

## SSSR 2025 Annual Conference (Draft) Programme

Instructions: Locate your symposium, spoken paper, or poster session number on the separate presentation list before viewing the programme.

### Wednesday July 16

8:00 - 4:15	Practioner Day
8:30 - 4:00	Student and Early Career Preconferences
10:30-2:00	Board Meeting
5:00 - 7:00	Welcome Reception

### Thursday July 17

Time	Session	Macleod C (200)	Macleod D (300)	Macleod E1 (100)	Macleod E2 (90)	Macleod E3 (90)
7:30-8:30	Breakfast					
8:30-10:10	Session 1	SYMP 20 - Reexamining assumptions and understandings of shared book-reading (Deitcher, Pentimonti, Bus, Neuman, Phillips). SHARED READING.	GROUP 22: DYSLEXIA & READING DIFFICULTIES I (Peltier, Moore, Wang, Hal-Millis, Morgan) Joshi (Moore coauthor)	SYMP 11- Individual Differences in Cognitive Mechanisms for Reading: Insights from Neuroimaging (Eggleston, Marks, Wang, Ozernov-Palchik, Nuigel). NEURO	GROUP 12: NARRATIVE DEVELOPMENT (Silva-Maceda, Alara, Scott, Joseph)	GROUP 05: TEACHER KNOWLEDGE AND PERCEPTION (Downing, Megard Gronli, Yan, Day, Koberdanz)
10:10	Coffee Break	Macleod Prefunction				
10:30-12:10	Session 2	GROUP 14: READING AND SPELLING INTERVENTIONS (West, Melby-Lervåg, Gillon, Dunn, Hawkey)	Symp15 - Using cognitive neuroscience tools to characterize reading growth (Cutting, Kleinman, BuchweitzMcCandliss, Landi), NEURO	GROUP 23: DYSLEXIA & READING DIFFICULTIES II (Güven, Harris, Stanké, Tso)	SYMP 38 - Innovative approaches to examining children's writing development and assessment from preschool to grade five (Farrow, Quinn, McKenna, Hines, Truckenmiller, Gerde). WRITING	GROUP 08: ASSESSMENT I (Aldib, Branum-Martin, Kulesz, Blum, Wang) Kulesz:
12:10	Lunch	Macleod A1 - A4				
12:40	Poster Session I	Macleod A5 - B				
2:10-3:50	Session 3	SYMP 22 - Morphology in reading development: Dimensions within morphological skills and differences across learners.(Deacon, Townsend, Kovelman, Mota, Sun). MORPHOLOGY.	GROUP 20: EARLY LANGUAGE DEV AND LITERACY (Kapteijns, Oh, Hagen, Gath, Son) Kapteijns; Son:	GROUP 25: WORD READING & SPELLING (Hensley, Dai, Zhang, Colenbrander, Cai)	SYMP14 - Literacy in Children who are Deaf and Hard of Hearing Across the School Years (Werfel, Walker, Ingvalson, Janky, Kyle). DEAF	GROUP 10: READING INSTRUCTION I (Yi, Guo, Myat Kyaw, Espittia, Downs)
3:50	Coffee Break	Macleod Prefunction				
4:10-5:50	Session 4	GROUP 18: READING COMPREHENSION DEVELOPMENT (Xu, Conrad, Lervåg, Abuosbeh, Savage) Joshi (Xu coauthor)	SYMP 37 - Reading anxiety (Johnson, Salins, Fishstrom, Tibi, Adlof). ANXIETY	SYMP 16 - Dialogic talk in context: Possibilities and pressures in teaching and learning (Bauman, Al-edeimi, Lee, Galloway, Snow). DIALOGIC TALK	GROUP 03: EYE MOVEMENTS I (Jeppson, Kyriakidou, Robidoux, Ferrara)	GROUP 28: PHONOLOGICAL AWARENESS AND WORD READING (McMurray, Romero, Soodla, Frez, Inciarte) Inciarte:
6:00-7:00	Business Meeting	MacLeod D				

### Friday July 18

Time	Session	Macleod C (200)	Macleod D (300)	Macleod E1 (100)	Macleod E2 (90)	Macleod E3 (90)
7:30-8:30	Breakfast	Macleod A1 - A4				
8:30-10:10	Session 1	GROUP 13: ORTHOGRAPHIC REPRESENTATIONS AND READING (Giazitidou, Caravalas, Han, Tucker, Novelli) Joshi (Han coauthor)	Symp 25 - Language learning landscapes: insights and interventions for children (Kim, Gabas, Kim, Wood, Phillips). LANGUAGE INTERVENTION	GROUP 16: SOCIO-CULTURAL FACTORS (Jones, Denston, Loh, Cao, Goldberg)	GROUP 27: HOME LITERACY (Pollo, Dolean, Morgan, Chambre, V.T.)	SYMP 19 - Mental health problems in children with specific learning disabilities (Paquette, Vieira, Li, Aro, Tao). MENTAL HEALTH
10:10	Coffee Break	Macleod Prefunction				

10:30-12:10	Session 2	SYMP 27 - Content-Rich and Language-Enhanced Literacy Instruction for Diverse K-8 Students (Capin, Davis, Cabell, Mosher, Relyea, SNOW). LANGUAGE INTERVENTION	GROUP 01: BILINGUAL CHILDREN I (Sun, Park, Rioux, Gottardo)	SYMP 21 - Improving literacy knowledge in schools: Supporting principals, coaches, inservice and preservice teachers (Rice, Washburn, Stack, Nelson, Lambright). SCHOOL SUPPORT	GROUP 09: ASSESSMENT II: Walgermo, Li, Freire, Muñoz, Bernstein)	GROUP 29: READING IN SPECIAL POPULATIONS (Blair, Brooks, Lee, Maguire, Ziglari)
12:10	Lunch	Macleod A1 - A4				
12:40	Poster II	Macleod A5 - B				
2:10-3:50	Session 3	GROUP 07: READING COMPREHENSION STRATEGIES (Lee, Barnes, Levy-Shimon)	SYMP 26 - Heterogeneity in multilingual readers: Longitudinal evidence on executive functions, newcomer status, and reading difficulties (Relyea, Miciak, Chen, Lonigan, Kiefer). MULTILING	GROUP 04: EYE MOVEMENTS II (Binder, Sari, Guan, Beach, Dorado Solarte)	SYMP 24 - Reading beyond the word: Syntactic processing as a central component of reading comprehension (Dempsey, Christianson, Breen, Hoferek, Van Dyke). SYNTAX	GROUP 15: SHARED READING (Stangeland, Reid, Chen, Cain)
3:50	Coffee Break	Macleod Prefunction				
4:30-6:00	Award Presentation	MacLeod C & D				

#### Saturday July 19

Time	Session	Macleod C (200)	Macleod D (300)	Macleod E1 (100)	Macleod E2 (90)	Macleod E3 (90)
7:30-8:30	Breakfast	Macleod A1 - A4				
8:30-10:10	Session 1	SYMP 28 - What matters for the implementation of large-scale literacy coaching initiatives? (Robertson, Hogan, Schachter, Grifenhagen, Bruner, Wright). IMPLEMENTATION	GROUP 19: PREDICTORS OF READING AND MATH GROWTH (Larimer, Hollman, Geva, Pearson, Segers)	GROUP 26: SPELLING & WRITING (Kohnen, Coker, Wang, Lambrecht Smith, Puranik)	SYMP 29 - Acquiring literacy in Standard Arabic: The interdependence of skills in Spoken and Standard Arabic (Saigh-Haddad, Haj, Rakhlin, Shalhoub, Awwad, Gottardo). ARABIC	SYMP 33 - Oral language foundations in multilingual literacy development: Cross-cultural perspectives and applied insights (Wu, Gonzales, Silverman, Yang, Lawrence). MULTILINGUAL
10:10	Coffee Break	Macleod Prefunction				
10:30-12:10	Session 2	GROUP 02: BILINGUAL CHILDREN II (Gray, Castiñeira Seoane, Dahdah, Fitton, Gottlieb)	SYMP 35 - Modeling word features: Computational approaches to word recognition (Toyama, Borkenhagen, Tortorelli, Hiebert, Kearns). WORD READ	SYMP 34 - White matter microstructure reflects individual differences in reading and related skills over development(Harriot, Centanni, Mahaffy, Perdue). NEURO	GROUP 11: READING INSTRUCTION/INTERVENTION (Miles, Mesa, Schmidtke, Strong, Sinclair)	GROUP 17: READING MOTIVATION (Cubillos, Wang, Huang, Leong, Strasser)
12:10	Lunch	Macleod A1 - A4				
12:40	Poster III	Macleod A5 - B				
2:20-4:00	Session 3	SYMP 13 - The effect of cross age peer tutoring on reading outcomes and reflections from student participants(Swanson, Chang, Mauer, Vaughn, Barnes). TUTORING	GROUP 24: DYSLEXIA & READING DIFFICULTIES III (Wood, Upstad, Al Otaiba, Beddard, Kilpatrick)	SYMP 39 - Effective early writing instruction across contexts and a range of professionals (Zhang, Aram, Bingham, Zajic, Schrodt). WRITING	GROUP 21: LANGUAGE & LITERACY (Pittman, Levine, Arrow, Hsiao, Kong)	GROUP 06: INSTRUCTIONAL PRACTICE (Amendum, Hendrix, Friesen, Reed)
5:30	Conference Dinner	Mariott Rooftop				

## Symposium Presentations

ID	Title	Symposium Group	Author First Name	Author Last Name
214	Individual Differences in Cognitive Mechanisms for Reading: Insights from Neuroimaging	11	Rachel	Eggleston
222	Individual Differences in Cognitive Mechanisms for Reading: Insights from Neuroimaging	11	(Chair) Rebecca	Marks
225	Individual Differences in Cognitive Mechanisms for Reading: Insights from Neuroimaging	11	Jin	Wang
251	Individual Differences in Cognitive Mechanisms for Reading: Insights from Neuroimaging	11	Ola	Ola Ozernov-Palchik
256	Individual Differences in Cognitive Mechanisms for Reading: Insights from Neuroimaging	11	Tehila	Nugiel
61	The effect of cross age peer tutoring on reading outcomes and reflections from student participants	13	(Chair) Elizabeth	Swanson
188	The effect of cross age peer tutoring on reading outcomes and reflections from student participants	13	Andrew	Chang
349	The effect of cross age peer tutoring on reading outcomes and reflections from student participants	13	Emily	Mauer
367	The effect of cross age peer tutoring on reading outcomes and reflections from student participants	13	Sharon	Vaughn
		13	(Discussant) Marcia	Barnes
79	Literacy in Children who are Deaf and Hard of Hearing Across the School Years	14	(Chair) Krystal	Werfel
146	Literacy in Children who are Deaf and Hard of Hearing Across the School Years	14	Elizabeth	Walker
217	Literacy in Children who are Deaf and Hard of Hearing Across the School Years	14	Erin	Ingvalson
262	Literacy in Children who are Deaf and Hard of Hearing Across the School Years	14	Kristen	Janky
369	Literacy in Children who are Deaf and Hard of Hearing Across the School Years	14	Fiona	Kyle
91	Using cognitive neuroscience tools to characterize reading growth	15	Laurie	Cutting
211	Using cognitive neuroscience tools to characterize reading growth	15	Dan	Kleinman
283	Using cognitive neuroscience tools to characterize reading growth	15	Augusto	Buchweitz
545	Using cognitive neuroscience tools to characterize reading growth	15	Bruce	McCandliss
		15	(Chair/Discussant) Nicole	Landi
499	Dialogic talk in context: Possibilities and pressures in teaching and learning	16	Jennie	Baumann
504	Dialogic talk in context: Possibilities and pressures in teaching and learning	16	(Chair) Shireen	Al-adeimi
527	Dialogic talk in context: Possibilities and pressures in teaching and learning	16	Rebecca	Lee
550	Dialogic talk in context: Possibilities and pressures in teaching and learning	16	Emily	Phillips Galloway
		16	(Discussant) Catherine	Snow
105	Mental health problems in children with specific learning disabilities	19	Brianna	Paquette
110	Mental health problems in children with specific learning disabilities	19	Ana Paula	Alves Vieira
112	Mental health problems in children with specific learning disabilities	19	Miao	Li
247	Mental health problems in children with specific learning disabilities	19	Tuija	Aro
270	Mental health problems in children with specific learning disabilities	19	(Chair) Sha	Tao
		19	(Discussant) George	Georgiou
102	Reexamining assumptions and understandings of shared book-reading	20	(Chair) Deborah	Bergman Deitcher
107	Reexamining assumptions and understandings of shared book-reading	20	Johannes	Bos
109	Reexamining assumptions and understandings of shared book-reading	20	Adriana	Bus
159	Reexamining assumptions and understandings of shared book-reading	20	Susan	Neuman
		20	(Discussant) Beth	Phillips
125	Improving literacy knowledge in schools: Supporting principals, coaches, inservice and preservice teachers	21	Marianne	Rice
130	Improving literacy knowledge in schools: Supporting principals, coaches, inservice and preservice teachers	21	Erin	Washburn
131	Improving literacy knowledge in schools: Supporting principals, coaches, inservice and preservice teachers	21	Ashley	Stack
132	Improving literacy knowledge in schools: Supporting principals, coaches, inservice and preservice teachers	21	Chellie	Nelson
		21	(Chair) Kacee	Lambright
115	Morphology in reading development: Dimensions within morphological skills and differences across learners.	22	(Chair) Helene	Deacon
123	Morphology in reading development: Dimensions within morphological skills and differences across learners.	22	Dianna	Townsend
134	Morphology in reading development: Dimensions within morphological skills and differences across learners.	22	Ioulia	Kovelman
157	Morphology in reading development: Dimensions within morphological skills and differences across learners.	22	Marcia	Mota
583	Morphology in reading development: Dimensions within morphological skills and differences across learners.	22	Xin	Sun
279	Reading beyond the word: Syntactic processing as a central component of reading comprehension	24	(Chair) Jack	Dempsey
311	Reading beyond the word: Syntactic processing as a central component of reading comprehension	24	Kiel	Christianson
315	Reading beyond the word: Syntactic processing as a central component of reading comprehension	24	Mara	Breen
397	Reading beyond the word: Syntactic processing as a central component of reading comprehension	24	Katie	Hoferek
		24	(Discussant) Julie	Van Dyke
141	Language learning landscapes: insights and interventions for children	25	(Chair) Young-suk	Kim
145	Language learning landscapes: insights and interventions for children	25	Claribelle	Gabas
149	Language learning landscapes: insights and interventions for children	25	Hyejin	Kim
260	Language learning landscapes: insights and interventions for children	25	Carla	Wood
268	Language learning landscapes: insights and interventions for children	25	Beth	Phillips

## Symposium Presentations

ID	Title	Symposium Group	Author First Name	Author Last Name
154	Heterogeneity in multilingual readers: Longitudinal evidence on executive functions, newcomer status, and reading difficulties	26	Jackie	Eunjung Relyea
155	Heterogeneity in multilingual readers: Longitudinal evidence on executive functions, newcomer status, and reading difficulties	26	Jeremy	Miciak
166	Heterogeneity in multilingual readers: Longitudinal evidence on executive functions, newcomer status, and reading difficulties	26	Becky	Chen
169	Heterogeneity in multilingual readers: Longitudinal evidence on executive functions, newcomer status, and reading difficulties	26	Christopher	Lonigan
175	Heterogeneity in multilingual readers: Longitudinal evidence on executive functions, newcomer status, and reading difficulties	26	(Chair) Michael	Kieffer
160	Content-Rich and Language-Enhanced Literacy Instruction for Diverse K-8 Students	27	Phillip	Capin
356	Content-Rich and Language-Enhanced Literacy Instruction for Diverse K-8 Students	27	Dennis	Davis
357	Content-Rich and Language-Enhanced Literacy Instruction for Diverse K-8 Students	27	Sonia	Cabell
488	Content-Rich and Language-Enhanced Literacy Instruction for Diverse K-8 Students	27	Douglas	Mosher
		27	(Chair) Jackie Eunjung	Relyea
		27	(Discussant) Catherine	Snow
192	What matters for the implementation of large-scale literacy coaching initiatives?	28	Dana	Robertson
197	What matters for the implementation of large-scale literacy coaching initiatives?	28	Erin	Hogan
206	What matters for the implementation of large-scale literacy coaching initiatives?	28	Rachel	Schachter
229	What matters for the implementation of large-scale literacy coaching initiatives?	28	Jill	Grifenhagen
304	What matters for the implementation of large-scale literacy coaching initiatives?	28	Lori	Bruner
		28	(Chair) Tanya	Wright
240	Acquiring literacy in Standard Arabic: The inter-dependence of skills in Spoken and Standard Arabic	29	(Chair) Elinor	Saiegh-Haddad
245	Acquiring literacy in Standard Arabic: The inter-dependence of skills in Spoken and Standard Arabic	29	Lina	Haj
257	Acquiring literacy in Standard Arabic: The inter-dependence of skills in Spoken and Standard Arabic	29	Natalia	Rakhlin
263	Acquiring literacy in Standard Arabic: The inter-dependence of skills in Spoken and Standard Arabic	29	Yasmin	Shalhoub-Awwad
		29	(Discussant) Alexandra	Gottardo
328	Oral language foundations in multilingual literacy development: Cross-cultural perspectives and applied insights	33	Yangpeng	Wu
390	Oral language foundations in multilingual literacy development: Cross-cultural perspectives and applied insights	33	Abbey	Gonzales
492	Oral language foundations in multilingual literacy development: Cross-cultural perspectives and applied insights	33	(Chair) Rebecca	Silverman
501	Oral language foundations in multilingual literacy development: Cross-cultural perspectives and applied insights	33	Junyi	Yang
		33	(Discussant) Joshua	Lawrence
322	White matter microstructure reflects individual differences in reading and related skills over development	34	(Chair) Emily	Harriott
344	White matter microstructure reflects individual differences in reading and related skills over development	34	Tracy	Centanni
345	White matter microstructure reflects individual differences in reading and related skills over development	34	Kelly	Mahaffy
362	White matter microstructure reflects individual differences in reading and related skills over development	34	Meaghan	Perdue
373	White matter microstructure reflects individual differences in reading and related skills over development	34	Avantika	Mathur
378	Modeling word features: Computational approaches to word recognition	35	Yukie	Toyama
384	Modeling word features: Computational approaches to word recognition	35	Matthew	Cooper Borkenhagen
449	Modeling word features: Computational approaches to word recognition	35	Laura	Steady
468	Modeling word features: Computational approaches to word recognition	35	Laura	Tortorelli
		35	(Chair) Elfrieda	Hiebert
		35	(Discussant) Devin	Kearns
386	Reading anxiety	37	(Chair) Rachelle	Johnson
428	Reading anxiety	37	Andrea	Salins
417	Reading anxiety	37	Sarah	Fishstrom
584	Reading anxiety	37	Sana	Tibi
		37	(Discussant) Suzanne	Adlof
421	Innovative approaches to examining children's writing development and assessment from preschool to grade five	38	JeanMarie	Farrow
422	Innovative approaches to examining children's writing development and assessment from preschool to grade five	38	Margaret	Quinn
423	Innovative approaches to examining children's writing development and assessment from preschool to grade five	38	Meaghan	McKenna
424	Innovative approaches to examining children's writing development and assessment from preschool to grade five	38	Kiana	Hines
425	Innovative approaches to examining children's writing development and assessment from preschool to grade five	38	Adrea	Truckenmiller
		38	(Chair) Hope	Gerde
555	Effective early writing instruction across contexts and a range of professionals	39	Xiao	Zhang
557	Effective early writing instruction across contexts and a range of professionals	39	Dorit	Aram
558	Effective early writing instruction across contexts and a range of professionals	39	Gary	Bingham
560	Effective early writing instruction across contexts and a range of professionals	39	(Chair) Matthew	Zajic
561	Effective early writing instruction across contexts and a range of professionals	39	Katie	Schrodt



## Spoken Paper Presentations

ID	Title	Author First Name	Author Last Name
<b>Group 1: Bilingual Children I</b>			
180	Peer Effects on Biliteracy Development: When Do They Matter, and For Which Language?	Baoqi	Sun
71	Investigating developmental patterns in English alphabet knowledge of Chinese-English emergent bilingual children in Hong Kong	Somin	Park
81	Balancing trilingualism: French and English writing and reading competency in multilingual adolescents	Eve Julie	Rioux
255	Variables related to Arabic word level reading in children in Canada and Saudi Arabia	Alexandra	Gottardo
<b>Group 2: Bilingual Children II</b>			
97	Preschool and kindergarten predictors of reading comprehension in monolingual English and Spanish-English bilingual 6th graders	Shelley	Gray
495	Investigating the impact of language and instructional variables on grade 1 multilingual students' reading performance in English and Spanish	Rocio	Castiñeira Seoane
482	Comparing the development of the retrieval of word meanings from spoken and written words between L1 and L2 children	Patrick	Dahdah
45	Operationalizing risk for reading difficulty among Spanish-English bilingual students in the early elementary grades	Lisa	Fitton
266	Early predictors of reading anxiety and their overlap with early predictors of reading performance	Rebecca	Gotlieb
<b>Group 3: Eye Movement I</b>			
288	The roles of reading abilities and text complexity on eye-movements during children's passage reading	Charlotte	Jeppsen
379	From movement to meaning: Eye-movement measures as predictors of L1 and L2 reading comprehension	Stefania Antonia	Kyriakidou
13	Eye movements in a spelling learning task: how do children explore words to learn?	Julie	Robidoux
350	Visual Skills and Reading Achievement: Are underdeveloped visual skills holding our students back?	John	Ferrera
<b>Group 4: Eye Movement II</b>			
353	Striving to measure students' efforts to comprehend: An eye-tracking study	Katherine	Binder
441	The effect of comprehension monitoring during ESL academic text reading: Evidence from eye-tracking	Yohana Ika Harnita	Sari
33	Is topic interest always beneficial? The moderating role of task instruction on the relationship among topic interest, reading process, and multiple-texts	Zheng-Hong	Guan
156	How do pre-service teachers study and learn from The Reading Rope: An exploratory eye-tracking study	Pamela	Beach
539	The Emergence of Letter Knowledge: Can Structural Features of Letters Explain What Letters Are Learned Early?	Andres	Dorado Solarte
<b>Group 5: Teacher Knowledge and Perception</b>			
437	Enhancing teachers' knowledge of spelling and instructional science improves children's literacy: findings from a cluster randomized controlled trial	Cameron	Downing
137	Teachers' Feedback Practices: Impact of an observational framework for agentic feedback on students' oral reading	Karianne	Megard Gronli
505	Effect of Language Construct Knowledge and Literacy Licensing Exams for Pre-Service Teachers	Yan	Yan
96	Secondary teachers' perceptions of using generative artificial intelligence to implement evidence-based writing practices	Jamie	Day
486	Literacy knowledge of elementary educators: A comparative study	Katy	Kloberdanz
<b>Group 6: Instructional Practice</b>			
348	Exploring Teachers' Use of Instructional Strategies for Decoding and Language Comprehension Within an Evidence-Based Professional Learning Program	Steve	Amendum
450	Affix frequencies between academic subjects in teacher's instructional dialogues	Audrey	Hendrix
535	From recommendations to practice: Considerations for French immersion teachers in implementing the Ontario Right to Read Report.	Deanna	Friesen
51	The impact of teacher professional development on the grade 3 reading performance of students with characteristics of dyslexia	Deborah	Reed
<b>Group 7: Reading Comprehension Strategies</b>			
300	The relations of inference, comprehension monitoring, and perspective taking with reading comprehension: A meta-analysis	Youjin	Lee
498	The relationship of different types of inferences to reading comprehension achievement	Marcia	A Barnes
401	From the Question to Understanding: The Role of Question Processing in Enhancing Reading Comprehension and Executive Functioning	Shani	Levy-Shimon
<b>Group 8: Assessment I</b>			
383	Planned missing designs for item development	Roula	Aldib
358	Measuring maternal sensitivity: Disentangling traits, methods, and items	Lee	Branum-Martin
515	Examining differential item functioning in academic vocabulary assessments for English language learners	Paulina	Kulesz
575	The internal structure of ROAR-Morphology using an Item-Response Theory approach.	Alexander	Blum
578	Examining the Internal Structure and Measurement Invariances of Curriculum-based French Fluency Measures	Songtao	Wang
<b>Group 9: Assessment II</b>			
438	Increasing the quality of group-administered assessment of language comprehension	Bente Rigmor	Walgermo
15	Evaluating the Impact of Scoring Approaches on the Construct Validity of Computerized Dynamic Assessment for Reading and Listening Comprehension	Meng-Hsun	Lee
456	Development of an academic vocabulary scale for the social sciences and humanities	Paulina	Freire

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ID	Title	Author First Name	Author Last Name
514	The Print Interest Scale for Preschoolers: A Measure of Early Literacy Engagement	Carla	Muñoz
471	Text and Reader Effects in Exam Performance	Stuart	Bernstein
<b>Group 10: Reading Instruction I</b>			
20	What works for teaching decoding to adolescents? A meta-analytic investigation	Julia	Yi
271	Typical classroom reading instruction: Contributions to writing achievement in kindergarten	Ying	Guo
444	Robot-assisted instructions for Chinese children in language learning: A mixed-method study	Hay Mar	Myat Kyaw
538	Content-focused interactions in preschool classrooms	C.J.	Espittia
343	Clash of the Titans - Comparing Outcomes from Reading First and Science of Reading Era Curricula	Jake	Downs
<b>Group 11: Reading Instruction/Intervention</b>			
158	The impact of demographic congruence on an early literacy tutoring program	Katharine	Miles
80	Spanish Enrichment Program for Emergent Bilingual Children	Carol	Mesa
520	Post-bridging program reading skills as predictors of academic performance in EAL students: A comparison of bridging program students versus direct instruction	Daniel	Schmidtke
399	Effects of a quasi-experimental study of Read STOP Write on fourth- and fifth-grade students' foundational reading skills and comprehension	John	Strong
490	A growth curve model examining the effect of language-in-education program on reading growth of economically marginalized emergent bilingual students	Jeanne	Sinclair
<b>Group 12: Narrative Development</b>			
37	The Mediating Role of Narrative and Expository Language Between Maternal Education and Reading Comprehension	Gabriela	Silva-Maceda
164	Children's Detection of Inconsistencies in Macrostructure Elements	Lexi	Elara
233	Evaluating the Accuracy of AI-Enhanced Speech-to-Text Transcription for Children's Oral Narrative Assessment	Amy	Scott
238	Boosting Narrative Depth: The Impact of Perspective-Taking on Young Writers' Composition and Comprehension	Gal	Joseph
<b>Group 13: Orthographic Representations and Reading</b>			
338	Are orthographic representations the other side of efficient word reading? An inquiry in a transparent orthography	Sofia	Giazitzidou
446	Learning English as a second orthography: A study of Welsh-to-English orthographic interference in children's spellings.	Markéta	Caravolas
409	The longitudinal relation between orthographic awareness and character writing in Chinese: a cross-lagged path analysis	Bing	Han
339	Lure to lure to mislure? Effects of accumulated learning through self-teaching.	Rebecca	Tucker
460	Learning complex words: An experiment of the self-teaching hypothesis	Christina	Novelli
<b>Group 14: Reading and Spelling Interventions</b>			
176	The effectiveness of a nationwide implementation of the Nuffield Early Language Intervention (NELI): Evidence from regression discontinuity analysis	Gillian	West
340	Improving reading and mathematical skills through an integrated intervention: a multi-site randomized trial	Monica	Melby-Lervåg
126	Large scale implementation of an evidenced based word reading and spelling intervention.	Gail	Gillon
298	There is still hope: Tier 3 intervention produces significant effects on pseudoword decoding and set for variability	Kristy	Dunn
58	That's capital! Improving children's use of a deterministic spelling pattern through intervention	Emilia	Hawkey
<b>Group 15: Shared Reading</b>			
113	The effect of shared reading in L1 and L2 on multilingual children's L2 skills. Insights from a randomized controlled trial with children aged 3-4 years	Elisabeth	Stangeland
500	Early Literacy Skill Development of Pre-School Aged Children in a Parent-Child Shared Book Reading Intervention Program	Katherine	Reid
431	Collaborative School-Family Shared Reading Intervention to Prevent Summer Learning Loss of Young Children in Rural China	Si	Chen
295	The effects of story-based activities on language and emergent literacy in South African pre-schoolers	Kate	Cain
<b>Group 16: Socio-cultural Factors</b>			
414	Longitudinal associations between school belonging and internalising symptoms in adolescents with poor reading ability	Alana	Jones
32	Reading self-efficacy and behaviour profiles of beginning readers: The relationship with literacy development	Amanda	Denston
89	Interrupting adolescents' habitus: A case study of how disadvantaged students achieve reading gain	Chin Ee	Loh
187	Examining Socioeconomic Status and Academic Achievement Gaps: A Meta-Analysis of Reading and Writing Outcomes	Yucheng	Cao
303	Literacy transformation in the face of systemic obstacles: A mixed-methods investigation	Margaret	Goldberg
<b>Group 17: Reading Motivation</b>			
59	In-school leisure reading increases reading motivation: Results from an adolescent experimental study	Montserrat	Cubillos
21	A Concurrent Study of Chinese Parental Literacy Beliefs with Children's Motivation for Reading and Achievement	Qiuying	Wang
480	Optimal motivational strategies in reading interventions for K-12 students: A Bayesian network meta-analysis	Yixian	Huang
272	The Three Stages of Acquiring Reading Motivation Among Readers with Dyslexia	Edmen	Leong

## Spoken Paper Presentations

ID	Title	Author First Name	Author Last Name
313	Effects of a summer online volunteer tutoring program on the reading skill and motivation of 1st to 4th graders	Katherine	Strasser
<b>Group 18: Reading Comprehension Development</b>			
133	Understanding Chinese children's reading comprehension by considering the factors from cognitive, psychological, and ecological domains	Zhengye	Xu
351	The mediating role of word reading in the relation between spelling and reading comprehension in elementary school-aged children	Nicole	Conrad
447	Are there bidirectional influences between reading comprehension, word decoding and listening comprehension?	Arne	Lervåg
337	Executive functioning in Chinese reading comprehension across Hong Kong and Mainland China	Robert	Savage
336	The relationship between self-regulation, multiple digital document comprehension and individual differences	Aurora	Troncoso-Ruiz
<b>Group 19: Predictors of Reading and Math Growth</b>			
181	Exploring Reading Growth across 1st Grade: Is There a Matthew Effect in Icelandic Schools?	Amelia	Larimer
66	Modeling language growth: Trajectories of Hmong phonological awareness and oral language skills in preschool age children	Alisha	Hollman
252	No Recovery from the COVID-Slide - Yet: The Reading Skills of Undergraduate Students	Esther	Geva
411	Tracing Early Predictors of Math Success: A Preeschool to Sixth Grade Longitudinal Study	Rufina	Pearson
332	Social media use slows down the development of comprehension of multiple digital texts.	Eliane	Segers
<b>Group 20: Early Language Development and Literacy</b>			
276	Latent longitudinal profiles of early literacy: Individual differences in phonological, vocabulary and reading development across early primary school.	Bob	Kapteijns
565	Longitudinal Dynamics Between the Expressive Vocabulary and Syntax in Early Childhood	Youngmin	Oh
503	Long-term prognosis of low language proficiency in children	Åste	Hagen
393	Content features of television programming for preschoolers: Links with later language and literacy skills	Megan	Gath
526	Digital Stories with multimedia animations and story comprehension in preschool children	Claire (Seung-Hee)	Son
<b>Group 21: Language and Literacy</b>			
385	Language as Strength: Unlocking Literacy Success for African American Students	Ramona	Pittman
29	The relations of vocabulary with language and literacy skills: A meta-analysis	Julian	Levine
44	The influence of task modality on syntactic awareness of Y4 students with and without reading difficulties	Alison	Arrow
413	Low diversity advantage in word learning: Both semantic and syntactic contexts matter	Yaling	Hsiao
209	Composite working memory scoring for predicting sentence reading performance	Deran	Kong
<b>Group 22: Dyslexia and Reading Difficulties I</b>			
220	School Psychologists' Knowledge of Dyslexia	Tiffany	Peltier
249	Evaluating approaches to dyslexia identification for Multilingual learners	Karol Ann	Moore
275	Special needs assistance to children with language, behavioral, and developmental difficulties in kindergarten: Predictors of how resources are allocated	Louie Lei	Wang
518	The Impact of Educational Supports and Adjustments on Academic Achievement in Students with Developmental Language Disorder	Shannon	Hall-Mills
519	Risk and protective factors for reading difficulties during elementary school	Paul	Morgan
<b>Group 23: Dyslexia and Reading Difficulties II</b>			
552	Examining Developmental Attentional Dyslexia in Turkish: The Role of Orthography Transparency and Vowel Harmony in Letter Migration Patterns	Selçuk	Güven
400	Phonological decoding skill in braille readers: Implications for dyslexia	Lindsay	Harris
14	Dyslexia: does an auditory processing disorder underlie a phonological processing deficit?	Brigitte	Stanké
331	Cognitive Profiles and Medication Efficacy in Children with Dyslexia and ADHD in the Chinese Language Context	Ricky Van Yip	Tso
165	The role of auditory attention in the comprehension of complex syntactic sentences in dyslexic children	Mehdi	Purmohammad
<b>Group 24: Dyslexia and Reading Difficulties III</b>			
82	DOLLI: A dynamic multi-language literacy screening tool for bi/multilingual kindergarten students	Emily	Wood
513	Differential effects of an early reading intervention for struggling readers	Per Henning	Uppstad
542	Impact of an Intensive Reading Intervention with Elementary Students with Disabilities	Stephanie	AlOtaiba
218	Compensated readers in elementary grades	Melanie	Bedard
387	Phonemic awareness difficulties do not go away on their own: A comparison of high school students with dyslexia and non-disabled elementary students	David	Kilpatrick
<b>Group 25: Word Reading and Spelling</b>			
282	Is Lexical Distinctiveness Beneficial? Evidence from Novel Homophones	Kayla	Hensley
135	The effect of orthographic sequence in L2 written word production	Yi	Dai
476	The roles of native language and motor sequence in written word production of a new script	Xianglin	Zhang
318	How do children read potentiophones?	Danielle	Colenbrander

## Spoken Paper Presentations

ID	Title	Author First Name	Author Last Name
483	Investigating the impact of feedforward and feedback consistency on word reading accuracy in connected text among second graders	Qing	Cai
<b>Group 26: Spelling and Writing</b>			
439	Does explicit instruction improve spelling outcomes: A systematic review and meta-analysis	Saskia	Kohnen
466	The impact of a sentence-writing curriculum on composing in first grade	David	Coker
161	Predicting bilingual and monolingual secondary students' writing quality in English using linguistic features: a machine learning approach	Jiali	Wang
485	The Writing in the Schools Exchange (WISE) Project: Leveraging research-practice partnerships for long-term gains	Susan	Lambrecht Smith
277	Adapting self-regulated strategy instruction to teach argumentative writing for adult students.	Cynthia	Puranik
<b>Group 27: Home Literacy</b>			
243	Relationship between home literacy environment and children' development in Brazilian preschoolers	Tatiana	Pollo
420	The impact of homework and guided parental support on socioeconomically disadvantaged children	Dacian	Dolean
529	Declines in home literacy practices across time by U.S. elementary schoolchildren	Paul	Morgan
391	Effects of parent-child literacy engagement to promote vocabulary growth during COVID-19 school closures.	Susan	Chambre
274	The relationship between literacy environment and early literacy skills in 5-year-old Malayalam-speaking Indian children	Aaruni	V.T.
<b>Group 28: Phonological Awareness and Word Reading</b>			
551	The fundamental dimension of real-time written word recognition: effects of development, reading ability and oral language	Bob	McMurray
84	Sequential processing efficiency: A missing component of reading fluency but only among advanced readers	Sandra	Romero
329	Reading performance and development of first-grade students in Estonia: A comparative cohort study with a 12-year gap	Piret	Soodla
464	Development of phonological awareness in preschoolers: an analysis from its multidimensionality	Nicole	Frez
475	What a Cluster! The difficulty of consonant clusters across various tasks, modalities, and languages	Himilcon	Inciarte
<b>Group 29: Reading in Special Populations</b>			
377	Individual differences in reading achievement amongst children who read braille	Bradley	Blair
531	Prosody's Relationship to Reading in Children who Use Cochlear Implants	Marren	Brooks
244	Neural associations between fingerspelling, print, and signs: An ERP priming study with deaf readers	Brittany	Lee
286	Insights into acquired reading disability: Neural correlates of reading after childhood hemispherectomy	Amy	Maguire
530	A meta-analysis of the association between speech and language ability of children who stutter (CWS) and their reading ability: Identification and ev	Leily	Ziglari



## Poster Sessions

### Thursday July 17: Poster Session I

ID	Title	Author First Name	Author Last Name	Poster Session
34	Item-level pause time and pause time variability in kindergarten rapid automatized naming as a predictor of future reading	Jiyeon	Kim	1
57	Implementation Fidelity of Foundational Reading Skills: Trends, Measures, and Facilitators vs. Barriers	Florence	Bason	1
307	Literacy experiences of dual language and English only students in preschool – 3rd grade classrooms	Jin Kyoung	Hwang	1
489	What do they know about reading?: an exploratory factor analysis of a language constructs assessment in elementary school children	Amy	Edlefsen	1
572	Psychosocial outcomes in adults with word reading difficulties: Anxiety, motivation, and self-regulation	Kelly	Cartwright	1
203	Pinyin skills relate to Malay and English but not to Chinese word reading in Malaysian trilingual children	Zebedee Rui En	Cheah	1
312	Measuring the fruits of a district-wide literacy improvement plan: A mixed-methods team science investigation	Nicole	Patton Terry	1
532	When reading difficulties persist: An examination of parent-reported emotion regulation in a sample of fourth-grade children	Taylor	Berrier	1
67	The first-letter advantage and event-related potentials in children and adults	Maya	Blair	1
319	Delayed Copying as a pathway to Chinese literacy development: It is more complicated	Yanyan	Ye	1
381	Trialling simplification strategies for maths word problem solving in children and adolescents with developmental disabilities	Nicola	Dawson	1
493	An examination of small group reading instruction in K-3 Michigan classrooms	Lisa	Cortez Hendricks	1
564	Exploring variability in code- and meaning-focused skills in English and Spanish: A latent profile analysis of bilingual children	Amy	Pratt	1
223	Understanding social risk and resilience in urban and rural areas with GIS data	Norma	Hancock	1
382	A GRM7 SNP is associated with language decoding in children	Sarah S.	Hughes-Berheim	1
432	Contributions of cognitive, language, and literacy skills to L1, L2, and L3 reading comprehension among Kapang children	Portia	Padilla	1
540	How Does Teacher Knowledge and Self-Efficacy Influence Their Choice of Spelling Activities and Assessment Methods?	Kimberly	Wright	1
38	Effect size thresholds for phonemic awareness research	Florine	Erbeli	1
138	Does participation in a story retell impact performance on expressive comprehension questions for kindergarten children?	Carlin	Conner	1
173	The development of reading is associated with speech categorization consistency	Hyoju	Kim	1
221	The effects of a short, intensive reading intervention for students with reading disabilities	Natalie	Huerta	1
396	Does first language and socioeconomic status affect second-language reading skills?	Mahnaz	Dehghantezerjani	1
502	Aggregated Spelling Measure's Ability to Predict Spelling Miscues and Alignment with Spelling Assessment	Kenny	Tang	1
528	What teachers know and do: Enhancing teacher knowledge and practice in foundational reading	Julia	Lindsey	1
547	The impact of maternal involvement on early adolescent literacy performance	Ariel	Chavers	1
64	Key considerations in reading fluency assessments for English Language Learners (ELLs): A systematic scoping review	Jessica	Ho	1
144	Literal and inferential talk in preschool classroom book reading	Yarui	Chen	1
250	Childhood household chaos and reading motivation	Cory	Balon	1
317	Effects of Explicit Morphological Analysis Training on Novel Suffix Learning: Evidence from Upper and Lower Elementary School Children	Dalia	Martinez	1
487	Using Process Data to Understand Adults' Strategy Use on a Digital Literacy Item	Elizabeth	Tighe	1
516	Developing a predictive model for dyslexia that combines multiple indicators and targets long-range outcomes	Richard	Wagner	1
237	How working memory, phonological, and morphological awareness drive vowelized and unvowelized word reading	Rachel	Schiff	1
309	Identifying Determinants to Scaling-up a New Early Literacy Screener	Stephanie	Tatel	1
404	Sooner or later: Early emergence of the first-letter advantage in kindergarten typical but not struggling readers	Richard	Kruk	1
567	The effects of altered font for students with and without decoding difficulties	Pamela	Shewalter	1
194	Adapting a structured literacy tier 1 method for homeschooling instruction of a child with dyslexia: A caregiver training study	Susanna	Hughes	1
427	The longitudinal interplay between behavioral regulation, vocabulary and mathematics skills in rural Chinese kindergartners	Catrina	Liu	1
48	Incorporating a scenario-based task to enhance high school students' integration of multiple texts in writing an argumentative essay	Yu-min	Ku	1
254	Patterns of Preschool Phonological Awareness Development and Later Literacy Outcomes	Alida	Hudson	1
416	The ERP indicators for mental model updating with authentic text reading	Weiqi	Wang	1
574	Modeling Growth: Uncovering Science Vocabulary Development in Spanish-Speaking Second Graders	Kimberly	Wright	1
205	Are different word reading tasks equally good in predicting growth in early reading comprehension?	Rauno	Parrila	1
405	Meaning trumps phonology and reading difficulty status in young students' vocabulary learning	Jamie	Metsala	1
372	Children's Written Morphology Skills demonstrated in Narrative Responses	Ashley	Ippolito	1
190	Learning outcomes of participants in a digital writing intervention for adults with low literacy skills in Germany	Moritz	Butscheidt	1
510	Kumon: let's read for fun!	Lien	Vu	1
239	L2 Buoyancy: the ability to negotiate the ups and downs in second language learning	Kenan	Gao	1
320	Validity and Importance of Reading Accuracy Data for Diagnostic Decisions	Matthew	Burns	1

**Friday July 18: Poster Session II**

ID	Title	Author First Name	Author Last Name	Poster Session
287	The Role of Organization and Stance Markers in the Persuasive Writing of Middle School ELs and non-ELs: A Sequ	Angelica	DaSilva	2
473	Educators' knowledge of dyslexia & developmental language disorders	Denisha	Campbell	2
39	Working memory growth and early Spanish reading interact to shape reading gain for Spanish-English emergent	Ye	Shen	2
124	Functional reading activities to motivate and engage for young adults with intellectual and developmental disabili	Alison	Prahl	2
380	Exploring Developmental Differences in Multi-Text Comprehension: An Eye-Tracking Study of Fourth and Sixth Gr	Minglei	Chen	2
524	An accumulation of disparities: A critical quantitative analysis of reading growth trajectories among students with	Anne	Karabell	2
93	Modeling the influence of item-specific orthographic, phonological, and semantic knowledge on spelling accuracy	Cristian	Vazquez	2
290	Composing Across Digital and Handwriting Modes: A Developmental Study	Jr-An	Lin	2
342	Investigating the development of children's standard of coherence and its relationship to inference skill and readi	Chi-Shun	Lien	2
548	Exploring impacts from a science language intervention on productive word knowledge in multilingual adolescent	Amy	Crosson	2
90	Eye movements while reading in L1 of primary schoolchildren enrolled in monolingual and bilingual educational p	Elena	Semenova	2
341	Improving vocabulary outcomes using digital storybook reading in bilingual kindergartners	Vere	Jacobs	2
408	A scoping review of family-based programming and interventions: Examining the nature of program components	Jessica	Chan	2
496	Enhancing decision making through validation of a literacy coaching knowledge assessment in a research partner	Rhonda	Raines	2
16	Lexical feature importance in word processing during L2 reading: An eye-tracking corpus study	Shingo	Nahatame	2
306	A systematic review and synthesis of dysgraphia: assessment, identification, and instruction for students K-12	Emily	Hardeman	2
402	Is it letter naming, sounds or writing or an interaction of these that explains the most variance in children's eme	Karah Isabelle	Bulaqui	2
457	A comparison of the text found in early childhood education classrooms by genre	Rebecca	Vasile	2
568	Narrative Progress Monitoring Assessment for Mandarin-Speaking Children: Development and Validation	Shih-Yian	Liang	2
65	Covid-19 and the Impact of Word-Reading Fluency	Michael	McMann	2
139	Pre-service teachers' knowledge of language and literacy concepts in Canada	George	Georgiou	2
179	Connecting the dots: From teachers' knowledge of language and literacy concepts to students' reading growth	Pamela	Guilbault	2
241	Validation of a print and digital reading habits and digital device use questionnaire	Aisha Futura	Tüchler	2
459	Teacher Knowledge of Dyslexia: A Systematic Literature Review	Lauren	Kern	2
521	Does Bigram Frequency Affect the Visual Attention Span?	Emma	Friedmann	2
580	Creating a fun online early literacy screener embedded in a storybook reading	Ghasideh	Hojjati	2
104	Children's development of textbase and situation model building abilities in grades 5-6	Lara	Dilger	2
215	The impact of ADHD on reading outcomes in children with dyslexia	Karolina	Wade	2
267	Revealing the Underlying Processes of Text Reading Fluency in Learning English as a Second Language	Kevin	Chan	2
434	Relationships between morphological knowledge, spelling and writing in adolescents.	Jessica	Colleu	2
491	Timed Word Reading Assessments for Diverse Learners: An IRTree Modeling Approach.	Gal	Kaldes	2
26	The spoken language, written language, and executive functions of female adolescents with high risk factors	Julia	Yi	2
273	Enhancing pre-service early childhood education teachers' teaching competencies through picture book-based int	Shuang	Xie	2
360	A computer adaptive measure of word reading ability	Rebecca	Summy	2
419	Language choices in Canadian Urdu speaking bilingual children: The role of parental code-switching and dual-lan	Ayesha	Asif	2
168	Predicting the risk of developing reading difficulties in early grades in Alberta	Sissi	Kerboua	2
289	Leveraging stakeholder needs to develop a word reading and spelling intervention for middle school students	Kelly	Williams	2
448	Teachers' judgments of first-grade students' reading skills and the provision of special educational support at sch	Maris	Juhkam	2
85	Improving reading achievement of G3-12 readers through a multicomponent reading intervention incorporating a	Kelly	Patrick	2
412	Exploring the Relations between Word Recognition, Language Comprehension, School Climate and Reading Comp	Monique	Harris	2
426	Language and scaffolding strategies of teachers and caregivers in low-resource areas: a focus on shared book re	Xuerong	Wang	2
50	A Systematic Review of University-Based Pre-Service Teacher Preparation in Handwriting Instruction	Deana	West	2
219	The effect of a rehabilitation program integrating assistive technology on the production of written words in Fren	Myriam	Fontaine	2
554	Beyond the base: Using IRT to explore features of morphologically complex words that drive item difficulty	Robin	Irey	2
394	Development and feasibility of a preschool literacy skills curriculum enhancement	Alisha	Demchak	2
484	Decision-making during the Pre-Implementation Phase for a Professional Learning Community on Evidence-Based	Erik	Rawls	2
581	Phonological Skills in English-speaking Blind Children: Preliminary Findings	Tremaine	Love	2
398	Does finger-tracking improve dyslexic children's reading?	Erin	Banales	2

**Saturday, July 19: Poster Session III**

ID	Title	Author First Name	Author Last Name	Poster Session
296	Psychometric properties of a new spelling test measuring the consonant doubling rule	Sophie	Schneemelcher	3
330	What are the cognitive-linguistic skills profiles of Chinese students with different English reading and spelling abilities?	Kevin	K.H. Chung	3
335	Impact of Implementation Fidelity in PALS lessons on Students At-risk and Not At-risk in 1st and 2nd grade in Iceland	Audur	Bjorgvinsdottir	3
27	A meta-analysis of the follow-up effects of reading instruction	Ying	Xu	3
55	Does word reading in different scripts share the same cognitive basis? A longitudinal study in Japanese	Tomohiro	Inoue	3
224	Are orthographic expectancies subject to strategic control?	Signy	Wegener	3
469	Once a bad reader always a bad reader? Exploring the stability of reading skills across the distribution	Lexi	Swanz	3
562	Semantic diversity effects on contextual word learning in adults	Dawna	Duff	3
167	The Development of Lateral Inhibition and Facilitation During Written Word Recognition	Ege	Gur	3
302	Examining the Effects of Children's Word Specific Phonological Awareness on Word Reading Accuracy Within a Lexical Quality Framework	Nancy	Marencin	3
389	Creating a comprehensive professional development course for in-service Early Childhood Educators in the United States	Lisa	Lopez	3
566	Investigating the role of Mursion simulation microteaching in developing preservice reading teachers' classroom management skills	Peter	Marti	3
301	Speech categorization consistency predicts decoding ability in Korean children	Wi-jiwoon	Kim	3
370	Understanding Spanish and English dialectal variability in I-SPEAK a new early childhood assessment	Lillian	Duran	3
470	Automatic morphological processing in middle school students with and without word reading difficulties	Leah	Zimmermann	3
497	Coaching in the Context of Reform-Mandated Reading Instruction	Erin	Hogan	3
210	Contributors to elementary students' concurrent and later reading fluency	Margaret	David	3
352	Parental language and literacy and not the home literacy environment predict language and early literacy in Indonesian children	Patricia	Adam	3
406	Parental Beliefs and Home Learning Environments: Insights into Language and Literacy Practices	Brielle	Babcock	3
472	How well can computers score elementary student verbal responses on a word reading assessment	Ashley	Edwards	3
579	Investigating the role of text structure-related cognition and metacognition in L2 science text recall task	Law	Sheung Ting Tammy	3
74	Morphological structure of subject-specific words: A comparison of difficulty from the Developmental English Lexicon	Jordan	Dozier	3
171	Elementary teachers' literacy knowledge and self-efficacy in a changing landscape	Andrea	Fraser	3
193	The direct and indirect effects of morphological awareness on reading comprehension in multilingual children	Xiaoying	Wu	3
294	The effects of coaching and performance feedback on practicing teachers' corrective feedback implementation during instruction	Gentry	Aisha Futura	3
479	The effects of a small-group reading comprehension intervention aligned to core instruction for fourth graders with reading difficulties	Elizabeth	Stevens	3
17	The effects of syntactic skill interventions on passage and sentence-level reading comprehension in prek-12 students	Jieun	Park	3
116	Word lists and short films to help writing informative texts	Catherine	Turcotte	3
242	A comparative study of rapid automatized naming in dyslexic and non-dyslexic lower secondary students using a word reading task	Martina	Zubakova	3
292	Simple View of Writing: A Study with Young English-as-a-first-language (EL1) and English-language-learner (EL2) students	Chunliu	Han	3
454	Measuring practitioner knowledge of dyslexia assessment and intervention practices	Vivian	Gonsalves	3
509	Examining Access to morpho-semantic information during reading in bilingual children	Amy	Desroches	3
30	Effects of text features on inferencing accuracy of middle school students with reading difficulties in the context of expository text	Melanie	Chong	3
293	Kindergarten phonemic knowledge: A psychometric comparison of phonemic awareness and letter-sound correspondence	Gina	Biancarosa	3
375	An examination of research, school, and caregiver reported measures for identifying literacy difficulty in children	Tim	DeLuca	3
543	Are shared genetic influences on reading partially mediated by gray matter?	Martina	Villa	3
177	A comparison of instructional methods to support learning and retention of precise orthographic information in skilled readers	Madison	Kellenberger	3
308	Introduction to the Developmental English Lexicon Project (d-ELP): A Working Beta-Version with Interactive Search Functionality	Donald	Compton	3
467	Cross-Linguistic Transfer in Emergent Bilinguals: A Classroom and Student-Level Analysis of Early Literacy Skills	Marc	Goodrich	3
183	Structuring tutoring to develop teacher candidate knowledge for evidence-based reading instruction	Jodi	Nickel	3
415	Computer-assisted intervention impact on reading outcomes in children with reading disabilities	Jada	Lawrence	3
541	Examining the influence of the home literacy environment on spelling development	Jasmine	Smith	3
119	Bilingual Second Graders Science Vocabulary Patterns	Cinthia	Herrera	3
310	The Impact of Visual Skills on Fixation Durations while Reading Grade-Level Texts: Are we overlooking inefficiencies?	Alexandra	Spichtig	3
363	The use of translingual stories in a middle-school science classroom	Jie	Zhang	3
418	Effects of Multiple Word-Learning Strategy Instruction on Second Graders' Listening Comprehension	Crystal	Wise	3
72	Enhancing empathy through fiction: How task-based reading improves emotional understanding in children	Persefoni	Tzanaki	3