

The conference timings are for the UK BST (London). To convert the times for your time zone, check out:  
<https://www.timeanddate.com/worldclock/meeting.html>

Tuesday 13  
 July 2021  
 TIME BST  
 (LONDON  
 TIME)

	Stage 1	Stage 2	Stage 3	Stage 4
day time	The pre-conference will take place during the day.			Pre conference
	The posters are listed in the draft schedule.			
	They have been grouped into themes.			
	They will be accessible throughout the meeting.			
	There will be a chat function for questions.			
16.00 or 17.00 (TBC)	Opening ceremony to include Presidential Address from Rob Savage			

Wednesday  
 14 July 2021

TIME BST	Stage 1	Stage 2	Stage 3	Stage 4
09.30 - 10.15		<b>SYMPOSIUM: RDoC framework or diagnostic and treatment protocols for understanding reading and language deficits? CHAIR: George C. Spanoudis</b>		<b>PAPERS: Reading in a second language (group2) CHAIR:</b>
		Mentalizing ability in children with language deficits (1), Evgenia-Peristera Kouki, ekouki01@ucy.ac.cy; George C. Spanoudis, Timothy C. Papadopoulos.		L2 word recognition among dyslexic and expert reader late bilinguals: Impact of word presentation modality, Camille Cornut, camille.cornut@univ-lille.fr; Severine Casalis, Gwendoline Mahé.
		The number of syllables effect in Finnish word recognition (2), Lisa Hintermeier, lisa.m.hintermeier@jyu.fi; Jarkko Hautala, Mikko Aro.		The effect of affixation and pre-reading exposure to definitions on contextual word learning during and from reading in English as a second language, Irina Elgort, irina.elgort@vuw.ac.nz; Ross van de Wetering, Elisabeth Beyersmann, Luan Li.
		The influence of parental difficulties and the home learning environment on reading and mathematical development across grades 1 and 9 (3), Daria Khanolainen, daria.p.khanolainen@jyu.fi; Maria Psyridou, Gintautas Silinskas, Marja-Kristiina Lerkkanen, Pekka Niemi, Anna-Maija Poikkeus, Minna Torppa.		L1 and L2 competences in Spanish children learning English, Carmen Hevia-Tuero, heviatuero@hotmail.com; Lucía Vidal, Cristina Martínez-García, Paz Suárez-Coalla.

		Typical and atypical development of visual expertise for print: A systematic review of the visual word N1 (N170w) about reading ability (4), Kathleen Kay Amora, amora.kathleen@ttk.hu; Ariane Tretow, Cara Verwimp, Jurgen Tijms, Paavo H. T. Leppänen, Valéria Csépe.			The longitudinal relationship among phonological awareness, vocabulary, word reading and comprehension in Chinese-English bilingual children, Xiuhong Tong, tongxiuhong@gmail.com; Shelley Tong, Ming Ming Chiu.
		Music training studies for reading difficulties: What we know and where we need to go (5), Maria Ioanna Zavogianni, zavogianni.maria@ttk.hu; Ferenc Honbolygó, Maja Kelić.			Writing proficiency in English as a second language in children with dyslexia, Marta Álvarez-Cañizo, marta.alvarez.canizo@uva.es; Olivia Afonso, Paz Suárez-Coalla.
<b>10.30 - 11.15</b>		<b>PAPERS: Reading and socio-emotional factors (group1) CHAIR:</b>			<b>PAPERS: Metalinguistic awareness and reading (group 3) CHAIR:</b>
		The relationship between poor reading and anxiety across the lifespan (1), Genevieve McArthur, genevieve.mcarthur@mq.edu.au; Deanna Francis, Serje Robidoux, Alana Jones, Jennifer Hudson, Viviana Wuthrich, Rauno Parrila.			Morphological awareness and vocabulary in bilingual and monolingual children, Severine Casalis, severine.casalis@univ-lille.fr; Matthieu Bignon.
		Experienced handicap from dyslexia: The influence of person and environmental factors (2), Loes Bazen, l.bazen@uva.nl; Elise de Bree, Madelon van den Boer, Peter de Jong.			Reciprocal relationship between Chinese metalinguistic awareness, reading, and spelling in young Chinese language learners: A one-year longitudinal study, Yu Ka Wong, yukawong@cuhk.edu.hk; Yanling Zhou.
		Reading fluency in children with poor reading and anxiety (3), Deanna Francis, deanna.francis@mq.edu.au; Jennifer Hudson, Saskia Kohnen, Erin Banales, Serje Robidoux, Genevieve McArthur.			Phonological awareness, morphological awareness interacting with family size and frequency in predicting early Chinese reading, Dan Lin, lindan@eduhk.hk; Lei Wang, Phil Duo Liu, Jie Wang.
		A meta-analysis on the relation between social-emotional skills and reading ability (4), Liyan Yu, lyyu_12@163.com; Xiuhong Tong.			Phoneme awareness predicts character reading ability in young Chinese children through phonemic mismatch negativity, Tengwen Fan, fantengwen@snnu.edu.cn; Liming Zhang, Jianyi Liu, Tian Hong, Hua Shu, Jingjing Zhao.
		Development and validation of the Macquarie Oxford Reading Anxiety Test (5), Alana Jones, alana.jones1@hdr.mq.edu.au; Deanna Francis, Esther Gandhi, Maddison O'Grady-Lee, Genevieve McArthur, Jennifer Hudson.			A diglossia-centered emergent literacy and EF intervention among kindergarten children in diglossic Arabic, Lina Haj, lina.9876@gmail.com; Ola Ghawi-Dakwar, Rachel Schiff, Elinor Saiegh-Haddad.
<b>14.00-14.45</b>		<b>*SYMPOSIUM: The effects of vocabulary and morphology interventions on school-aged children's language and literacy skills: A cross-linguistic perspective. CHAIR: Janne von Torkildsen</b>			

		Effects of the EL RAVE morphology intervention for multilingual adolescents (1), Amy Crosson, acc245@psu.edu; Michael Kieffer, Margaret McKeown, William Nagy.			
		App-based morphological training produces lasting effects on word knowledge in primary school children (2), Janne von Koss Torkildsen, janneto@isp.uio.no; Siri Steffensen Bratlie, Jarl Kleppe Kristensen, Jan-Erik Gustafsson, Solveig-Alma Lyster, Catherine Snow, Charles Hulme, Riikka-Maija Mononen, Anita Lopez-Pedersen, Kari-Anne Næss, Ona Bø Wie,			
		Improving reading comprehension difficulties in Chinese-English bilingual readers (3), Shelley Tong, xltong@hku.hk; Charmaine Mak Ching Man.			
		The positive effects of the intervention program "Island of Understanding" on literacy and academic emotions (4), Tami Katzir, katzirta@gmail.com; Orly Lipka, Anat Prior, Michal Shany, Shira Blicher, Tammi Sabag Shoshan.			
		Discussant (5), Catherine Snow, snowcat249@gmail.com.			
<b>15.00-15.45</b>	<b>PAPERS: Adult reading (group17) CHAIR:</b>	<b>*SYMPOSIUM: Comorbidity symposium. CHAIR: Elsje van Bergen</b>	<b>PAPERS: Word reading interventions (group27) CHAIR:</b>	<b>SYMPOSIUM: Writing assessment: Novel approaches across ages and contexts. CHAIR: Margaret Quinn</b>	
	Visual-phonological binding in typical readers and adults with developmental dyslexia: An online webcam-based eye tracking study, Simone Lira Calabrich, sml19pvv@bangor.ac.uk; Gary Oppenheim, Manon Jones.	Comorbidity and causality among ADHD, dyslexia, and dyscalculia (1), Elsje van Bergen, e.van.bergen@vu.nl; Sara Hart, Dorret Boomsma, Eveline de Zeeuw, Kees-Jan Kan.	Effects of treatment integrity on the outcomes of a large scale prevention program for dyslexia, Fae van der Weijden, f.a.vanderweijden@uva.nl; Madelon van den Boer, Haytske Zijlstra, Bonne Zijlstra, Peter de Jong,	Writing assessment: Novel approaches across ages and contexts: Insights from an elementary-age sample of children with autism about parental involvement during writing adapted tele-assessment (1), Matthew Zajic, mcz2114@tc.columbia.edu; Alyssa Henry, Carlin Conner, Emily Solari.	
	No morphological priming during natural reading of long texts, Melda Coskun, coskunks@mcmaster.ca; Victor Kuperman.	Co-occurring trajectories of reading and math and the role of dysregulation processes (2), Florina Erbeli, erbeli@tamu.edu; Qinxin Shi, Marianne Rice.	The visual noise exclusion in developmental dyslexia and its association to reading intervention outcomes, Tian Hong, hongtian1991@gmail.com; Noam Siegelman, Lu Zhong-lin, Kenneth Pugh, Robin Morris.	Writing assessment: Novel approaches across ages and contexts: Pragmatic Computer-Based Formative and Summative Writing Assessments (2), Debra McKeown, mckeown@tamu.edu; Kausalai Wijekumar, Julie Owens, Karen Harris, Steve Graham.	
	Using syllable structure to determine vowel length in English disyllables, Rebecca Treiman, rtreiman@wustl.edu; Rebecca Jewell, Kayla Hensley, Brett Kessler.	Comorbidity between math and reading problems: Is phonological processing a mutual factor? (3), Tonje Amland, tonje.amland@isp.uio.no; Arne Lervåg, Monica Melby-Lervåg.	How you read affects what you gain: Individual differences in the functional organization of the reading system predict intervention gains in children with reading disabilities, Noam Siegelman, noam.siegelman@gmail.com; Jay Rueckl, Mark van den Bunt, Jan Frijters, Jason Zevin, Maureen Lovett, Mark Seidenberg, Kenneth Pugh, Robin Morris.	Writing assessment: Novel approaches across ages and contexts: Resiliency and Vulnerability in Early Grades Writing Performance During the Pandemic (3), Deborah Reed, deborah-reed@uiowa.edu.	

	Decoding error differences in child and adult readers, John Hollander, jmhlindr@memphis.edu; John Sabatini, Zuowei Wang.	Convergence and divergence in autistic and dyslexic children's sensory processing (4), Catherine Manning, catherine.manning@psy.ox.ac.uk; Lisa Toffoli, Maggie Snowling, Anthony Norcia, Nathan Evans, Gaia Scerif.	Summer reading intervention outcomes among at-risk readers, Joanna Christodoulou, jchristodoulou@mghihp.edu; Lisa Hurwitz, Pamela Hook, Karolina Wade, Xochitl Arechiga, Yesi Camacho Torres, John D.E. Gabrieli.	Writing assessment: Novel approaches across ages and contexts: Middle School Students' Use of Academic Language in Narrative and Informational Writing (4), Cherish Sarmiento, sarmie15@msu.edu; Adrea Truckenmiller, Eunsoo Cho.
4		4	4	4
	The role of the schwa in the quality of adult's lexical representations, Nuria Gutiérrez, ngutierrez@fsu.edu; Valeria M. Rigobon, Nancy Marencin, Logan Bell, Ashley Edwards, Daniel Abes, Laura Steacy, Donald Compton.	Discussant (5), Silvia Paracchini, p58@st-andrews.ac.uk.	Empower™ reading intervention: An experimental approach to remediate reading disabilities among at-risk population, Amna Mirza, amna.mirza@msvu.ca; Maureen Lovett, Karen Steinbach, Joan Bosson-Heenan, Jeffrey Gruen, Jan Frijters.	Writing assessment: Novel approaches across ages and contexts: Squiggly lines and letter-like shapes: Examining teachers' early writing knowledge and practices (5), Gary Bingham, gbingham@gsu.edu; Hope Gerde, Arianna Pikus, Rebecca Barria, Ryan Bowles, Xiao Zhang, Margaret Quinn.
5		5	5	5
<b>16.00-16.45</b>	<b>PAPERS: Writing and spelling (group25) CHAIR:</b>	<b>*SYMPOSIUM: Reading comprehension: The impact of skills and knowledge. CHAIR: Kristen McMaster</b>	<b>PAPERS: Reading in a second language (group26) CHAIR:</b>	<b>SYMPOSIUM: Implementation science meets science of teaching reading and writing. CHAIR: Dr. Kausalai Wijekumar</b>
	Perspective taking and language use in secondary students' text-based analytical writing, Minkyung Cho, minkyc1@uci.edu; Young-Suk Kim, Jiali Wang.	The influence of reader and text characteristics on 6th graders' inference making (1), Nicola Currie, n.currie@lancaster.ac.uk; Gillian Francey, Rob Davies, Shelley Gray, M. Adelaida Restrepo, Marilyn Thompson, Mindy Bridges, Kate Cain.	Syntactic comprehension in reading comprehension among bilinguals and monolinguals, Guoqin Ding, dgq@outlook.com; Kathleen Mohr, Ronald Gillam.	Effects of teacher professional development regarding reading comprehension in elementary and secondary classrooms (1), Kausalai Wijekumar, k_wijekumar@tamu.edu; Kausalai Wijekumar, Julie Owens, Andrea Beerwinkle.
1		1	1	1
	Dual language learners' spelling patterns in English and Spanish compositions and their relation to writing quality, Alissa Wolters, awolters@uci.edu; Young-Suk Kim.	Knowledge predicts inference-making and inference-making interventions improve knowledge acquisition (2), Marcia Barnes, marcia.barnes@vanderbilt.edu; Amy Barth, Nathan Clemens, Deborah Simmons, Colby Hall, Greg Roberts, Anna-Maria Fall.	Predictors of L2 reading proficiency in English: Evidence from the 11 language samples of the Multilingual Eye Movements Corpus (MECO), Victor Kuperman, vickup@mcmaster.ca; Noam Siegelman.	Educator knowledge of phonological awareness, phonics, and dyslexia (2), Tiffany Peltier, tpeltier@ou.edu; Erin Washburn.
2		2	2	2
	Writing interventions for students with IDD: A meta-analysis, Derek Rodgers, derek.rodgers@unl.edu; Susan Loveall.	Teaching inferencing in K-2: The role of scaffolding and feedback (3), Kristen McMaster, mcmas004@umn.edu; Panayiota (Pani) Kendeou.	Proficiency predicts efficiency: Evidence from eye-movements of L2 readers of English, Daniil Gnetov, gnetovdaniil@gmail.com; Victor Kuperman.	Implementation science shines a spotlight on principal roles in supporting writing instruction (3), Julie Owens, juliekateowens@tamu.edu; Debra McKeown, Kausalai Wijekumar, Karen Harris.
3		3	3	3
	Unique predictors of irregular word spelling in adults, Valeria Rigobon, vmr15@my.fsu.edu; Nuria Gutiérrez, Ashley Edwards, Nancy Marencin, Logan Bell, Daniel Abes, Cristina Himelhoch, Katherine Diaz, Laura Steacy, Donald Compton.	Influences of Language and Non-academic Knowledge on Basic and Deep Comprehension (4), John Sabatini, jpsbtini@memphis.edu; Zuowei Wang, Tenaha O'Reilly.	Cross-linguistic syntactic skill modulates the relationship between text complexity and reading comprehension in bilingual middle-schoolers, Sibylla Leon Guerrero, sibylla_leon_guerrero@mail.harvard.edu; Veronica Whitford, Laura Mesite, Gigi Luk.	Predicting students literacy outcomes in the early grades: Teacher Knowledge Matters (4), Tim Odegard, tim.odegard@mtsu.edu; Emily Farris, Susan Porter.
4		4	4	4
	Examining spelling error patterns in ASL fingerspelling and English, Emily Saunders, ecsaunders@sdsu.edu; Karen Emmorey, Zed Sehyr.	Discussant (5), Art Graesser, art.graesser@gmail.com.	A confirmatory factor analysis of L2 English reading skills in India, Sunaina Shenoy, shenoy@unm.edu; Richard Wagner, Kathryn Overton, Nisha Rao.	The influence of teachers' knowledge and teaching practice on outcomes for beginning readers (5), C. Braid, c.braid@massey.ac.nz; Allison Arrow, J. Chapman.
5		5	5	5
<b>17.00-17.45</b>	<b>PAPERS: Neuro matters (group21) CHAIR:</b>	<b>*SYMPOSIUM: Reading and visual recognition skills in deaf and hard-or-hearing signers. CHAIR: Zed Sehyr</b>	<b>PAPERS: Environmental influences on reading (group22) CHAIR:</b>	<b>SYMPOSIUM: Classifying less skilled comprehenders based on comprehension processes. CHAIR: Gina Biancarosa</b>

	Deficient perceptual anchoring: Children with dyslexia do not benefit from contextual repetitions in speech processing, Jessica Ramos-Sanchez, ramos-sanchez@cbs.mpg.de; Gesa Schaadt, Hellmuth Obrig, Arno Villringer, Merav Ahissar, Claudia Männel.		Vocabulary knowledge and reading for ASL-English bilinguals (1), David Quinto-Pozos, davidqp@austin.utexas.edu; Frances Cooley.		Reading between the lines: A self-determination theory perspective on leisure reading, Julia Farmer, jrffarmer@ualberta.ca; Lauren Goegan, Bryce Dueck, Lia Daniels.		The theory and structure of MOCCA items (1), Sarah Carlson, scarlson@gsu.edu; Benjamin Seipel, Gina Biancarosa.
1	Explaining ERPs elicited by word recognition, Noor Seijdel, noor.seijdel@gmail.com; Gina E.M. Stolwijk, Joshua Snell, Jonathan Grainger, Martijn Meeter.	2	Visual word recognition in deaf readers - The interplay between orthographic, semantic, and phonological information (2), Kate Rowley, kate.rowley@ucl.ac.uk.	2	Children's interest in reading matters, so what? Exploring parent-, community- and child-related factors in bilingual and biliteracy development in Chinese dual language learners, Sihui Ke, sihui.ke@uky.edu.	2	Improving on the elusive reliability of elaborations (2), Amanda Dahl, adahl3@student.gsu.edu; Benjamin Seipel, Sarah Carlson, Virginia Clinton-Lisell.
3	Sensitivity to orthotactic vs. phonological constraints on word recognition: An ERP study with deaf and hearing readers, Brittany Lee, blee@sdsu.edu; Priscilla Martinez, Katherine Midgley, Phillip Holcomb, Karen Emmorey.	3	Assessing the contribution of lexical quality and sign language variables to reading comprehension in deaf adult ASL signers (3), Zed Sehyr, zsevcikova@sdsu.edu; Karen Emmorey.	3	Predicting young multilingual learners' participation in online learning from teacher and parent factors, Steve Amendum, amendum@udel.edu; Leslie Babinski, Madeline Carrig, Steve Knotek, Marta Sanchez.	3	Development and functioning of MOCCA expository items (3), Virginia Clinton-Lisell, virginia.clinton@und.edu; Benjamin Seipel, Sarah Carlson, Terrill Taylor, Surjya Bajpayee.
4	Functional significance of inferior frontal hyperactivation in pre-readers who develop dyslexia, Ola Ozernov-Palchik, oozernov@mit.edu; Neta Tartakovsky, Elizabeth S Norton, Sara D Beach, John D.E. Gabrieli, Nadine Gaab.	4	Understanding the sources of enhanced reading spans in deaf signers (4), Amy Lieberman, alieber@bu.edu; Elizabeth Schotter.	4	The impact of emergent literacy development and home literacy environment on oral vocabulary among children with ASD in China, Zhuo Chen, zhuoyue87@tamu.edu; Li-Jen Kuo, Quentin Dixon.	4	The effect of varying test item features on IRT parameters (4), Patrick Kennedy, ppaine@uoregon.edu; Gina Biancarosa, Mark Davison.
5	Reading skill correlates in frontal cortex during semantic and phonological processing, Chris Brozdowski, christopher.brozdowski@vanderbilt.edu; James R. Booth.	5	Discussant (5): Clifton Langdon, clifton.langdon@uconn.edu.	5	Understanding home literacy experiences in Chinese children's English language development, Feiwen Xiao, feiwenx@uci.edu; Dandan Yang, Yaqi Tang, Yuting Gu, Jiasheng Guo, Bolun Sun, Penelope Collins.	5	Computerized adaptive diagnostic assessment of inferential reading comprehension: A simulation study (5), Mark Davison, mld@umn.edu; Gina Biancarosa.

Thursday 15  
July 2021

TIME BST	Stage 1	Stage 2	Stage 3	Stage 4
09.30 - 10.15		<b>*SYMPOSIUM: Arabic orthographic features and their impact on reading. CHAIR: Rob Davies</b>		<b>PAPERS: Reading difficulties (group5) CHAIR:</b>
		Impact of diglossia on morphological awareness and reading in low versus mid-high SES Arabic speaking children (1), Rachel Schiff, rachel.schiff@biu.ac.il; Elinor Saiegh-Haddad.		Phonological deficits in Chinese developmental dyslexia, Ning Ding, 496529426@qq.com; Jiuqing Tang, Chen Cheng, Zhengjun Wang, Liming Zhang, Shunan Zhao, Hua Shu, Jingjing Zhao.
		The role of the nominal word pattern in Arabic reading acquisition: Insights from cross-modal priming (2), Yasmin Shalhoub-Awwad, yasmin@edu.haifa.ac.il.		Prevalence and profiles of children with dysgraphia, dyslexia, and dyslexia and dysgraphia, Cameron Downing, c.downing@leedstrinity.ac.uk; Markéta Caravolas.

		3 The predictors of vowelisation uncertainty in Modern Standard Arabic (3), Rob Davies, r.davies1@lancaster.ac.uk; Ahmed Alhussein.		3 Unique reading profiles in Chinese children with ASD and the early correlates, Juan Liu, liuj20@mails.tsinghua.edu.cn; Ying Wang.
		4 The contribution of language proficiency in spoken Arabic, Modern Standard Arabic, and morphological awareness to reading Arabic language (4), Abeer Asli-Badarneh, abeer.asli@gmail.com.		4 Persistence and compensation of dyslexia impairment: A 12-year longitudinal study (from 5 to 17 years old), Elise Lefevre, elise.lefevre@univ-lyon2.fr; Liliane Sprenger-Charolles, Jeremy Law, Eddy Cavalli.
		5 Discussant (5): Elinor Saiegh-Haddad, elinor.saiegh-haddad@biu.ac.il.		5 Reading and spelling processes in Chinese developmental dyslexia and typical developing children: Evidence for self-teaching mechanism and the triangle model, Chen Cheng, 1625251917@qq.com; Xiao Liang, Zhengjun Wang, Jingjing Zhao.
10.15 - 11.30		<b>PAPERS: Text comprehension (group4) CHAIR:</b>		<b>PAPERS: The influence of the home environment (group6) CHAIR:</b>
		1 Exploring the impact of reading single vs. multiple texts on integration synthesis tasks and the underexamined role of topic, Liron Primor, lironprimor@gmail.com; Carla Firetto, Tami Katzir, Meni Yeari.		1 Do family learning phonics courses improve parents' reading-related skills and ability to support their children's reading? Rachael Hulme, r.hulme@aston.ac.uk; Charlotte Webber, Amy Fox, Laura Shapiro, Jessie Ricketts, National Family Learning Forum, Joanne Taylor.
		2 To read the text before or while answering the questions? The effects of time constraints and domain knowledge on strategic preferences in reading comprehension tests, Meni Yeari, myeari@gmail.com.		2 Home attributes that relate to language and literacy skills: A meta-analysis of studies from low- and middle-income countries, Sonali Nag, sonali.nag@education.ox.ac.uk; Shaher Banu Vagh, Katrina Dulay, Maggie Snowling, Enrica Donolato, Monica Melby-Lervåg.
		3 Effects of a knowledge building strategy on comprehension skill and inference-making ability, Reid Smith, reid.smith@latrobe.edu.au; Pamela Snow, Tanya Serry, Lorraine Hammond.		3 The lockdown effect on bilingual children's leisure reading, BAOQI SUN, baoqi.sun@nie.edu.sg; Chin Ee Loh.
		4 The role of intra-text connections in centrality deficit of poor comprehenders, Meni Yeari, myeari@gmail.com.		4 Language background, home literacy environment and emergent literacy skills in Norwegian preschoolers, Sara Esmaeli, sara.esmaeli@uis.no.
		5 Oral reading fluency, reading motivation and reading comprehension among second graders, Vered Vaknin-Musbaum, vered.vaknin@gmail.com; Einat Nevo.		5 Mathew effects in reading fluency during COVID-19: Findings from second grade Hebrew speaking children, Shelley Shaul, shelleys@edu.haifa.ac.il; Orla Lipka; Tami Katzir.
13.00-13.45		<b>*SYMPOSIUM: NRP 2000 could neither support nor condemn independent reading: New evidence. CHAIR: Kathleen Roskos</b>		<b>SYMPOSIUM: Diverse instructional supports for early writing development across contexts and orthographies. CHAIR: Hope Gerde</b>

		Examining the effects of a school book distribution project on children's independent reading motivation and reading outcomes (1), Susan Neuman, sbneuman@nyu.edu.		Preschoolers' private speech during spelling in Hebrew (1), Dorit Aram, dorita@tauex.tau.ac.il; Hadar Hazen.
		Personalized expert guidance of students' book choices in primary and secondary education (2), N. van der Sande, n.e.vander.sande@vu.nl; Roel Van Steensel, Adriana Bus.		An analysis of preschoolers' digital emergent writing on iPads (2), Michelle Neumann, m.neumann@griffith.edu.au.
		Sharing literature with adolescents: A way to improve reading skills and enthusiasm for reading? (3), Mira Beukering, m.beukering@vu.nl.		Maternal writing support and children's early literacy in immigrant families (3), Miriam Minkov, miryaminkov@gmail.com; Dorit Aram, Mila Schwartz.
		A four-year trend study of adolescents' print and digital leisure reading (4), Chin Ee Loh, chinee.loh@nie.edu.sg.		Conceptualizing Chinese children's early writing skills in mainland China: Associations among classroom environment and early reading and writing (4), Chenyi Zhang, czhang15@gsu.edu; Xiao Zhang, Gary Bingham, Liying Zhang.
		Resolving the lasting dispute about independent reading practice at school: A meta-analysis (5), Yi Shang, yshang@jcu.edu; Kathleen Roskos, Adriana Bus.		Learning to write in early childhood: What's the place of phonics instruction? (5), Stacey Campbell, stacey.campbell@qut.edu.au; Annette Woods.
14.00-14.45		<b>*SYMPOSIUM: The writing development of young elementary writers - component skills, language status, and technology. CHAIR: Quentin Dixon</b>		<b>SYMPOSIUM: Spelling matters! Revealing the complexity of the relation between spelling and reading. CHAIR: Nicole Conrad</b>
		Examining language status and component skills as predictors of struggling second grade writing (1), Keith Graham, kmgraham@ntnu.edu.tw; Stephanie Moody, Mahjabin Chowdhury, Xueyan Hu, Victor Villasana, Mariana Melo, Macy Land, Omar Manzur, Quentin Dixon, Li-Jen Kuo.		Variation in lexical quality on word reading outcomes: Assessing the quality of word-specific representations established during spelling practice (1), Nicole Conrad, nicole.conrad@smu.ca.
		Early writing skills in children who speak English as a first (L1) or second (L2) language: The critical role of expressive vocabulary for young L2 learners (2), Fan Zhang, fzhang@udel.edu; Ye Shen, Adrian Pasquarella, David Coker.		Capitalizing on shared storybooks in kindergarten: The interplay between semantics, spelling, vocabulary acquisition and learning to read (2), Gene Ouellette, goulette@mta.ca.
		Do writing bursts mediate the relations of transcription skills, and language and cognitive skills for beginning writers? (3), Young-Suk Kim, youngsk7@uci.edu.		Does formal explicit instruction promote learning of words' visual aspects? Results from a quasi-experimental study on second-grade French-speaking children (3), Noemia Ruberto, noemia.ruberto@uqo.ca; Daniel Daigle, Ahlem Ammar.
		Technology-enhanced intervention for children in early elementary grades (4), Quentin Dixon, qdixon@tamu.edu; Li-Jen Kuo, ZHUO CHEN, Stephanie Moody, Mahjabin Chowdhury, Xueyan Hu, Keith Graham.		An evaluation of phonological recoding as the key mechanism for learning new spelling patterns during emerging readers' independent reading (4), Helene Deacon, deacon.helene@dal.ca; Rebecca Tucker.

		5	Discussant (5): Catherine Snow, snowcat249@gmail.com.		5	Spelling fluency as a predictor of children's reading and spelling outcomes (5), Helen Breadmore, helen.breadmore@coventry.ac.uk; Emily Côté, Hélène Deacon.	
<b>15.00-15.45</b>	<b>PAPERS: Reading in the digital age (group10) CHAIR:</b>		<b>*SYMPOSIUM: Teachers' knowledge in literacy instruction and assessment. CHAIR: Piret Soodla</b>	<b>PAPERS: Predictors of reading in school-aged children (group23) CHAIR:</b>		<b>SYMPOSIUM: Bilingual reading development through cross-linguistic &amp; neuro-behavioral perspectives. CHAIR: Ioulia Kovelman</b>	
1	Are 'educational' apps truly educational? A comparison of pre-schoolers' letter-sound learning following short interactions with an app versus a content-matched book, Grace Pocock, grace.pocock.2013@rhul.ac.uk; Jeanne Shinsky, Jessie Ricketts.	1	Accuracy of special education teachers' ratings of reading difficulties (1), Riitta Virinkoski, riitta.e.virinkoski@jyu.fi; Mikko Aro.	1	Early oral language precursors of different types of literacy difficulties in a consistent orthography, George Manolitsis, gmanolitsis@uoc.gr; Apostolos Kargiotidis, Ioannis Grigorakis, Angeliki Mouzaki.	1	Neuro-cognitive transfer effects on morphological processing in Chinese-English bilinguals (1), Xin Sun, sunxin@umich.edu; Kehui Zhang, Rebecca Marks, Chi Lin Yu, Rachel Eggleston, Nia Nickerson, Zachary Karas, Xiaosu Hu, Tai-Li Chou, Twila Tardif, Ioulia Kovelman.
2	Response and effectiveness of scaffolding features in reading games, Laura Diprossimo, l.diprossimo@lancaster.ac.uk; Harrison Gamble, Jennifer Zoski, Kate Cain, Anastasia Ushakova, Robin Irey.	2	Accuracy of teachers' assessments of 3rd grade students' reading fluency and spelling skills (2), Maris Juhkam, maris.juhkam@tlu.ee; Piret Soodla, Mikko Aro.	2	Causal links between comprehension and fluency dimensions including prosody from grade 2 to 4, Erika Godde, erika.godde@gipsa-lab.fr; Marie-Line Bosse, gerard bailly.	2	Morphological awareness in English reading in monolinguals, Spanish-English bilinguals, and Chinese-English bilinguals (2), Rebecca Marks, marksre@umich.edu; Danielle Labotka, Yuuko Uchikoshi, Fumiko Hoeft, Ioulia Kovelman.
3	Vocabulary acquisition through interactive book reading. An ever-growing gap? Silke Vanparys, silke.vanparys@ugent.be; Eline Decraene, Emma Jenquin, Hilde Van Keer.	3	Teachers' knowledge about reading comprehension processes and instructional practices (3), Kristi Jakobson, kristi.jakobson@tlu.ee; Piret Soodla, Mikko Aro.	3	Reading fluency and reading comprehension development across grades 1 to 9: Unidirectional or bidirectional effects among the two skills? Maria Psyridou, maria.m.psyridou@jyu.fi; Asko Tolvanen, Pekka Niemi, Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, Minna Torppa.	3	Poor reading comprehension in English-French bilingual children (3), Diana Burchell, diana.burchell@mail.utoronto.ca; Yahua Cheng, Klaudia Krenca, Kathleen Hipfner-Boucher, Stefka Marinova-Todd, Xi Chen-Bumgardner.
4	Hurricane! Using an interactive e-book to improve comprehension monitoring and science knowledge in middle elementary school, Stephanie Day, sday1@uci.edu; Jin Hwang, Tracy Arner, Danielle McNamara, Carol Connor.	4	A systematic review of US teacher knowledge related to literacy concepts (4), Karol Ann Moore, kmoore7495@gmail.com; Emily Binks-Cantrell, R. Malatesha Joshi, Alida Hudson, Bing Han, Poh Wee Koh.	4	GARRE1 predicts longitudinal reading achievement across four phonological and reading skill constructs, Emily Guertin, emily.guertin@brocku.ca; Andrew Adams, Joan Bosson-Heenan, Jeffrey Gruen, Jan Frijters.	4	The reading profiles of bilingual adolescents with reading difficulties (4), Miao Li, mli33@central.uh.edu; John Kirby, Esther Geva, Poh Wee Koh, Huan Zhang.
5	Transforming a data-based tutoring program in literacy to a virtual environment, Mark Lauterbach, markl@brooklyn.cuny.edu; Ginny Dembek.	5	Discussant (5): Kausalai Wijekumar, k_wijekumar@tamu.edu.	5	Examining the simple view of reading in Kiswahili: Longitudinal evidence from Kenya, Brenda Wawire, wawireb@ku.edu; Benjamin Piper, Xinya Liang.	5	Phonological awareness and its relationship to reading among Chinese-English bilingual college students (5), Nan Zhang, nanzhang@umd.edu; Jinglei Ren, Min Wang.
<b>16.00-16.45</b>	<b>PAPERS: Assessment matters (group19) CHAIR:</b>		<b>*SYMPOSIUM: Textbook analysis around the world. CHAIR: Shuai Zhang</b>	<b>PAPERS: Text comprehension, vocabulary, and knowledge (group13) CHAIR:</b>		<b>SYMPOSIUM: Adults with low academic skills. CHAIR: Daphne Greenberg</b>	
1	Using eye movements to predict reading comprehension scores, Diane Meziere, diane.meziere@hdr.mq.edu; Lili Yu, Erik Reichle, Titus von der Malsburg, Genevieve McArthur.	1	An analysis of grade 4 reading textbooks used in mainland China: Do the texts and activities support higher order reading comprehension skills? (1), Shuai Zhang, zhangs4@appstate.edu; Kausalai Wijekumar, Bing Han.	1	Remembering sentences is not all about memory: The relationship between syntax, working memory, and reading comprehension, Mads Poulsen, m.poulsen@hum.ku.dk; Jessie Leigh Nielsen, Rikke Vang Christensen.	1	Prevalence of stuttering and related factors in adult struggling readers (1), Ai Leen Choo, achoo1@gsu.edu; Daphne Greenberg, Hongli Li, Amani Talwar.



	2	Stop multitasking and just read: Meta-analyses of multitasking's effects on reading performance and reading time, Virginia Clinton-Lisell, virginia.clinton@und.edu.	2	Can textbook analysis help us understand why Croatian students seldom read their textbooks? (2), Anita Peti-Stantić, anita.peti-stantic@ffzg.hr; Gordana Keresteš, Vedrana Gnjiđić.	2	Tracking vocabulary and reading growth in children from low and high socioeconomic backgrounds during the transition from primary to secondary education, Sanne van der Kleij, s.w.vanderkleij@bham.ac.uk; Adrian Burgess, Jessie Ricketts, Laura Shapiro.	2	Do struggling adult readers monitor their reading? Understanding the role of online and offline comprehension monitoring processes during reading (2), Elizabeth Tighe, etighe@gsu.edu; Gal Kaldes, Amani Talwar, Scott Crossley, Daphne Greenberg, Stephen Skalicky.
	3	Revisiting the conceptualization of traditional reading comprehension contributors for dual language learners in a new immigrant destination context, Min Hyun Oh, min.hyun.oh@vanderbilt.edu; Jeannette Mancilla-Martinez, Jin Hwang.	3	An analysis of reading comprehension questions in Kenyan English textbooks (3), Andrea Beerwinkle, aberwinkle@jsu.edu; Debra McKeown.	3	Transfer effects of an elementary content literacy intervention on second-graders' science content reading comprehension: A mixed methods study, James Kim, james_kim@gse.harvard.edu; Mary Burkhauser, Jackie Relyea, Joshua Gilbert, Douglas Mosher, Ethan Scherer, Joseph McIntyre.	3	Exploring thresholds between the foundational skills for reading and comprehension outcomes in the context of postsecondary readers (3), Joseph Magliano, jmagliano@gsu.edu; Amani Talwar, Daniel Feller, Zuowei Wang, Tenaha O'Reilly, John Sabatini.
	4	The ability to comprehend texts in grade 1: Typical and at-risk beginning readers, Marie-France Côté, cote.marie-france@uqam.ca; Line Laplante, Audrey Leblanc.	4	Analysis of comprehension strategies and skills covered within grade 3-5 reading textbooks in the United States (4), Alida Hudson, alida.hudson@tamu.edu; Andrea Beerwinkle, Julie Owens.	4	Impact of a content-rich English language arts curriculum on kindergarten students' outcomes and teachers' read-aloud practices, Sonia Cabell, scabell@fsu.edu; James Kim, Thomas White, HyeJin Hwang, Charles Gale, Elizabeth Hadley, Rhonda Raines, Jennifer Todd, Sen Wang.	4	Identifying poor comprehenders among postsecondary students who are not "reading ready" using MOCCA-college (4), Benjamin Seipel, bseipel@mail.csuchico.edu; Sarah Carlson, Virginia Clinton-Lisell, Mark Davison, Patrick Kennedy.
	5		5	Is reading comprehension taken for granted? An analysis of Austrian textbooks in fourth and sixth grade (5), Susann Seifert, usanne.seifert@uni-graz.at.	5		5	Writing motivation of college students in basic writing and first-year composition classes: Confirmatory factor analysis of a scale on goals, self-efficacy, beliefs, and affect (5), Charles MacArthur, macartu@udel.edu; Zoi Traga Philippakos, Chuang Wang.
17.00-17.45		<b>PAPERS: Profiles of good and poor readers (group24) CHAIR:</b>		<b>*SYMPOSIUM: Reaping the rewards of the reading for understanding initiative. CHAIR:Gina Biancarosa</b>		<b>PAPERS: Spelling matters (group14) CHAIR:</b>		<b>SYMPOSIUM: Dynamic interactions between brain changes and reading development. CHAIR: Maaike Vandermosten</b>
	1	Predicting poor reading in Greenland, Holger Juul, juul@hum.ku.dk; Mette Larsen Lyberth, Karina Meincke, Salik Schmidt, Mads Poulsen.	1	The nature and development of reading comprehension (1), Gina Cervetti, cervetti@umich.edu.	1	Prevalence of isolated reading and spelling difficulties in Chinese: Differential demand of lexical route in reading and spelling, Edmond Cheung, edmchk@connect.hku.hk; Connie S.-H. Ho, Kevin Chung, David Chan, Suk-man Tsang, Suk-han Lee, Yui Chi Fong, Patcy Yeung, Ching Yan Kwok.	1	Deciphering causality in the association between cortical structure and reading skills across development (1), Florence Bouhali, florence.bouhali@ucsf.edu; Luxi Feng, Emilio Ferrer, Timothy Brown, Terry Jernigan, Richard Wagner, Fumiko Hoeft.
	2	Latent language-literacy profiles among Norwegian language-minority students, Siri Steffensen Bratlie, s.s.bratlie@isp.uio.no; Jan-Erik Gustafsson, Janne von Koss Torkildsen.	2	The rFu impact on reading comprehension assessments (2), Panayiota (Pani) Kendeou, kend0040@umn.edu.	2	Does early spelling predict literacy skills uniquely? Stine Engmose, stfe@pha.dk; Holger Juul.	2	Visual N1 sensitivity to letters in kindergarten and during primary school in children with familial risk for dyslexia (2), Gorka Fraga, gorka.fragagonzalez@uzh.ch; Georgette Pleisch, Sarah Di Pietro, Jasmin Neuenschwander, Susanne Walitza, Daniel Brandeis, Iliana Karipidis, Silvia Brem.

	Functional illiteracy and developmental dyslexia: Looking for common roots, Réka Vágvolgyi, reka.vagvoelgyi@sowi.uni-kl.de; Kirstin Bergström, Maria Klatte, Aleksandar Bulajić, Tânia Fernandes, Michael Grosche, Falk Huettig, Jascha Rüsseler, Thomas Lachmann.	3	The RfU impact on reading comprehension curriculum and instruction (3), Gina Biancarosa, ginab@uoregon.edu; Peter Afflerbach, P. David Pearson, Matthew Hurt.	3	Spelling predictors; investigating the role of phonological ability and rapid naming in a large cross-sectional British study, Georgia Niolaki, georgia.niolaki@gmail.com; Janet Vouden, Aris Terzopoulos, Laura Taylor, Jackie Masterson.	3	The involvement of familial risk for dyslexia in pre-reading white matter differences (3), Lauren Blockmans, lauren.blockmans@kuleuven.be; Fumiko Hoeft, Jan Wouters, Pol Ghesquière, Maaïke Vandermosten.
	The Cross-linguistic Heterogeneity of Bilingual Readers in Early Adolescence: A Person-Centered Approach, Andrew Weaver, aww304@nyu.edu; Michael Kieffer.	4	Reaping the rewards, seeding the future (4), P. David Pearson, ppearson@berkeley.edu; Annemarie Palincsar.	4	Investigating the relationship between spelling and handwriting: Longitudinal evidence from French-speaking primary school children., Claire Gosse, claire.gosse@uclouvain.be; Marie Van Reybroeck.	4	Training-induced white matter plasticity in pre-readers at risk for dyslexia (4), Maria Economou, maria.economou@kuleuven.be; Jolijn Vanderauwera, Toivo Glatz, Femke Vanden Bempt, Shauni Van Herck, Pol Ghesquière, Jan Wouters, Maaïke Vandermosten.
	How stable are the groups based on the double deficit hypothesis? Evidence from a dual-site longitudinal study., George Georgiou, georgiou@ualberta.ca; Robert Savage, Tomohiro Inoue, Rauno Parrila.	5	Discussant (5): Paul van den Broek, p.vandenbroek@fsw.leidenuniv.nl.	5	Effects of lexicality in copying and dictation tasks in first-grade children, Elise Blampain, elise.blampain@uclouvain.be; Marie Van Reybroeck.	5	Plasticity and learning: How interventions shape white matter development (5), Jason Yeatman, jyeatman@stanford.edu; Elizabeth Huber.

Friday 16 July  
2021

TIME BST	Stage 1	Stage 2	Stage 3	Stage 4
09.30 - 10.15		<b>SYMPOSIUM: Language deficits and Research Domain Criteria Framework (RDoC): Time to replace current diagnostic and treatment systems? CHAIR: Timothy C. Papadopoulos</b>		<b>PAPERS: Word recognition matters (group7) CHAIR:</b>
		RDoC and language disorders in childhood: A review (1), Timothy C. Papadopoulos, papadopoulos.timothy@ucy.ac.cy; George C. Spanoudis, Evgenia-Peristera Kouki.		Morphological knowledge among low SES adolescents is hindered by semantic information, Shani Kahta, shani360kahta@gmail.com; Ayelet Sasson, Miki Cohen, Mali Kiassi-Lebel, Rachel Schiff.
		The multidimensional nature of reading development (2), Mikko Aro, mikko.t.aro@jyu.fi;		The role of morphology in word recognition of Greek early school children, Styliani Tsesmeli, stsesmeli@upatras.gr; Margarita Xanthaki.
		Stability of reading difficulties across time from grade 2 to age 23 (3), Minna Torppa, minna.p.torppa@jyu.fi.		Keeping an eye on effort: The promise of pupillometry in the study of word reading and word learning, Adi Shechter, ashechter05@gamil.com; David L. Share.
		From symptomatology to neural mechanisms of developmental reading disorders (4), Valéria Csépe, csepe.valeria@ttk.hu.		A comparison of three methods of irregular word reading instruction for beginning readers, Danielle Colenbrander, danielle.colenbrander@mq.edu.au; Saskia Köhnen, Elisabeth Beyersmann, Serje Robidoux, Signy Wegener, Tara Arrow, Kate Nation, Anne Castles.

		Online learning environment and multidimensional learning difficulties (5), Paavo H. T. Leppänen, paavo.ht.leppanen@jyu.fi.			The role of inhibitory control in irregular word reading: Evidence from a large-scale longitudinal study, Yani Qiu, ucjtyqi@ucl.ac.uk; Sarah Griffiths, Courtenay Norbury, Joanne Taylor.
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					RAN objects less efficient for decoders than for children using lexical processes, Margot Fromont, margot.fromont@uclouvain.be; Marie Van Reybroeck.
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10.15 - 11.30		<b>PAPERS: Focus on intervention and pedagogy (group8) CHAIR:</b>			<b>PAPERS: Syntax and prosody (group9) CHAIR:</b>
		Video-conferencing literacy interventions can improve reading scores – A pilot study, Saskia Kohnen, saskia.kohnen@mq.edu.au; Erin Banales, Genevieve McArthur.			Comma, or no comma? Syntactic and prosodic motivations for adults' comma use, Nenagh Kemp, nenagh.kemp@utas.edu.au; Rebecca Treiman.
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		Educators' perspectives about teaching and supporting students with learning difficulties in reading, Tanya Serry, t.serry@latrobe.edu.au; Pamela Snow, Lorraine Hammond, Ermina McLean, Jane McCormack, Penny Levickis.			Acoustic features of oral reading prosody and the relation with reading fluency and reading comprehension in Taiwanese children, Wei-Lun Chung, wwlung@mail.ntue.edu.tw.
		2			2
		Do intervention effects differ in children with diverse levels of vocabulary knowledge? Evidence from an interactive pedagogical intervention, Bonnie Wing-Yin Chow, wychow@cityu.edu.hk.			Measuring syntactic comprehension: A comparison of three syntax tests, Jessie Leigh Nielsen, mgk690@hum.ku.dk; Rikke Vang Christensen, Mads Poulsen.
		3			3
		Eye tracker and skin conductance in bilingual children's heritage language reading process, He Sun, sabrinattxs@gmail.com; Adriana Bus.			The relationship between stress cue sensitivity and reading: A study with Korean-English bilingual children, Jeong Hyun Park, jhpark.esl@gmail.com; Li-Jen Kuo, Quentin Dixon.
		4			4
		A shared reading intervention for phonological awareness, Daphne Barker, d.barker2@lancaster.ac.uk; Anne Hesketh, Emma Hughes-Parry.			Word- and text-level processes contributing to fluent reading of word lists and sentences, Sietske van Viersen, s.van.viersen@isp.uio.no; Athanassios Protopapas, Peter de Jong.
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		Co-designing reading interventions with teachers: An implementation science approach, Sarah McGeown, s.mcgeown@ed.ac.uk; Laura Shapiro, Jessie Ricketts.			
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13.00-13.45		<b>*SYMPOSIUM: Shared book-reading &amp; children's socio-emotional development in various contexts and cultures. CHAIR: Deborah Bergman Deitcher</b>			<b>SYMPOSIUM: Understanding vulnerability, diversity and discrimination in the context of literacy development and education. CHAIR: Clare Wood</b>
		Mothers' discourse during shared reading of books that deal with "positive" and "negative" emotions in different genres (1), Rotem			Targeting instruction or promoting inequity? Segregation and the reading development of elementary second language learners in the U.S. (1), Michael Kieffer, michael.kieffer@nyu.edu.
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		Schapira, rotem.schapira@gmail.com; Deborah Bergman Deitcher, Dorit Aram.		
		Examining teacher's strategies and children's responses in Singapore kindergartens (2), Siew Chin Ng, siewchin.ng@student.unimelb.edu.au; Sabrina Sun.		The role of socioeconomic status in Chinese and English word reading among Hong Kong bilingual children (2), Catherine McBride, cmcbride@psy.cuhk.edu.hk.
		Teacher socioemotional support during shared book-reading & toddlers in poverty's engagement and vocabulary learning (3), Annmarie Hindman, annmarie.hindman@temple.edu; Barbara Wasik, Patricia Snyder.		The influence of mealtime language on children's linguistic outcomes in rural Africa (3), Pamela Wadende, pamelawadende@gmail.com; Henriette Zeidler, Laura Shapiro.
		An SBR intervention to promote mental-emotional expression among Arab-Israeli preschoolers (4), Deborah Bergman Deitcher, deb@deitcher.net; Dorit Aram, Mona Dwairy, Mabsam Khalaily-Shahadi.		A framework for understanding vulnerability to reading difficulties (4), Nicole Patton Terry, npattonterry@fsu.edu.
		Discussant (5): Susan Neuman, sbneuman@nyu.edu.		Discussant (5): Clare Wood, clare.wood@ntu.ac.uk.
<b>14.00-14.45</b>	<b>PAPERS: Early literacy development (group18) CHAIR:</b>	<b>*SYMPOSIUM: The design and use of early literacy digital materials: What's new? What's working? CHAIR: Adriana Bus</b>	<b>PAPERS: Beyond reading comprehension (group15) CHAIR:</b>	<b>PAPERS: Comprehension and text structure (group11) CHAIR:</b>
	Syllable-first rather than letter-first to improve phonemic awareness, Maria Vazeux, maria.vazeux@etu.unistra.fr; Nadège Doignon-Camus, Marie-Line Bosse, Gwendoline Mahé, Teng Guo, Daniel Zagar.	E-book reading in kindergarten and story comprehension support (1), Ofra Korat, ofra.korat@biu.ac.il.	Reading minds and reading text: The relationship between theory of mind and reading in adult readers, Sophie Jackson, s.jackson@derby.ac.uk.	Inference training in reading of expository texts in middle grade classes: Effects on L1- and L2-inferencing and reading comprehension, Henrik Balle Nielsen, hn@via.dk.
	The effect of oral vocabulary on early reading development: A meta-analysis, Lana Jago, l.jago@lancaster.ac.uk; Kate Cain, Katie Alcock, Padraic Monaghan.	Small changes, big impact: Small changes, big impact: Can reducing cognitive load in educational media support low-income preschoolers' vocabulary learning?(2), Preeti Samudra, psamu003@plattsburgh.edu; Kevin Wong, Susan Neuman.	Linguistic barriers to civic engagement, Kaitlyn Battershill, battersk@mcmaster.ca; Victor Kuperman.	Effects of text structure instruction in grades 4 and 5, Suzanne Bogaerds-Hazenbergh, s.t.m.bogaerds-hazenbergh@uu.nl; Jacqueline Evers-Vermeul, Huub van den Bergh.
	Immediate and longitudinal results from a preschool efficacy trial of a small-group, emergent literacy intervention implemented under routine conditions, Shayne Piasta, piasta.1@osu.edu; Jessica Logan, Cynthia Zettler-Greeley, Laura Bailet, Kandia Lewis, Leah Thomas, Robin Sayers.	Potentiating young children's story comprehension with high-quality digital storybooks (3), Karen Burstein, karenburstein1@icloud.com.	Using canonical correlation to explore differences in the distribution of literacy and numeracy skills, Heather Wild, wildh@mcmaster.ca; Aki-Juhani Kyröläinen, Victor Kuperman.	Students' strategic processing of expository and narrative texts, Anke Schmitz, anke.schmitz@leuphana.de; Wiebke Dannecker.
	Predicting kindergarten outcomes from early childhood growth in early literacy/language skills, Jacob Gray, jgray@acadiancelearning.org; Jacob Gray, Roland H. Good III.	A comparison of children's reading on paper versus screen: A meta-analysis (4), Natalia Kucirkova, natalia.kucirkova@uis.no; Adriana Bus.	Health literacy: Cohesion, vocabulary, and reader characteristics interact to affect comprehension of written health information, Kole Norberg, kan106@pitt.edu; Dawna Duff, Margaret McKeown.	Beyond comprehension processes: Effects of semiotic modes on reading comprehension of multimodal texts in science, Pablo Escobar, pabloz.escobar@gmail.com; Maximiliano Montenegro, Katy Asem, Alejandra Meneses.

	Language and literacy opportunities and early childhood learning gains: Foundations for reading comprehension, Laura Cutler, cutler.98@osu.edu; Shayne B. Piasta, Nathan P. Helsabeck, Kelly M. Purtell, Rachel E. Schachter, Clariebelles Gabas.	5		Discussant (5): Kathleen Roskos, roskos@jcu.edu.	5	What does it mean to read in math: Examining components of reading and mathematics that inform math problem solving, Aishwarya Nair, aishwarya.nair@mail.mcgill.ca; Adam K. Dubé.	5	Investigating the reliability and validity of a measure of text structure awareness in grades 4-5, John Strong, jstrong3@buffalo.edu.
<b>15.00-15.45</b>	<b>PAPERS: At risk readers (group16)</b> <b>CHAIR:</b>		<b>*SYMPOSIUM: Investigating teacher knowledge of reading-related constructs: New aspects and angles. CHAIR: Tiffany Peltier</b>		<b>PAPERS: Focus on morphology (group12)</b> <b>CHAIR:</b>		<b>*SYMPOSIUM: What's age got to do with it? Learning to read in a second language. CHAIR: Alexandra Gottardo</b>	
	Is a procedural learning deficit a causal risk factor for developmental language disorder or dyslexia? A meta-analytic review, Gillian West, gillian.west@education.ox.ac.uk; Monica Melby-Lervåg, Charles Hulme.	1	Teaching older struggling readers: Novice teachers' knowledge of foundational reading skills (1), Abby Pierce, apierce4@binghamton.edu; Erin Washburn.	1	Understanding morphological knowledge: Modeling frameworks matter, Jarl Kleppe Kristensen, j.k.kristensen@cemo.uio.no; Björn Andersson, Siri Steffensen Bratlie, Janne von Koss Torkildsen.	1	The role of age and experience in language and literacy attainment: An examination of different age groups of Syrian refugee children (1), Alexandra Gottardo, agottardo@wlu.ca; Redab Al Janaideh, Norah Amin, Adriana Soto-Corominas, Xi Chen, Farah Wahib, Johanne Paradis.	
	Surface dyslexia can be detected in transparent orthographies too: The case of Turkish, Naama Friedmann, naamafr@tauex.tau.ac.il; Naama Friedmann.	2	Teacher candidates' literacy achievement, literacy habits, and print exposure: Implications for literacy instruction (2), Louise Spear-Swerling, spearswerl1@southernct.edu; Hannah Dostal.	2	Contrasting print-based morphological decoding and oral language analysis morphology in struggling readers in grade 3, Robert Savage, robert.savage@ucl.ac.uk; Hélène Deacon, George Georgiou.	2	Effects of age and the socio-economic status on English learning and motivation to learn a second language in Iranian immigrants and second-generation immigrants in Canada (2), Ali Jasemi, jase7190@mylaurier.ca; Alexandra Gottardo.	
	Inference generation in children with Childhood Epilepsy with Centro-Temporal Spikes (CECTS)/Rolandic Epilepsy (RE), Gillian Francey, g.francey@lancaster.ac.uk; Nicola Currie, Adina Lew, Christian De Goede, Helen Basu, Anand Iyer, Kate Cain.	3	Examining SLPs', general and special education teachers', and reading specialists' knowledge of Developmental Language Disorder (3), Karla McGregor, karla.mcgregor@boystown.org; Tiffany Peltier, Benjamin Heddy, Tiffany Hogan.	3	Morphological interventions for struggling adolescent readers: A meta-analysis, Cheryl Lyon, cherylplyon@gmail.com; Devin Kearns.	3	The development of strategies used by English-French bilingual children to discriminate languages with a shared alphabet (3), Krystina Raymond, krystina.raymond@utoronto.ca; Xi Chen, Diane Pesco, Hélène Deacon.	
	Effective screening in reading for culturally and linguistically diverse students, Shawn Kent, sckent@uh.edu.	4	Pre-service teachers' knowledge, skills, and use of data-based decision making for reading instruction (4), Erin Washburn, ewashbu1@uncc.edu; Miranda Fitzgerald, Samantha Gesel.	4	The critical role of morphology in Arabic reading, Sana Tibi, sana.tibi@cci.fsu.edu; Ashley Edwards, Chris Schatschneider, John Kirby.	4	A longitudinal study on the role of word reading fluency: Learning French as a second language (4), Michelle Ru Yun Huo, michelle.huo@mail.utoronto.ca; Poh Wee Koh, Xi Chen.	
	Spelling abilities of children and adolescents with Williams syndrome, Caroline Greiner de Magalhães, cgdema01@louisville.edu; Cláudia Cardoso-Martins, Carolyn B. Mervis.	5	Preparing preservice teachers for the science of teaching reading (5), Emily Binks-Cantrell, aggieemily@tamu.edu; Alida Hudson, Kausalai Wijekumar.	5	Morphology and reading skills in Arabic-speaking refugee children, Redab Janaideh, redab.aljanaideh@mail.utoronto.ca; Sana Tibi, Xi Chen-Bumgardner.	5	L1, L2, and L3 reading among multi-linguals of different age groups: Learners in the Philippines (5), Portia Padilla, padi5260@mylaurier.ca; Alexandra Gottardo.	
<b>16.00-16.45</b>	<b>PAPERS: Teacher knowledge and the classroom environment (group20)</b> <b>CHAIR:</b>		<b>*SYMPOSIUM: Dimensions of metalinguistic awareness. CHAIR: Dianna Townsend</b>		<b>PAPERS: Orthography matters (group28)</b> <b>CHAIR:</b>		<b>SYMPOSIUM: The use of dynamic learning tasks to predict growth in reading, identify children at risk of literacy and related difficulties and forecast response to intervention. CHAIR: Hannah Nash</b>	

