievement in third grade students	Stephanie Day (Arizona State University, stephanie.lynn.day@asu.edu); Carol Connor	
3	The motivation and reading achievement relationship: Understanding what motivates the struggling adult reader	Kimberley Tsujimoto (Brock University, kt08ti@brocku.ca); Jan Frijters; Jennifer Goudey; Maureen Lovett; Daphne Greenberg	
4	Improvements in psycho-social factors following a reading intervention for children with literacy learning difficulties	Amanda Denston (University of Canterbury, amanda.denston@og.canterbury.ac.nz); Faye Parkhill; Chuck Marriott; John Everatt	
5	Targeted multisyllabic word reading and motivational beliefs training: Replication of the M2 intervention	Jessica Toste (University of Texas, Austin, jrtoste@austin.utexas.edu); Philip Capin; Kelly Williams; Sharon R. Vaughn; Stephanie Stillman	
Friday 2:05 - 3:45	Symposium: Familial influences on reading ability	CHAIR: Elsje van Bergen	Makai Ballroom

1	How does parental reading influence children's reading? A study of cognitive mediation	Elsje van Bergen (University of Oxford, elsje.vanbergen@psy.ox.ac); Dorothy Bishop; Titia van Zuijen; Peter de Jong	
2	Does parental history and reading performance predict child outcomes and etiologies?	Jacqueline Hulslander (University of Colorado, Boulder, jacqueline.hulslander@colorado.edu); Richard K. Olson	
3	Nonshared environment influences the relationship between reading motivation and reading skills	Victoria J. Schenker (Ohio State University, schenker.13@osu.edu); Zhe Wang; Sarah L. Lukowski; Madeline M. Doran; Stephen A. Petrill	
4	Expanding how we think about predictors of response to intervention: Family history and contextual influences in Project KIDS	Sara A. Hart (Florida State University, hart@psy.fsu.edu)	
5	Discussion: Familial influences on reading ability	Brian Byrne (University of New England, bbyrne@une.edu.au)	
Friday 2:05 - 3:45	Reading comprehension	CHAIR: Gloria Yeomans-Maldonado	Milo
1	Developing coherence in text: How contextual clues influence developmental improvements in children's generation of inferences for global coherence	Kate Cain (Lancaster University, k.cain@lancaster.ac.uk); Nicola Currie	
2	A think-aloud study on the strategy use by good and poor comprehenders in Grade 2 when reading narrative and informational text.	Astrid Kraal (Leiden University, a.kraal@fsw.leidenuniv.nl); Arnout Koornneef; Nadira Saab; Paul van den Broek	
3	Development of comprehension monitoring in beginning readers	Laura Justice (Ohio State University, justice.57@osu.edu); Gloria Yeomans-Maldonado; Language and Reading Research Consortium	

4	Print exposure contributions to literacy and oral language growth between first and second grade in a country with limited access to print	Katherine Strasser (Pontificia Universidad Catolica in Chile, kstrasse@puc.cl); Daniela Vergara; Francisco del Rio	
5	Discussion		
Friday 2:05 - 3:45	Symposium: Computer-based literacy training	CHAIR: Eliane Segers	Koa
1	Long-term effect of an early intervention targeting alphabetic knowledge	Cornelia Kegel (Leiden University, ckegel@few.leidenuniv.nl); Inge Merkelbach; Rachel Plak; Adriana Bus	
2	Replications randomized control field trial of the ABRACADABRA web-based reading technology: Why are some technology interventions more successful than others?	Rob Savage (McGill University, robert.savage@mcgill.ca); Noella Piquette	
3	Graphogame: A learning environment for literacy acquisition. On the route to helping compromised readers across the globe.	Heikki Lyytinen (University of Jyvaskyla, heikki.j.lyytinen@jyu.fi)	
4	Speeding up word decoding in poor readers via a tablet intervention	Elian Segers (Radboud University Nijmegen, e.segers@bsi.ru.nl); Karly van Gorp; Ludo Verhoeven	
5	Discussion	Richard Olson (University of Colorado, Boulder, Richard.olson@colorado.edu)	
3:45 – 3:55	COFFEE BREAK		
3:55 - 5:10	AWARDS PRESENTATION PRESIDENTIAL ADDRESS	Presentation of Travel Awards; Rebecca L. Sandak Young Investigator Award Catherine McBride, SSSR President, introduced by Frank Manis	Makai Ballroom
5:15 – 8:30			

	LU'AU at Mauna Kea Beach Resort	Buses to luau leave immediately following presidential address. Assemble outside HBP main lobby. You must have your bracelet to board the bus and gain entry to luau grounds.	
SATURDAY, JULY 18, 2015			
7:15 - 8:30	BREAKFAST		
Saturday 8:30 - 10:10	Symposium: Cross-language transfer in second language reading	CHAIR: Ludo Verhoeven	Lehua
1	Cross-linguistic transfer in the emergence of phonological awareness	Ludo Verhoeven (Radboud University Nijmegen, l.verhoeven@pwo.ru.nl); Caressa Janssen; Annegin Langeloo; James McQueen; Eliane Segers	
2	Neural specialization for print in Chinese-English language learners	Xiuhong Tong (Chinese University of Hong Kong, tongxiuhong@gmail.com); Catherine McBride	
3	Is transfer the whole story? The development of phonological skills in young emerging English-Hebrew bilinguals	Esther Geva (OISE/University of Toronto, esther.geva@utoronto.ca); Inhal Gral-Azulay; Miao Li	
4	Cross-language transfer of word reading accuracy and word reading fluency in Spanish-English and Chinese-English bilinguals: Script-universal and script-specific processes	Adrian Pasquarella (University of Delaware, apasq@udel.edu); Xi Chen; Alexandra Gottardo; Esther Geva	
5	Cross-language transfer of word reading fluency and text reading fluency between English and French in French immersion children in Canada	Xi Chen (OISE/University of Toronto, xchenbumgartner@gmail.com); Kathleen Lee	

Saturday 8:30 - 10:10	Symposium: The company you keep: Children's emergent literacy interactions in solitary, sibling, and adult-guided environments	CHAIR: Sandra Martin-Chang & Aviva Segal	Hau
1	Left to their own devices: Preliterate children's alphabet book behaviour when on their own	Mary Ann Evans (University of Guelph, evans@psy.uoguelph.ca); Sarah Nowak; David Willoughby; Brittany Burek	
2	Sibling teaching of literacy concepts in naturalistic settings	Aviva Segal (Concordia University, aa_segal@education.concordia.ca); Nina Howe; Sandra Martin-Chang; Ryan Persram	
3	Parents' beliefs and home learning practices differentially predict preschool children's language and literacy growth	Chelsea R. Samples-Steele (Michigan State University, chelsea.rosess@gmail.com); Lori E. Skibbe; Ryan P. Bowles	
4	Children's early literacy, mothers' beliefs, and writing mediation: A comparison between homeschooling and formal education	Dorit Aram (Tel Aviv University, dorita@post.tau.ac.il); Inbal Cohen Meidan; Deborah Bergman Deitcher	
5	Teachers' writing practices: Associations with children's early writing development	Gary E. Bingham (Georgia State University, gbingham@gsu.edu); Hope Gerde; Margaret Quinn	
Saturday 8:30 - 10:10	Symposium: Reading comprehension of students from elementary school through high school: Predicting it is easier than changing it	CHAIR: Christopher Lonigan & Sharon Vaughn	Makai Ballroom
1	Testing the Simple View of Reading with first through fifth-grade children: Current and longitudinal influences of reading comprehension	Christopher Lonigan (Florida State University, lonigan@psy.fsu.edu); Michael Kaschak; Christopher Schatschneider	
2	Testing the DIME Model in middle- and high-school: The impact of measurement error and method variance on the determinants of reading comprehension	Yusra Ahmed (University of Houston, yusra.ahmed@times.uh.edu); David Francis; Marcia Barnes; Paulina Kulesz; Carolyn Denton; Chris Wolters; Mary York; Jack Fletcher	

3	Language for understanding: Two large-scale studies of small-group language interventions in prekindergarten and kindergarten	Beth Phillips (Florida State University, bphillips@fcrr.org); Carol Connor; Young-Suk Kim; Christopher Lonigan	
4	Efficacy of comprehension and content acquisition for middle school students who are and are not English language learners	Sharon Vaughn (University of Texas, Austin, srvaughn@austin.utexas.edu); Jeanne Wanzek; Elizabeth Swanson; Greg Roberts	
5	Discussion	Peggy McCardle (Peggy McCardle Consulting, LLC, pmccardle@yahoo.com)	
Saturday 8:30 - 10:10	Word reading	CHAIR: Elinor Saiegh-Haddad	Milo
1	It's all going to pieces: The role of individual differences and emotion in complex word recognition	Daniel Schmidtke (McMaster University, schmiddf@mcmaster.ca); Victor Kuperman; Julie Van Dyke	
2	TOOF: A longitudinal study of self-teaching in learning to read and spell	Victor H. P. van Daal (Edge Hill University, vandaalv@edgehill.ac.uk); Laura Nicholson; Wendy Symes	
3	The relation of serial and discrete RAN with word and nonword reading in two languages varying in orthographic consistency	Madelon van den Boer (University of Amsterdam, m.vandenboer@uva.nl); George K. Georgiou; Peter F. de Jong	
4	The effect of diglossia on vowel and unvowel word reading in Arabic: A developmental study	Saiegh-Haddad (Bar Ilan University, elinorhaddad@gmail.com); Rachel Schiff	
5	Discussion		
Saturday 8:30 - 10:10	Longitudinal studies	CHAIR: Jessica Chan	Koa

1	Quantity versus quality of reading instruction	Xiaoxuan Lei (Georgia Statue University, leixiaoxuan29@gmail.com); Lee Branum-Martin; Pat Taylor; Coleen D. Carlson; David J. Francis	
2	Impact of SES on brain and behavior in children with dyslexia receiving intervention	Rachel R. Romeo (Harvard Medical School, rachelromeo@fas.harvard.edu); Joanna A. Christodoulou; Abigail B. Cyr; Kelly K. Halverson; Jack Murtagh; Patricia Chang; Allyson P. Mackey; Pamela E. Hook; John D. E. Gabrieli	
3	Infant brain responses to speech sounds at 6 months predict reading at 14 years	Paavo H. T. Leppanen (University of Jyvaskyla, paavo.ht.leppanen@jyu.fi); Kaisa Lohvansuu; Leena Ervast; Annika Tanskanen; Heikki Lyytinen; Jarmo A. Hamalainen	
4	Predicting reading difficulties in first and second grade	Anna Gellert (University of Copenhagen, annagellert@hotmail.com); Carsten Elbro	
4	Discussion		
10:10 - 10:25	COFFEE BREAK		
Saturday 10:25 - 12:05	Symposium: Reading comprehension in bilingual speakers: A search for subgroups and subcomponents	CHAIR: Alexandra Gottardo	Lehua
1	Morphological awareness and reading comprehension in English as a first and second language learners: The mediation of paired associate learning, vocabulary and word reading fluency	Jie Zhang (Western Kentucky University, jiez35@gmail.com); Tzu-Jung Lin; William Nagy	

2	Cross-linguistic relations in reading comprehension in bilingual Chinese-English speakers: Similarities and differences for Cantonese and Mandarin	Alexandra Gottardo (Wilfrid Laurier University, agottardo@wlu.ca); Lorinda Mak; Miao Li; Xi Chen; Michelle R. Huo	
3	Oral narrative ability and reading comprehension in emerging bilinguals: Within and across language associations	Kathleen Hipfner-Boucher (Universite du Quebec a Montreal, k.hipfner.boucher@utoronto.ca); Janani Selvachandran; Xi Chen	
4	Unexpected poor comprehenders among English Language Learners	Miao Li (OISE/University of Toronto, miaomia.li@utoronto.ca); Esther Geva; Alexandra Gottardo; Xi Chen; Poh Wee Koh; Michelle R. Huo	
5	Poor comprehenders in immersion education: An investigation of text comprehension difficulties in English and French	Nadia D'Angelo (OISE/University of Toronto, n.dangelo@utoronto.ca); Xi Chen	
Saturday 10:25 - 12:05	Symposium: Interactive e-books: What is the role of parents and teachers?	CHAIR: Carol Connor	Hau
1	Effectiveness and implementation fidelity of modified ELA instruction in a PK-G5 mobile learning environment	Kathleen Roskos (John Carroll University, roskos@jcu.edu); Catherine Rosemary	
2	Can the computer replace the adult for storybook reading? A meta-analysis on the effects of multimedia stories as compared to sharing print stories with an adult	Adriana G. Bus (Leiden University, bus@fsw.leidenuniv.nl); Elise K. Swart	
3	Reading electronic and printed books in different contexts and their effects on language and literacy	Ofra Korat (Bar Ilan University, korato@mail.biu.ac.il)	
4	Is the Word Knowledge (WK) e-Book more or less effective with or without a teacher-led book club?	Carol McDonald Connor (Arizona State University, carol.connor@asu.edu); Lavonda Romain; Stephanie L. Day.	

5	Panel discussion		
Saturday 10:25 - 12:05	Symposium: Expanding our cognitive models of reading: Executive functions, attention, and processing and naming speed	CHAIR: Erik Willcutt	Makai Ballroom
1	Impact of executive function on reading comprehension in context of other skills	Paul Cirino (University of Houston, pcirino@uh.edu); Jeremy Miciak; Yusra Ahmed; Elyssa Gerst	
2	The genetic and environmental relations between executive functions, other cognitive abilities, and dimensions of reading skill	Micaela Christopher (University of Colorado, Boulder, micaela.christopher@colorado.edu); Jacqueline Hulslander; John DeFries; Sally Wadsworth; Bruce Pennington; Janice Keenan; Erik Willcutt; Richard Olson	
3	Rapid naming and nonverbal processing speed contribute independently to the etiology of reading	Sarah Lukowski (Ohio State University, lukowski.4@osu.edu); Zhe Wang; Stephen Petrill	
4	Associations of naming speed and attentional and behavioural difficulties with reading outcomes	Daniel Leopold (University of Colorado, Boulder, Daniel.Leopold@colorado.edu); Erik Willcutt; Micaela Christopher; Richard Olson	
5	Discussion	Erik Willcutt ((University of Colorado, Boulder, erik.willcutt@colorado.edu)	
Saturday 10:25 - 12:05	Symposium: Perspectives on the measurement of semantic relatedness and conceptual complexity of vocabulary	CHAIR: Elfrieda H. Hiebert	Milo
1	Semantic connectivity and high utility words in a core reading program corpus	Ann Devitt (Trinity College, DEVITTAN@tcd.id)	

2	Towards a computational model of conceptual clarity	Jeff Elmore (MetaMetrics, jelmore@lexile.com); Jill Fitzgerald; A. Jackson Stenner	
3	The conceptual complexity of vocabulary in elementary grades science texts	Jill Fitzgerald (University of North Carolina, Chapel Hill & MetaMetrics, jfitzgerald@email.unc.edu); Jeff Elmore; A. Jackson Stenner	
4	The distribution and features of semantic clusters within reading selections of core reading programs	Elfrieda H. Hiebert (University of California, Santa Cruz, hiebert@textproject.org)	
5	Discussion	Bill Nagy (Seattle Pacific University, wnagy@spu.edu)	
Saturday 10:25 - 12:05	Symposium: Longitudinal studies of the relations between language and literacy	CHAIR: Jamie Quinn	Koa
1	The co-development of vocabulary knowledge and reading comprehension	Jamie Quinn (Florida State University, quinn@psy.fsu.edu); Richard Wagner; Andrew Menzel; Yaacov Petscher; Christopher Schatschneider; John McArdle	
2	Long-term contributions of background variables and early linguistic skills to word reading in Chinese and English	Katrina Dulay (Chinese University of Hong Kong, kdulay@psy.cuhk.edu.hk); Catherine McBride	
3	The role of general language skills in the development of decoding skills	Arne Lervag (University of Oslo, a.o.lervag@iped.uio.no); Monica Melby-Lervag; Charles Hulme	
4	Exploring the biometric dual change score model in the co-development of fluency and reading comprehension	Callie Little (Florida State University, little@psy.fsu.edu); Sara Hart; Jamie Quinn; Christopher Schatschneider; Jeanette Taylor	

5	Discussion	John McArdle (University of Southern California, jmccardle@usc.edu)	
12:05 - 12:35	LUNCH		
12:35 - 2:05	POSTER SESSION IV	Authors	Mauka Ballroom
1	Word and pseudoword reading performance rating by children with ASD	Cibelle A de la Higuera Amato (Universidade de São Paulo, cibelleamato@gmail.com); Fernanda Dreux Miranda Fernandes; Thaís Helena Ferreira Santos; Camila Andrioli Lacerda; Milene Rossi Pereira Barbosa; Ingrid Ya I Sun; Ana Luiza Gomes Pinto Navas	
2	Effects of ADHD and test anxiety on reading comprehension test performance.	Sarah Wood (Florida State University, wood@psy.fsu.edu); Rick Wagner; Sara Hart; Beth Phillips	
3	How Are children's emergent literacy skills and executive functioning related to growth of Invented Spelling?	Chenyi Zhang (Georgia State University, czhang15@gsu.edu); Gary Bingham; Margaret Quinn	
4	Understanding Verbal Fluency in Bilingual Children: The Underlying Role of Executive Skills	Annie Clarke (University of York, annie.clarke@york.ac.uk); Meesha Warmington; Swathi Kandru- Pothineni; Graham Hitch; Selma Babayiğit; Ramesh Kumar Mishra	
5	Vocabulary and the Test of Morphological Structure: Redundancy in predicting reading comprehension in Third Graders	Jacob Feldman (Vanderbilt University, jacob.i.feldman@vanderbilt.edu); Hannah Krimm ; Brian K. Weiler ; Shih-Yuan Liang ; C. Melanie Schuele	

6	Exploring young people's thoughts on reading	Sam Waldron (Coventry University, waldrosm@gmail.com); Emma Vardy	
7	Effects of READ1 and KIAA0319 on reading performance in European, African American, and Hispanic American populations.	Jeffrey Gruen (Yale University, jeffrey.gruen@yale.edu); John Eicher; Dongnhu Truong; Natalie Powers	
8	The development of a multidimensional reading motivation scale for primary school students	Emma Vardy (Coventry University, emma.vardy@coventry.ac.uk); Sam Waldron	
9	Grade 2 reading skills in developing countries: Insights from the Early Grade Reading Assessment (EGRA) in multiple contexts	Margaret (Peggy) Dubeck (RTI International/University of Virginia, mmd8f@virginia.edu); Amber K. Gove	
10	PALS español: Predicting later reading achievement in Spanish and English	Karen Ford (University of Virginia, kfp2t@virginia.edu); Marcia Invernizzi; Francis Huang	
11	Word knowledge and the Simple View of Reading	David Braze (Haskins Laboratories, dave.braze@haskinslabs.org); Leonard Katz; James S. Magnuson; W. Einar Mencl; Whitney Tabor; Julie A. Van Dyke; Donald P. Shankweiler	
12	Metalinguistic skill in a register-matching task: A qualitative pilot study of middle grade English learners	Christina Dobbs (Harvard Graduate School of Education, cld403@mail.harvard.edu); Emily Phillips Galloway; Paola Uccelli; Chris K. Bacon	
13	What makes reading more difficult? An investigation of reading comprehension testlets using IRT models	Yukie Toyama (University of California, Berkeley, yukie.toyama@gmail.com); P. David Pearson; Alex Spichtig	

14	The identification of explicit and implicit main ideas of a paragraph in an expository text: An analysis of fifth graders' answers	Emilie Cloutier (McGill University, cloutier.emilie@gmail.com); Catherine Turcotte	
15	Phonological awareness instruction in Early Childhood classrooms	Kristin Farley (Ohio State University, farley.119@osu.edu); Shayne Piasta; Laura Justice; Ann O'Connell	
16	From stress to spelling: Do children use lexical stress when choosing among pseudoword spellings?	Erin Sparks (Dalhousie University, erin.sparks@dal.ca); S. H��l��ne Deacon	
17	Measuring real-time student engagement in contextual word learning	SungJin Nam (University of Michigan, sjnam@umich.edu); Kevyn Collins-Thompson; Leslie Hodges; Gwen Friskoff	
18	Assessment of morphemic decomposition	Robin Irey (University of California Berkeley, rirey6@berkeley.edu);	
19	The contribution of morphological awareness to polymorphemic knowledge in French-speaking 4th-graders.	Anila Fejzo (Universit�� du Qu��bec �� Montr��al, fejzo.anila@uqam.ca); Alain Desrochers; Nathalie Chapleau; Rihab Saidane; Rahima Salah	
20	Examining atypical structural connectivity in infants at risk for dyslexia and its relationship to language skills in infancy and preschool.	Michael Figuccio (Boston University, figooch@bu.edu); Yingying Wang; Nicolas Langer; Barbara Peysakhovich; Bryce Becker; Danielle Sliva; Nadine Gaab	
21	Genetic and environmental aspects of written language and their relations to reading and spelling	Emily Diehm (Florida State University, ead08c@my.fsu.edu); Carla Wood; Sara Hart; Chris Schatschneider; Jeanette Taylor	

22	Orthographic cues affecting speech perception: Evidence from Greek speakers of English shows both orthographic and phonetic cues are weighted in speech sound perception by second language speakers.	Anastasia Giannakopoulou (University of Bedfordshire, anastasia.giannakopoulou@beds.ac.uk); Dr. Maria Uther; Dr. Sari Ylinen	
23	Phonological awareness, orthographic knowledge, and lexical decision performance in ESL speakers from multiple L1s	Katherine Martin (University of Pittsburgh, kim20@pitt.edu); Alan Juffs	
24	Latent Profile Analysis of students' social behaviors in early elementary school	Nicole Sparapani (Learning Sciences Institute, nicole.sparapani@asu.edu); Sarah W. Ingebrand; Stephanie L. Day; Carol M. Connor	
25	Reading comprehension and oral language narrative ability in children with mild intellectual disability	Rose Sevcik (Georgia State University, rsevcik@gsu.edu); Andrea Barton-Hulsey; MaryAnn Romski	
26	Printing the ABCs: Role of name and sound knowledge in non-readers' grapho-motor letter production	Roderick Barron (University of Guelph, barron@psy.uoguelph.ca); Laura L. Gordon	
27	Testing a method of analyzing the difficulty of beginning texts	Robert Kelly Jr. (Ohio State University, kelly.1039@osu.edu); Jerome D'Agostino; Emily Rodgers	
28	First steps in developing fast and secure word decoding skills in Swedish orthography	Pernilla Söderberg (Linnaeus University, pernilla.soderberg.juhlander@lnu.se); Åke Olofsson	
29	Theory of Mind in argumentative writing: The influence of language experience	Shireen Al-Adeimi (Harvard Graduate School of Education, sha980@mail.harvard.edu); Wenjuan Qin	
30	Word segmentation in Chinese reading	Xingshan Li (Chinese Academy of Sciences, lixs@psych.ac.cn); Guojie Ma	

31	Exploring the nature of effective scaffolding	Emily Rodgers (The Ohio State University, rodgers.42@osu.edu); Jerome D'Agostino; Katherine Brownfield; Sinead Harmey; Robert Kelly	
32	Orthographic learning for morphologically complex words	Reem Al Ghanem (Boston University, ghanemra@bu.edu); Devin M. Kearns; Jessica R. Toste	
33	Differential tier designation of three measures of oral language	Chase Callard (Utah State University, chase.callard@gmail.com); Lillian Durán	
34	Revisiting the “4th Grade Slump” among low income African American children in urban schools	Nicole Patton-Terry (Georgia State University, npterry@gsu.edu); Julie Washington	
35	A Latent Profile analysis of early literacy skills Prekindergarten children who speak nonmainstream American English	Mi-young Webb (Georgia State University, epemyw@gsu.edu); Nicole Patton Terry	
36	Ethnic differences in mother-child interaction and their relation to gains in children's literacy skills	Diana Leyva (Davidson College, dileyva@davidson.edu); Catherine Tamis-LeMonda; Hirokazu Yoshikawa; Carmen Jimenez-Robbins	
37	Synergistic effects of a reading and math intervention	Amanda C. Miller (Regis University, amiller@regis.edu); Douglas Fuchs; Lynn S. Fuchs; Donald L. Compton; Kristopher Preacher; Peng Peng; Devin Kearns; Amy Elleman; Sam Patton; Loulee Yen; Danielle Peterson; Carol Hamlett	

38	In search of pre-reading neural markers of dyslexia: A DTI tractography study	Maaïke Vandermosten (KU Leuven, Maaïke.Vandermosten@ppw.kuleuven.be); Jolijn Vanderauwera; Jan Wouters; Pol Ghesquiere	
39	Bedding down lexical representations of written words: Sleep consolidates new learning	Greg Savage (Macquarie University, greg.savage@mq.edu.au); Anne Castles; Huachen Wang	
Saturday 2:05 - 3:45	Symposium: The role of L1 and L2 resources in L2 lexical inferencing	CHAIR: Ryan Miller	Lehua
1	Dual language involvement in L2 lexical inferencing in Chinese	Yan Liu (Duke University, yan.l@duke.edu)	
2	Linguistic and metalinguistic resources in lexical inferencing ability among Chinese as a heritage language (CHL) learners	Haomin (Stanley) Zhang (haominz@andrew.cmu.edu)	
3	Word and learner effects on second language lexical inferencing	Sihui Ke (Carnegie Mellon University, ske@andrew.cmu.edu)	
4	Relative contributions of L1 and L2 resources to lexical inferencing of two-character kanji compounds in Japanese	Mamoru Hatakeyama (Carnegie Mellon University, mhatakey@andrew.cmu.edu)	
5	Cross-linguistic contributions to L2 lexical inferencing: A linguistic threshold?	Ryan Miller (Kent State University, rmill129@kent.edu)	
Saturday 2:05 - 3:45	Early literacy in Chinese speakers	CHAIR: Qi Zhang	Hau
1	Cognitive and linguistic correlates of character reading among Chinese pre-school children with autism	Jing Zhao (Sun Yat-sen University, zhaoj67@mail.sysu.edu.cn); Lan Wei; Yang Bai; Yuming Zeng; Ailil Yao; Shelley Xiuli Tong	

2	Chinese kindergarteners use orthographic knowledge in learning to write	Yuting Sun (Tsinghua University; sunyt12@mails.tsinghua.edu.cn); Li Yin; Catherine McBride	
3	The process of learning Chinese in kindergartners: Evidence of eye movements	Dan Lin (Hong Kong Institute of Education, lindankoala@gmail.com); Jue Pan; Jiaxin Liu; Guangyao Chen; Lei Mo	
4	Development of orientation knowledge of Chinese character in young children	Su Li (Chinese Academy of Sciences, lis@psych.ac.cn); Li Zhang	
5	Sensitivity of phonological representation of Chinese in kindergarteners	Li Yin (Tsinghua University, yinl@tsinghua.edu.cn); Catherine McBride	
Saturday 2:05 - 3:45	Symposium: Writing from preschool to fourth grade: Measurement, assessment, and instruction	CHAIR: Cynthia Puranik	Makai Ballroom
1	Interventions for beginning writers: A synthesis of literature	Kristen McMaster (University of Minnesota, mcmas004@umn.edu); Amy Kunkel, Jaehyun Shin; Erica Lembke	
2	Teaching early writing skills: A comparison between three conditions	Cynthia Puranik (University of Pittsburgh, cpuranik@pitt.edu); Melissa Patchan	
3	Kindergarten predictors of third grade writing	Jeannie Wanzek (Florida State University, jwanzek@fcrr.org); Young Suk Kim; Stephanie Al Otaiba	
4	Assessing beginning writers using measures mapped to the simple view of writing	Erica Lembke (University of Missouri, lembkee@missouri.edu); Kristen McMaster; Ted Christ; Mike Herriges	
5	The connection between writing skill and writing about mathematics	Michael Hebert (University of Nebraska, Lincoln, michael.hebert@unl.edu); Sarah Powell	

Saturday 2:05 - 3:45	Second language	CHAIR: Pierre Cormier	Milo
1	Predict word reading ability: Young EFL learners' ability to use and not use context	Chieh-Fang Hu (University of Taipei, cfhu@utaipei.edu.tw)	
2	Oral language assessment in bilingual children: Methodological issues	Swathi Kandru-Pothineni (University of York, swathi.kandru@york.ac.uk); Meesha Warmington; Anie Clarke; Graham Hitch; Selma Babayigit; Ramesh Kumar Mishra	
3	The effect of orthographic complexity on Spanish spelling in grade 1 - 3	Marcia Invernizzi (University of Virginia, mai@virginia.edu); Karen Ford; Francis Huang	
4	Threshold of transfer of decoding skills from Kannada and Telugu to English	Pooja Nakamura (American Institutes for Research, poojareddy@gmail.com); R. M. Joshi; Thomas de Hoop	
5	Teaching English phonics to bilingual Chinese-English children with a digital text app	Beth O'Brien (National Institute of Education at NTU, beth.obrien@nie.edu.sg); Renee Seward; Benjamin Meyer; Dongbo Zhang	
Saturday 2:05 - 3:45	Phonological awareness, vocabulary, & reading comprehension	CHAIR: Laura Steacy	Koa
1	PA proficiency in preschoolers with hearing loss: PA program proves productive in promoting performance	Megan Gilliver (National Acoustic Labs, megan.gilliver@gov.au); Linda Cupples; Teresa Ching; Greg Leigh	
2	Scaffolding of support and individual differences in contextual word learning	Leslie Hodges (Georgia State University, levans25@student.gsu.edu); Gwen Frishkoff; Kevyn Collins-Thompson	

3	Text processing differences in adolescent adequate and poor comprehenders reading accessible and challenging narrative and informational text	Carolyn A Denton (University of Texas Health Science Center, carolyn.a.denton@uth.tmc.edu); Mischa Enos; Mary J. York; David J. Francis; Marcia A. Barnes; Paulina Kulesz; Jack M. Fletcher; Suzanne Carter	
4	Does increasing children's access to books at home mediate the long-term effects of scaffolded summer reading on reading comprehension?	James Kim (Harvard University, james_kim@gse.harvard.edu); Jonathon Guryan; David M. Quinn; Thomas G. White; Helene Chen Kingston	
5	An integrated reading and science curriculum to help struggling readers in middle school	Donna Caccamise (University of Colorado, donna.caccamise@colorado.edu); Angela Friend; Eileen Kintsch; Megan Littrell-Baez; Christine Okochi	

The Society is grateful to the following dedicated reviewers who helped craft the program for the 2015 meeting: Suzanne Adlof; Kenn Apel; Joanne Arciuli; Lee Branum-Martin; Wing-Yin Bonnie Chow; Penelope Collins; Donald Compton; Nicole Conrad; Helene Deacon; Alain Desrochers; Florina Erbeli; Jan Frijters; Alexandra Gottardo; Gina Harrison; Tiffany Hogan; Devin Kearns; Nenagh Kemp; Young-Suk Kim; John R. Kirby; Mark Lauterbach; Jeannette Mancilla-Martinez; Sandra Martin-Chang; Catherine McBride; Ana Luiza Navas; Gene Ouellette; Amy Scarborough; Jenny Thomson; Minna Torppa; Jessica Toste; Rebecca Treiman; Ludo Verhoeven; Clare Wood

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