

Society for the Scientific Study of Reading

Halifax, Nova Scotia
Conference Program

Wifi password: **SSSR2017**

[Conference Dinner Map](#)

WEDNESDAY, JULY 12, 2017			
9:00–4:00	Student and Early Careers Preconference		
2:00-4:30	Board Meeting		Sable A
5:00-7:00	Welcome Reception		Sable ABCD
5:30-7:00	POSTER SESSION I	Authors	Halifax ABC
1	Global perspectives of dyslexia	Peggy Anderson, Metropolitan State University of Denver: andersop@msudenver.edu ; Wennäs Brante	
2	Teaching fourth-grade students to read biological illustrations and integrate text information: An empirical study	Yu-Cin Jian, National Taiwan Normal University: jianyucin@gmail.com	
3	Why do we read? Investigating reading motivations in undergraduate students	Stephanie Kozak Concordia University: s_kozak@education.concordia.ca ; Raymond Mar; Sandra Martin-Chang	
4	Morphological awareness is a prominent predictor of early reading comprehension levels	Erin Robertson Cape Breton University: erin_robertson@cbu.ca ; Helene Deacon	
5	The reading comprehension and oral language skills of children with poor reading comprehension despite adequate decoding: Evidence from a regression-based approach	Mercedes Spencer, Florida State University: spencer@psy.fsu.edu ; Richard K. Wagner	
6	Why is RAN related to reading?	George Georgiou, University of Alberta: georgiou@ualberta.ca	
7	What language and literacy assessments do early childhood teachers use and how do these inform practice?	Rachel E. Schachter, University of Nebraska: rschachter2@unledu ; Shayne Piasta	
8	Does the simple view of reading (SVR) apply to children with intellectual disabilities? Evidence from children with Williams Syndrome (WS)	Cláudia Cardoso-Martins, Universidade Federal de Minas Gerais: cardosomartins.c@gmail.com ; Carolyn B. Mervis	
9	Supporting vocabulary acquisition and comprehension with conceptually coherent text sets	Tanya Wright, Michigan State University: tswright@msu.edu ; Gina Cervetti	
10	Reading Comprehension and Strategy use in Bilingual Pre-service Teachers	Deanna Friesen, University of Western Ontario: deanna.friesen@uwo.ca ; Bailey Frid; Katrina Haug	
11	The effects of morphological awareness training in reading and spelling of Portuguese	Silvia Guimaraes, Universidade Salgado de Oliveira: silvia_brilhante@yahoo.com.br ; Helene Deacon; Márcia Mota	

12	The effect of music interventions on children's phonological awareness	Jessica S. Chan, Queen's University: jessica.chan@queensu.ca ; Lindsay Heggie; Lesly Wade-Woolley	
13	What are the cognitive-linguistic skills that influence reading in English for Chinese adolescent readers with dyslexia?	Kevin Kien Hoa Chung, The Education University of Hong Kong: kevin@eduhk.hk	
14	"A hidden letter is missing": Factors that contribute to parental feedback during children's writing	Shaneha Patel, Concordia University: shaneha.patel@mail.concordia.ca ; Aviva Segal; Sandra Martin-Chang	
15	Addressing the lexical quality hypothesis and language comprehension in first and second language learners	Megan O'Connor, University of Toronto: mb.oconnor@mailutoronto.ca ; Esther Geva	
16	Growth in inference abilities of higher-functioning children with ASD: Associations with reading comprehension, verbal ability, and ASD symptom severity	Nancy McIntyre, University of California, Davis: nsmcintyre@ucdavis.edu ; Ryan Grimm, Matt Zajic, Lindsay Swain-Lerro, Tasha Oswald, Emily Solari, & Peter Mundy	
17	Different brain responses to letter-sound integration for English reading : The effects of language background and proficiency	Cuicui Wang, Beijing Normal University: 778925247@qq.com ; Zhen Yang; Sha Tao	
18	The role of visual display complexity on computerized learning tasks	Bahar Amani, Wilfrid Laurier University: aman3590@mylaurier.ca ; Alexandra Gottardo	
19	Associations of narrative skill with emergent literacy and later reading skills	Leiah Groom, Ohio State University: groom.33@buckeyemail.osu.edu ; Shayne Piasta; Kiren Khan; Lori Skibbe; Ryan Bowles; Laura Justice	
20	Language arts instruction: Where does the time go?	Brittany Tremblay, Concordia University: brittany_tremblay@hotmail.com ; Stephanie Kozak; Sandra Martin-Chang	
21	What were you thinking? Orthographic processing strategies in word reading by children in French immersion and English instruction	Krystina Raymond, Concordia University: kryssy_3000@hotmail.com ; Xi Chen; Diane Pesco	
22	The role of phonological recoding in Japanese-as-a-foreign-language reading	Ying-Hua Guan, National Taiwan Normal University: yhguan@ntnu.edu.tw ; Hsien-Yuan Hsu	
23	Relationship of diagnostic factors and higher-order skills on narrative writing performance in high-functioning, school-age children with autism spectrum disorder	Matthew Zajic, University of California, Davis: mczajic@ucdavis.edu ; Nancy McIntyre; Lindsay Swain-Lerro; James McCauley; Hillary Schiltz; Tasha Oswald; Peter Mundy	
24	Relationship of rapid automatized naming and attentional networks	Hsin-Chin Chen, National Chung Cheng University: hsinchin.chen@gmail.com ; Jia-May Tay; Zih-Yun Yang	

25	Profiles of poor comprehenders across different Orthographies: A Meta-analytic Review	Luxi Feng, Texas A&M University: sarah.feng.89@gmail.com ; Daibao Guo, Wei Jiang, Malt Joshi	
26	Cross-language phonological activation in different scripts: The case of Hindi-English bilinguals	Anisha Singh, University of Maryland: asingh8@terpmail.umd.edu ; Min Wang; Yasmeen Shah	
27	Visuo-spatial cueing in children with differential reading and spelling profiles	Chiara Banfi, Karl Franzes University: banfi.chiara8@gmail.com ; Kristina Moll; Karin Landerl	
28	Who benefits from contextual facilitation?	Sandra Martin-Chang, Concordia University: s.martin-chang@concordia.ca ; Monyka Rodrigues; Helene Deacon	
29	The roles of various attention on temporal processing deficits in Chinese children with and without dyslexia	Li-Chih Wang, The Education University of Hong Kong: wanglca@eduhk.hk ; Hsien-Ming Yang	
30	Selective impairment in word reading and reading comprehension among Chinese elementary school children	Cathy Yui-chi Fong, The University of Hong Kong: ycfong@eduhk.hk ; Connie Suk Han Ho, Suk-man Tsang; David Wai-ock Chan; Kevin Kien-hoa Chung; Suk-Han Lee	
31	The role of grain size and orthographic transparency in word learning	Rosa Kwok, Coventry University: rosa.kwok.wan@gmail.com ; Andy Ellis; Milena Kaestner; Mattia Gerin; Rrezarta Avdyli; Beatriz Bermúdez; Fernando Cuetos	
32	An examination of seductive details in scientific text and its affects on cognitive and emotional interest	Krystle-Lee Turgeon, University of Alberta: krystlel@ualberta.ca ; Caralyn Purvis; Kristy Dunn; Rauno Parrila	
33	The development of orthographic knowledge and its relation to reading and spelling	Kenn Apel, University of South Carolina: kennapel@mailbox.sc.edu ; Victoria Henbest	
34	The role of fluency in predicting cross-language reading proficiency among early French Immersion students in Canada	Kathleen Lee, University of Toronto: kathleen.wy.lee@gmail.com ; Xi Chen	
35	Measuring English reading skills using progress-monitoring tools in middle-high cost private schools in Bangalore, India	Sunaina Shenoy, Florida State University: shenoy@psy.fsu.edu ; Richard Wagner	
36	Educational technology can effectively differentiate instruction for reader profiles	Lauren Baron, MGH Institute of Health Professions: lbaron@mghihp.edu ; Tiffany Hogan; Rachel Schechter; Elizabeth Brooke	
37	E2L status and 1st grade CCSS reading comprehension assessment through differential item functioning (DIF)	Zahya Ahmed, MTSU: zfa2b@mtmail.mtsu.edu ; Daren Li; Jwa Kim	

38	Relation between children's knowledge of their own name writing in kindergarten and their ability in phoneme transcription at the end of 1st grade	Nathalie Prévost, UQAM: prevost.nathalie@uqam.ca ; Catherine Turcotte	
39	Neural signatures in reading and reading comprehension for typical, bilingual, and students with reading disabilities: An fNIRS and eye-tracking examination of syntactic processing	Stephanie Juth, Utah State University: sjuth13@hotmail.com ; Kathleen Mohr; Ron Gillam	
40	Investigating the relationships between polysemous word knowledge, reading comprehension, and executive function skills among bilingual adolescents: evidence from a longitudinal study	Kenneth Logan, New York University: jkl395@nyu.edu ; Michael Kieffer	
41	Contributions of parental expectations and home literacy to EOs' and ELLs' reading achievement	Tien Thuy Ho, University of California, Irvine: tienth@uci.edu ; Penelope Collins	
42	Child Language and Literacy Outcomes Following Positive Parenting Training	Joanne Arciuli, University of Sydney: joanne.arciuli@sydney.edu.au ; Kylie Gray; Bruce Tonge; Stewart Einfeld	
43	Analysis of instructor-student interactions within a Listening comprehension intervention for children with autism: Implications for instructional effectiveness	Nicole Sparapani, University of California, Davis: njsparapani@ucdavis.edu ; Emily Solari; Nancy McIntyre; Matthew Zajic; Alyssa Henry	
44	A comparison of a rapid automatic naming and syllable awareness to predict word reading in Chichewe	Margaret (Peggy) Dubeck, RTI International, University of Virginia: mmd8f@virginia.edu	
45	The experimental study of multimedia instruction on junior high school students' reading attitude and reading comprehension In Taiwan	Li-yun Hsu, National University of Tainan: vickytolly@hotmail.com ; Li-yun Hsu; Hsiu-shuang Huang; Mon-long Gan; Ya-ying Tseng	
THURSDAY, JULY 13, 2017			
7:15 - 8:30	BREAKFAST		NS-Foyer
Thursday 8:30- 10:10	Symposium: Unpacking language demands of reading	CHAIR: Young-Suk Kim	NS-B
1	Co-development of early working memory and oral language abilities and prediction of reading comprehension	Hugh Catts, Florida State University: hugh.catts@cci.fsu.edu ; Kate Cain; Yaacov Petscher	
2	Longitudinal trajectories of academic language proficiency predict reading comprehension	Paola Uccelli, Harvard University: paola_uccelli@gse.harvard.edu Emily Galloway, Christopher Barr	
3	Academic language – dimensionality and relation to reading comprehension	Young-Suk Kim, University of California, Irvine: young.kim@uci.edu ; Yaacov Petscher	
4	Conceptual complexity of Vocabulary in elementary science textbooks: Final Results	Jeff Elmore, Metametrics: jelmore@lexile.com ; Jill Fitzgerald; Melody Kung; Jackson Stenner	

5	DISCUSSION	DISCUSSANT: Catherine Snow, Harvard Graduate School of Education: catherine_snow@gse.harvard.edu	
Thursday 8:30- 10:10	Symposium: <u>Dynamic learning and assessment – A window into the language and literacy skills of young emerging bilinguals</u>	CHAIR: Esther Geva	NS-C
1	The role of lexical specificity in the impact of form based kindergarten vocabulary instruction on early literacy	Eliane Segers, Radboud University: e.segers@bsi.ru.nl ; Caressa Janssen; James McQueen; Ludo Verhoeven	
2	The use of dynamic assessment to predict language learning in students in French Immersion: Similarities and differences between first and second graders	Alexandra Bellissimo, Wilfrid Laurier University: bell9710@mylaurier.ca ; Alexandra Gottardo, Klaudia Krenca, Sharry Shakory, Xi Chen, Esther Geva, Jeffrey Steele	
3	Dynamic assessment and literacy success: An early screening battery for predicting at-risk status for future reading difficulty in emerging bilinguals attending French immersion programs	Klaudia Krenca, OISE, University of Toronto: kkrenca@gmail.com ; Sharry Shakory, Becky Xi Chen, Jeffrey Steele, Alexandra Gottardo	
4	Literacy development in the French immersion context: An investigation of orthographic and semantic learning of novel words during shared storybook reading	Sharry Shakory, OISE, University of Toronto: sharry.shakory@mailutoronto.ca ; Hélène Deacon, Xi Chen	
5	Dynamic assessment of morphological awareness and early literacy achievement	Frances Gibson, Utah State University: atlsip@gmail.com ; Julie Wolter	
Thursday 8:30- 10:10	Symposium: <u>Quality of the home literacy environment: An international perspective</u>	CHAIR: Deborah Bergman Deitcher	NS-D
1	Long-term effects of BookStart on the home literacy environment	Adriana Bus, Universiteit Leiden: a.g.bus@vu.nl ; Merel de Bondt	
2	Impact of book genre on shared book reading interactions: Informational texts and alphabet books	Deborah Bergman Deitcher, Kibbutzim College of Education: deb@deitcher.net ; Helen Johnson; Dorit Aram; Adva Goldberg	
3	The HLE and children's literacy skills: Parent-child interactions during prompting boards and shared reading	Sanekke De la Rie, Hogeschool Rotterdam: s.de.la.rie@hr.nl ; Roel Van Steensel; Amos Van Gelderen; Sabine Severiens	
4	Home literacy environment from junior to senior kindergarten and relation to parent values	Mary Ann Evans, University of Guelph: mevans00@uoguelph.ca ; Brooke Koblinsky	
5	Children's early language skills, parents' attitudes, and home literacy environment among low-income families in the Philippines	Katrina Dulay, Chinese University of Hong Kong: kdulay@psy.cuhk.edu.hk ; Sum Kwing Cheung; Catherine McBride	
Thursday 8:30- 10:10	Spoken papers: Orthographic learning processes	CHAIR: Athanassios Protopapas	NS-A

1	Incidental orthographic learning during a color detection task	Athanassios Protopapas, University of Oslo: protopap@gmail.com ; Anna Mitsi; Miltiadis Koustoumbardis; Sofia M. Tsitsopoulou; Marianna Leventi; Aaron R. Seitz	
2	Do abstract orthographic features affect auditory speech perception?	Sophie Schlöffel, BCBL: s.schloeffel@bcb.leu ; Marie Lallier; Manuel Carreiras; Clara Martin	
3	Concept of word in text as a predictor of Spanish sight word development in first grade	Karen Ford, University of Virginia: kfp2t@virginia.edu ; Marcia Invernizzi; Sonia Cabell; Jamie DeCoster	
4	Neurophysiological changes of phonological and visual processing after exposure to computerized literacy training.	Toivo Glatz, University of Groningen: t.k.glatz@rug.nl ; Wim Tops; Natasha Maurits; Ben Maassen	
5	The effect of orthographic support, rise time discrimination, and phonological skills on second language learners' abilities to learn Marathi pronunciations	Adeetee Bhide, University of Pittsburgh: arb135@pitt.edu ; Marta Ortega Llebaria, Scott Fraundorf, Charles Perfetti	
Thursday 8:30- 10:10	Spoken papers: Working memory and reading	CHAIR: Christine Meng	A-BC
1	Longitudinal association among executive functioning, self-control, and reading skills	Christine Meng, Edgewood College: christinemeng@gmail.com ; Tien Thuy Ho	
2	The relationship between implicit and explicit memory skills and language-related attainment in children	Gillian West, University College London: g.west@ucl.ac.uk ; Charles Hulme	
3	Incorporating working memory in the Direct and Inferential Mediated Effects (DIME) model of reading comprehension	Jamie Quinn, University of Texas at Austin: jquinn@austin.utexas.edu ; Gregory J. Roberts; Philip Capin; Marcia Barnes; Johny Daniel; Paul K. Steinle	
4	Validation of a new tool for assessing lexical-orthographic memory in French-speaking elementary school children	Brigitte Stanké, Université de Montréal: brigitte.stanke@umontreal.ca ; Stefano Rezzonico; Alain Desrochers; Alexandra Des Groseilliers	
5	Executive functions and English writing of young, multilingual children	Maureen Hoskyn, Simon Fraser University: mhoskyn@sfu.ca ; Julie Sture ; Kelli Finney	
10:10-10:25	COFFEE BREAK		NS-Foyer
Thursday 10:25-12:05	Symposium: Linking literacy and language to support reading for understanding	CHAIR: Carol McDonald Connor	NS-B
1	A latent-variable quantile-regression approach to the simple view of elementary-school students' reading comprehension	Christopher Lonigan, Florida State University: lonigan@psy.fsu.edu ; Christopher Schatschneider; Stephen R. Burgess	

2	Does the longitudinal stability of literacy skills differ for children who enter school with varying levels of literacy skills? A quantile regression approach	J. Marc Goodrich, University of Nebraska-Lincoln: marc.goodrich@unl.edu ; Christopher J. Longan	
3	Conceptualization, design, implementation, and efficacy testing of Content Area Literacy Instruction (CALI)	Carol McDonald Connor, University of California, Irvine: connorcm@uci.edu ; Taffeta S. Wood; Elham Zagar	
4	Fidelity moderation of an integrated language and reading comprehension intervention with high-risk second grades	Beth M Phillips, Florida State University: bphillips@fcr.org ; Karlie B. Willis; Carol McDonald Connor	
5	DISCUSSION	DISCUSSANT: Frederick J. Morrison, University of Michigan: fjmorris@umich.edu	
Thursday 10:25-12:05	Symposium: <u>Multimodal explorations of linguistic processes in poor comprehenders</u>	CHAIR: Nicole Landi	NS-C
1	Poor comprehenders' sensitivity to syntactic and semantic distractors during dependency formation	Julie A. Van Dyke, Haskins Laboratories: jvandyke@haskins.yale.edu ; Kazunaga Matsuki, Nicole Landi	
2	Cortical networks supporting reading comprehension skill for single words and passages	Nicole Landi, University of Connecticut: nicole.landi@uconn.edu ; Kayleigh Ryherd, Kaja Jaskinska, Yi-Hui Hung, Emily Baron, W. Einar Mencl, Laurie Cutting, Jason Zevin	
3	Characterizing novel word and concept learning in poor comprehenders	Kayleigh Ryherd, University of Connecticut: kayleigh.ryherd@uconn.edu ; Nicole Landi	
4	Mechanisms of discourse coherence in poor and good comprehenders	Clint Johns, Haskins Laboratories: johns@haskins.yale.edu ; Ashley G. Lewis, Julie A. Van Dyke, Nicole Landi	
5	Imitated prosodic fluency predicts reading comprehension ability in good and poor high school readers	Mara Breen, Mount Holyoke College: mbreen@mtholyoke.edu ; Lianne Kaswer, Julie A. Van Dyke, Nicole Landi	
Thursday 10:25-12:05	Symposium: <u>Studies of writing systems and their implications for reading and writing</u>	CHAIR: Rebecca Treiman	NS-D
1	Spelling as a self-organizing system	Kristian Berg, Carl von Ossietzky Universität Oldenburg: kristian.berg@uni-oldenburg.de ; Mark Aronoff	
2	Graphotactic and phonological influences on spellers' choices between single and double consonants in English	Rebecca Treiman, Washington University at St. Louis: rtreiman@wustl.edu	
3	GraphCom: A multi-dimensional measure of graphic complexity applied to 131 written languages	Wendy Li-Yun Chang, National Taiwan Normal University: liyunchang@ntnu.edu.tw ; Charles Perfetti	

4	Stroke patterns in written letter production: An optimality theory analysis	Michael McCloskey, Johns Hopkins University: michaelmccloskey@jhu.edu ; Gali Ellenblum	
5	DISCUSSION	DISCUSSANT: Charles Perfetti, University of Pittsburgh, perfetti@pitt.edu	
Thursday 10:25-12:05	Symposium: Prosodic aspects of reading fluency	CHAIR: Markus Linnemann	NS-A
1	Quantifying prosodic reading skills – ratings vs. phonetic measures with longitudinal audio data from grade 3 and 4	Christopher Sappok, University of Cologne: csappok@uni-koeln.de	
2	Measuring prosodic aspects of reading fluency in first and second language reading	Marion Krause-Wolters, University of Cologne: mkraus11@uni-koeln.de ; Sabine Stephany; Necke Bulut; Pia Claes; Valerie Lemke; Michael Becker-Mrotzek	
3	Genre's impact on reading fluency	Paula Schwanenflugel, University of Georgia, Athens GA: pschwan@uga.edu	
4	The role of oral and silent reading fluency in supporting reading comprehension in students with reading disabilities	Elizabeth B. Meisinger, University of Memphis: bmsinger@memphis.edu ; Lyle Davis; Ashley Mayhew; Melissa Robinson	
5	DISCUSSION	DISCUSSANT: Markus Linnemann, University of Koblenz: mlinnemann@uni-koblenz.de	
Thursday 10:25-12:05	Spoken papers: Modeling word and text comprehension	CHAIR: Hanne Trebbien Daugaard	A-BC
1	Sound-symbol learning in 4-5 year old children predicts word reading performance three years later	Josefine Horbach, University Hospital of the RWTH Aachen: jhorbach@ukaachen.de ; Felicitas Karbach; Kathrin Weber; Stefan Heim; Thomas Günther	
2	In the context: Context clue types and prevalence in texts for 3rd and 4th graders	Hanne Trebbien Daugaard, University of Copenhagen: trebbien@hum.ku.dk ; Anne-Mette Veber Nielsen; Holger Juul	
3	Validating and extending Pearson and Johnson's (1978) inferential thinking model	Alexander Blum, University of California, Berkeley: alexander.m.blum@berkeley.edu	
4	The skills behind early comprehension of narrative and expository texts	Macarena Silva, Universidad de Chile: macarena.silva@ciae.uchile.cl	
5	Predictors of reading comprehension across alphabetic orthographies	Marketa Caravolas, Bangor University: m.caravolas@bangor.ac.uk ; Arne Lervag ; Charles Hulme	
12:05-12:35	LUNCH		NS-Foyer

12:35-2:05	POSTER SESSION II	Authors	Halifax ABC
1	Teachers' implementation of a language-focused comprehension curriculum	Lauren Barnes, Ohio State University: barnes.517@osu.edu ; Shayne B. Piasta; Mindy Sittner Bridges	
2	Investigating the concurrent validity of an experimental assessment of vocabulary in context	Anna Gellert, University of Copenhagen: agellert@hum.ku.dk	
3	Intensive summer reading intervention drives linear growth of reading skill in dyslexic children	Patrick Donnelly, University of Washington: pdonne@uw.edu	
4	A latent profile analysis examination of longitudinal reading achievement differences in elementary grade students	Eric Oslund, Middle Tennessee State University: ericoslund@yahoo.com ; Tim Odegard; Amy Elleman	
5	The roles of phonological awareness and rapid naming in Arabic: A latent variable study of third-grade Arabic readers	Autumn McIlraith, Florida State University: autumnlorayne@gmail.com ; Sana Tibi; Hugh W. Catts	
6	Are reading interventions for English language learners effective? A meta-analysis	Caralyn Ludwig, University of Alberta: caralyn@ualberta.ca ; Heather Brown; George Georgiou	
7	Relations between elementary-school children's reading-related skills and general versus specific dimensions of disruptive behavior problems	Colleen Osborne, Florida State University: osborne@psy.fsu.edu ; Christopher J. Lonigan	
8	Added effects of READ 180 on comprehension growth in upper elementary grades	John Strong, University of Delaware: jzstrong@udel.edu ; Adrian Pasquarella; Sharon Walpole; Michael McKenna	
9	Exploring interactive processes of explanation and argumentation in reading scientific texts	Yuhtsuen Tzeng, National Chung Cheng University: ttcytt@gmail.com ; Wanshin Chang	
10	An exploratory study of children's knowledge of simple and complex letter-sound correspondences	Linda Larsen, University of Oslo: linda.larsen@isp.uio.no	
11	Effects of orthographic opacity on word recognition skills: A cross-linguistic comparison of Nyanja and English orthographies	Bestern Kaani, University of Zambia: besternkaani@gmail.com ; R Malatesha Joshi; Sylvia C. Kalindi; Veronica Mulenga	
12	The impact of a structured reading intervention program on the development of adult literacy in India.	Alain Desrochers, University of Ottawa: alain.desrochers@uottawa.ca ; Christopher Ksoll; Abu S. Shonchoy	
13	The development of an individual computer-based Spanish vocabulary assessment for preschool through eighth grade	Pelusa Orellana, Universidad de los Andes: porellan@uandes.cl ; Melody Kung; Jack Stenner; Maria Francisca Valenzuela; Jeff Elmore; Jill Fitzgerald	

14	Phonology and oral language abilities of Polish EAL children compared to their native speaking peers	Marta Wesierska, University of York: mw700@york.ac.uk ; Emma Hayiou-Thomas; Claudine Bowyer-Crane	
15	Superordinate precision and the academic writing of deaf/hard of hearing students	Jessica Scott, Georgia State University: jscott96@gsu.edu	
16	Dyslexics Children's Knowledge of Derivational Morphology	Amélie Bourcier, University of Montreal: amelie.bourcier@umontreal.ca ; Mélanie Rouleau; Rachel Berthiaume; Daniel Daigle	
17	Visual-orthographic knowledge, RAN or working memory : which relates best to reading and spelling in primary school children ?	Anne Plisson, Université de Montréal: anne.plisson@umontreal.ca ; Daniel Daigle	
18	The predictability of CCSS categories in the 3rd grade reading comprehension test for E2L and Non-E2L status through discriminant analysis	Qian Wang, Middle Tennessee State University: qw2e@mtmail.mtsu.edu ; Zheng Peng; Jwa Kim	
19	Cognitive abilities in predicting word recognition and in aiding academic performance in college students with dyslexia	Linda J. Lombardino, University of Florida: llombard@ufl.edu ; Kendra Saunders; Kara Dawson; Pasha Antonenko; Albert Ritzhaupt	
20	Reading disabled Spanish-speaking children benefit from accelerated reading training.	Fabiola Reveca Gomez-Velazquez, University of Guadalajara: fabiolargomez@gmail.com ; Andrés Antonio González-Garrido; Mónica García-Ochoa; Malatesha Joshi	
21	Variables related to word reading in Arabic: Vowelized and unvowelized words and pseudowords	Norah Amin, Wilfrid Laurier University: amin0230@mylaurier.ca ; Asma Amin; Alexandra Gottardo	
22	Reading comprehension in Arabic: A diglossic language	Asma Amin, Wilfrid Laurier University: amin1410@mylaurier.ca ; Norah Amin; Alexandra Gottardo	
23	Shared book reading: do reading skills influence visual attention on print?	Monyka Rodrigues, Concordia University: rodrigues.monyka@gmail.com ; Jean Saint-Aubin	
24	Orthographic learning in Chinese with and without phonological recoding, in and out of context	Yixun Li, Beijing Normal University: 64011816@qq.com ; Yu Wang; Hong Li	
25	Cross-lagged relations between word reading fluency in syllabic Hiragana and morphographic Kanji	Tomohiro Inoue, Seigakuin University: t_inoue@seigakuin-univ.ac.jp ; George Georgiou; Naoko Muroya; Takako Oshiro; Hirofumi Imanaka; Hisao Maekawa; Rauno Parrila	
26	Phonological training and word learning in a novel language	Min Wang, University of Maryland: minwang@umd.edu ; Chuchu Li; Man Li	

27	Educational needs and best practices to support the language and literacy of Syrian refugee children	Redab Al Janaideh, University of Toronto: redab.aljanaideh@mailutoronto.ca ; Becky Xi Chen; Norah Amin; Alexandra Gottardo	
28	Decoding accuracy and fluency: A study of mode effect	Amanda Kern, University of Massachusetts Amherst: amkern@umass.edu ; Michelle Hosp; John Hosp	
29	Growth in oral narrative retells for Spanish-English dual language learners	Claribelle Gabas, Florida State University: chris.lau@cci.fsu.edu ; Mary Claire Wofford; Carla Wood	
30	Sensing is spelling: The effect of imageability on spelling	Richard Drake, Saint Mary's University: rationalrichard@gmail.com ; Nicole Conrad	
31	Predicting response to intervention for students with significant reading deficits	Shawn Kent, University of Houston: sckent@uh.edu ; Stephanie Al Otaiba; Francesca Jones	
32	Investigations of factors that influence word difficulty for beginning readers	Yukie Toyama, University of California Berkeley: yukie.toyama@gmail.com ; Elfrieda H. Hiebert; Mark Wilson	
33	"Oh my goodness did you just read that?" Parents' teaching behaviors during child reading	Aviva Segal, Concordia University: aviva.segal@concordia.ca ; Sandra Martin-Chang	
34	Say-tell-do-play: Improving breadth and depth of word learning at preschool	Lisa Lenhart, University of Akron: lenhar1@uakron.edu ; Jeremy Brueck; Kathleen Roskos	
35	Lexical boundaries knowledge among children from kindergarten to 1st grade: a longitudinal point of view	Agnès Costerg, Université de Montréal: agniesse1@hotmail.fr ; Daniel Daigle; Elisabeth Demont	
36	On-line, word-level ERP effects of discourse inconsistencies	Joseph Stafura - CANCELLED	
37	Understanding the frequency and use of logical connectives in science texts : Implications for students and teachers	Francesca Jones, Southern Methodist University: fjones@smu.edu ; Deni Basaraba; Diego Roman	
38			
39	The crack in the pavement: Detecting subtle linguistic weaknesses for adolescents with and without LLD	Shannon Hall-Mills, Florida State University: shannon.hall-mills@cci.fsu.edu	
40	Pragmatic language in school-aged children with ASD: Effects of a listening comprehension intervention	Alyssa Henry, University of California, Davis: arhenry@ucdavis.edu ; Emily Solari; Nancy McIntyre; Matthew Zajic; Nicole Sparapani; Ryan Grimm; Peter Mundy	

41	What makes it hard for adolescents to use bound roots for morphological problem-solving?	Amy Crosson, Penn State University: acc244@mail.harvard.edu ; Puiwa Lei; Margaret McKeown; Weiyi Cheng; Ruth Newhouse	
42	Comparing English learners and non-English learners with reading comprehension difficulties within the simple view of reading	Eunsoo Cho, Michigan State University: escho@msu.edu ; Philip Capin; Greg Roberts; Sharon Vaughn	
43	Early identification of dyslexia using a parent survey	Weon Kim, Middle Tennessee State University: weon.kim@mtsu.edu ; Amy Elleman	
44	The effect of ebook vocabulary instruction on Spanish-English speaking children	Carla Wood (previously Jackson), Florida State University: chris.lau@ccu.fsu.edu ; Lisa Fitton; Yaacov Petscher	
45	Examining predictors of word reading with a sample of adult literacy students	Elizabeth Tighe, Georgia State University: etighe@gsu.edu	
46	Prephonological spellers' knowledge of the graphic properties of writing	Lan Zhang, Washington University, St. Louis: lan.zhang@wustl.edu ; Rebecca Treiman	
47	The effect of computerized reading acceleration in Chinese and English among Grade 5 students with and without reading disability – An exploratory study	Yueming Xi, University of Toronto: y.xi@mailutoronto.ca ; Esther Geva; Miao Li	
Thursday 2:05-3:45	Symposium: Brain processes in orthographic learning	CHAIR: Ludo Verhoeven	NS-B
1	Neural networks in beginning orthographic learning	Ludo Verhoeven, Radboud University: L.Verhoeven@pwo.ru.nl ; Iris Hulzink; Barbara Wagensveld; Atsuko Takashima	
2	Laboratory investigations of artificial orthographic learning	Jay Rueckl, Haswkins Laboratories and the University of Connecticut: Jay.Rueckl@Uconn.edu	
3	Neurobiological correlates of structural and functional networks related to word and text	Laurie Cutting, Vanderbilt University: laurie.cutting@vanderbilt.edu	
4	Understanding the phonological deficit in orthographic learning	Mark van den Bunt, Radboud University: m.vandenbunt@pwo.ru.nl ; Margriet Groen; Ana Alves Francisco; Atsuko Takashima; Rogier Mars; Ludo Verhoeven	
5	DISCUSSION	DISCUSSANT: Kenneth Pugh, Haskins Laboratories: Kenneth.pugh@yale.edu	
Thursday 2:05-3:45	Symposium: Factors related to reading development in Chinese children	CHAIR: Xi Chen	NS-C
1	Examining the longitudinal relations of facets of morphological awareness in Chinese	Poh Wee Koh, Florida State University: koh@psy.fsu.edu ; Hong Li; Richard K. Wagner; Jamie M. Quinn, Xi Chen	

2	The effect of visual search among similar stimuli on Chinese children's character reading and reading comprehension: A two-year longitudinal study	Duo Liu, The Education University of Hong Kong: duoliu@eduhk.hk ; Xi Chen; Kevin K.H. Chung; Alan C.N. Wong	
3	Acquisition of Chinese characters: The effects of character properties and individual differences among learners	Li-Jen Kuo, Texas A & M University: lijenkuo@tamu.edu ; Zhuo Chen; Yu-Min Ku; Chih-Yuan Shih; Ying Li	
4	Autonomous motivation for literacy learning: A case from Chinese adolescents	Qiuying Wang, Oklahoma State University: qiuying.wang@okstate.edu ; Yu-Ling Hsiao ; Ze Wang	
5	Variables related to English reading in children learning English as a foreign language in China	Alexandra Gottardo, Wilfrid Laurier University: alexandra.gottardo@gmail.com ; PohWee Koh; Xi Chen; Miao Li; Jin Xue; Rong Yan; Esther Geva	
Thursday 2:05-3:45	Symposium: <u>Teacher perception and teacher knowledge about literacy skills</u>	CHAIR: Kausalai Wijekumar & R. Malatesha Joshi	NS-D
1	Teacher perception and teacher knowledge about reading and writing at upper elementary grade levels	Kausalai Kay Wijekumar, Texas A&M University: K.Wijekumar@tamu.edu ; Steve Graham; Karen Harris; Bonnie J.F. Meyer	
2	Neuromyths: Perceptions and predictors among educators and the general public	Kelly Macdonald, University of Houston: kellymacdonald96@gmail.com ; Laura Germine; Alida Anderson; Joanna Christodoulou; Lauren M. McGrath	
3	Pre-service teachers' knowledge of assessment for providing differentiated instruction to struggling readers and how it relates to their perceptions for the use of retention	Brenda Taylor, Texas A&M University: taylorbk@tamu.edu ; R. Malatesha Joshi; Emily Cantrell	
4	Teacher knowledge of EFL teachers in China and Korea: A cross cultural comparison	Malatesha Joshi, Texas A&M University: mjoshi@tamu.edu ; Han Suk Bae; Li Yin	
5	Teacher knowledge and the effect on instructional practices in New Zealand	Alison Arrow, Massey University: a.w.arrow@massey.ac.nz ; Christine Braid; James Chapman	
Thursday 2:05-3:45	Symposium: <u>Early and later writing development: An examination of important contexts across time</u>	CHAIR: Hope Gerde	NS-A
1	Characteristics of random letters appearing in preschoolers' Hebrew writing	Dorit Aram, Tel Aviv University: dorita@post.tau.ac.il ; Michal Zohar	
2	Investigating the role of executive functioning in Chinese preschoolers' writing development	Chenyi Zhang, Georgia State University: czzhang15@gsu.edu ; Xiao Zhang , Gary Bingham; David Purpura; Sara Schmitt; Fuyi Yang	
3	Examining children's early composing skills: Conceptual, methodological, and developmental considerations	Margaret Quinn, Georgia State University: Mquinn6@student.gsu.edu ; Gary Bingham	

4	Examining the links between home literacy practices and preschool children's emergent writing skills	Cynthia Puranik, Georgia State University: cpuranik@gsu.edu ; Erin Gibson; Beth Phillips; Christopher Lonigan	
5	Changes over time in student writing in response to reading: Grades 3-9	Adrea Truckenmiller, Michigan State University: struck@msu.edu ; Laura Tortorelli	
Thursday 2:05-3:45	Spoken papers: Robust reading intervention effects	CHAIR: Lorenz Grolig	A-BC
1	The relative effects of a code- and meaning-focused intervention vs. general storybook exposure on preschoolers' emergent literacy skills	Lorenz Grolig, Max Planck Institute for Human Development Berlin: grolig@mpib-berlin.mpg.de ; Caroline Cohrdes; Sascha Schroeder	
2	Long-term effects of an invented writing intervention in Grade 1.	Bente E. Hagtvet, University of Oslo: b.e.hagtvet@isp.uio.no ; Jan-Eric Gustafsson	
3	A language and reading intervention for a rural and isolated population: A randomised controlled trial	Carol Mesa, University of Oxford: carol.mesa@psy.ox.ac.uk ; Margaret Snowling; Charles Hulme; Marysia Nash; Zulema de Barbieri; Pia VillMaria Angelica Fernandez; anueva; Dianne Newbury;	
4	Acceleration or maintenance? A cluster randomized study of intensive summer reading programs	Deborah Reed, University of Iowa, Iowa Reading Research Center: dkreads@iastate.edu	
5	Multi-site randomized control trial- strengths and challenges	Aishwarya Nair, McGill University: aishwarya.nair@mail.mcgill.ca ; Miriam McBreen; Robert Savage; Kristina Maiorino; Eileen Wood; Alexandra Gottardo; Noella Piquette; Helene Deacon	
3:45-4:00	COFFEE BREAK		NS-Foyer
Thursday 4:00-5:40	Symposium: Orthographic facilitation for vocabulary acquisition	CHAIR: Jessie Ricketts	NS-B
1	Orthographic mapping explains facilitation of vocabulary learning: Theory and evidence	Linnea C. Ehri, Graduate Center of the City University of New York: LEhri@gc.cuny.edu	
2	The role of orthography in oral vocabulary learning in Chinese as a first and second language	Jie Zhang, University of Houston: jzhang64@uh.edu ; Hong Li; Yu Chen	
3	Facilitative effects of orthography on vocabulary acquisition in L2	Alexander Krepel, University of Amsterdam: a.krepel@uva.nl ; Elise de Bree; Peter de Jong	
4	Orthographic regularity of words on high frequency lists and word walls	Katharine Pace Miles, Brooklyn College: kpmiles@brooklyn.cuny.edu ; Selenid Gonzalez Frey	
5	DISCUSSION	DISCUSSANT: Jessie Ricketts, Royal Holloway, University of London: jessie.ricketts@rhul.ac.uk	

Thursday 4:00-5:40	Symposium: <u>Across the spectrum: The role of morphological awareness in reading in alphabetic orthographies with a range of transparency.</u>	CHAIR: Márcia da Mota	NS-C
1	Interactions between morphological awareness, fluency in reading and word comprehension in Brazilian children	Fraulein Vidigal de Paula, University of São Paulo: fraulein@usp.br ; Maria Célia Lima-Hernandes	
2	Evaluating models of how morphological awareness connects to reading comprehension in Portuguese	Márcia Maria Peruzzi Elia da Mota, Universidade Salgado de Oliveira: mmotapsi@gmail.com ; Márcia Oliveira; Marlene Antonia Brandão Pires; Dalva Alves dos Santos; Helene Deacon	
3	The benefits of learning a second language on the development of morphological awareness and reading among students of 3rd and 5th grade living in Brazil	Anne-Sophie Besse, University of Strasbourg: anne-sophie.besse@unistra.fr ; Carolina Roganti Leite Moreira; Fraulein Vidigal de Paula	
4	The effect of input variability on generalization of morphological knowledge	Janne von Koss Torkildsen, University of Oslo: j.v.k.Torkildsen@isp.uio.no ; Kari-Anne Bottegaard Næss; Bente Eriksen Hagtvet; Ona Bø Wie; Hanne Røe-Indregård; Siri Steffensen Bratlie; Solveig-Alma Halaas Lyster	
5	LexMorph: A derivational morphological database for 40,000 English words	Claudia H. Sánchez Gutiérrez, University of California, Davis: chsanchez@ucdavis.edu ; Hugo Mailhot; Hélène Deacon; Maximiliano Wilson	
Thursday 4:00-5:40	Symposium: <u>Scaling-up a first grade reading intervention for English learners</u>	CHAIR: Coleen Carlson	NS-D
1	Scaling-up a first grade reading intervention for English learners	Paulina Kulesz, University of Houston: Paulina.Kulesz@times.uh.edu	
2	Identifying at-risk students in an uncontrolled study	Coleen Carlson, University of Houston: Identifying At-Risk Students in an Uncontrolled Study ; Elsa Cardenas-Hagan	
3	Comparing scale-up and efficacy sample up identification and performance levels	Colleen Reutebusch, University of Texas - Austin: ckreutebuch@austin.utexas.edu ; Chris Barr	
4	Removing controls from a controlled intervention: Impact on implementation	Alison Boardman, University of Colorado, Boulder: Alison.Boardman@colorado.edu ; Diane Haager	
5	DISCUSSION	DISCUSSANT: David Francis, University of Houston: david.francis@times.uh.edu	
Thursday 4:00-5:40	Spoken Papers: Spelling and orthographic learning	CHAIR: Andrés González-Garrido	NS-A

1	Spelling skills and attentional control. An fMRI study.	Andrés González-Garrido, University of Guadalajara: gonzalezgarrido@gmail.com ; Fabiola Gómez-Velázquez; Alicia Martínez-Ramos; Geisa B. Gallardo-Moreno	
2	English spelling errors among English language learners: A latent class analysis study	Amanda Lindner, Texas A&M University: mlindner48@tamu.edu ; Kay Wijekumar; R. Malatesha Joshi	
3	Spelling strategies of French-speaking children: a fine-grained typology	Noemia Ruberto, Univeristy of Montreal: noemia.ruberto@umontreal.ca ; Daniel Daigle; Ahlem Ammar	
4	Learning to spell specific words from reading : effects of number of exposures and of spelling pattern frequencies	Marie-Line Bosse: marie-line.bosse@univ-grenoble-alpes.fr ; Michel Fayol	
5	Reading or spelling? The best way to acquire detailed orthographic representations.	Eva Staels: estaels@vub.ac.be ; Wim Van den Broeck; Katrien Koolen	
Thursday 4:00-5:40	Spoken Papers: Role of morphosyntax in reading	CHAIR: Jackie Eunjung Relyea	A-BC
1	Unpacking the relationship between morphological awareness and word learning in first and second language: Mediating role of cognitive and word-level reading skills	Jackie Eunjung Relyea, University of Houston: jackie.relyea@gmail.com ; Jie Zhang	
2	(Where) is there overlap between morphological, orthographic, and phonological knowledge?	Robin Irey, University of California at Berkeley: rirey6@berkeley.edu ; Yi-Jui Chen	
3	The relationship among semantics, morphological awareness, and reading comprehension	Elizabeth MacKay, Dalhousie University: e.mackay@dal.ca ; Helene Deacon	
4	Language differences in the benefit of morphology instruction for improving spelling: Comparing English and French	Kendall Kolne, McGill University: kendall.kolne@mail.mcgill.ca ; Laura Gonnerman	
5	Ability to ignore syntactic and semantic distractors during sentence reading: Evidence from neural oscillations	Ashley Lewis, Haskins Laboratories: lewis@haskins.yale.edu ; Julie Van Dyke	
5:45-6:45	BUSINESS MEETING	All welcome	
FRIDAY, JULY 14, 2017			
7:15 - 8:30	BREAKFAST		
Friday 08:30-10:10	Symposium: Multimedia as bridges for language and literacy for young children	CHAIR: Ofra Korat	NS-B
1	Background music and content expansion support story comprehension in e-book reading of preschoolers	Anat Ben Shabat, Bar Ilan University: anatbensha@gmail.com ; Ofra Korat	

2	Do multimedia in digitized storybooks support vocabulary development and which features are particularly supportive?	Burcu Sari, Uludag University: burcusari87@gmail.com ; Zsafia Takacs; Handan Asûde Başal; Adriana Bus	
3	A short-term longitudinal study of primary grade online independent reading: Implications for will and skill	Kathleen Roskos, John Carroll University: roskos@jcu.edu ; Yi Shang; Allison Taylor	
4	A typology for technology in elementary English language arts (ELA) instruction	Karen Burstein, University of Louisiana at Lafayette: Karen.burstein@louisiana.edu ; Renee Casbergue	
5	The educational strategies inside preschool educational television	Deborah Nichols Linebarger, Purdue University: dlinebar@purdue.edu	
Friday 08:30-10:10	Symposium: <u>Bilingualism and reading: Part I, Reading development</u>	CHAIR: Pierre Cormier	NS-C
1	Individual differences in language and literacy outcomes in English-speaking students in French immersion programs	Corinne Haigh, Bishop's University: chaigh@ubishops.ca ; Caroline Erdos; Robert Savage; Fred Genesee	
2	Language and reading skills in bilinguals Urdu-English speakers: The role of exposure to print in cross-linguistic relations	Amna Mirza, Wilfrid Laurier University: mirz5320@mylaurier.ca ; Alexandra Gottardo	
3	Syntactic structures across languages: How bilingual children process word order and its relation to reading comprehension	Hélène Deacon, Dalhousie University: sdeacon@dal.ca ; Catherine Mimeau; Janani Selvachandran; Stefka Marinova-Todd; Xi Chen	
4	Graphophonemic processing in deaf readers of French as a second language	Daniel Daigle, Université de Montréal: daniel.daigle@umontreal.ca ; Rachel Berthiaume	
5	DISCUSSION	DISCUSSANT: Debra Jared, University of Western Ontario: djjared@uwo.ca	
Friday 08:30-10:10	Symposium: <u>Text judging - Text quality</u>	CHAIR: Ann-Kathrin Hennes	NS-D
1	Assessing text quality using different approaches to text-ratings - findings of an intervention study	Sabine Wilmsmeier, University of Cologne: sabine.wilmsmeier@mercator.uni-koeln.de ; Michael Becker-Mrotzek	
2	Assessing writing competencies in German. First results of the development of a writing test for 4th to 9th grade students	Jörg Jost, University of Cologne: joerg.jost@uni-koeln.de ; Markus Linnemann; Ann-Kathrin Hennes; Barbara M. Schmidt; Sabine Zeptnik; Alfred Schabmann; Christian Rietz; Michael Becker-Mrotzek	
3	Validating a holistic rubric for scoring short answer reading questions	Sara Cushing, Georgia State University: sweigle@gsu.edu	

4	Teacher's expertise in assessing written composition	Ann-Kathrin Hennes, University of Cologne: ann-kathrin.hennes@uni-koeln.de ; Barbara M. Schmidt; Alfred Schabmann; Christian Rietz	
5	DISCUSSION	DISCUSSANT: Johannes Naumann, University Frankfurt	
Friday 08:30-10:10	Spoken paper: Neurocognitive factors in dyslexia	CHAIR: Tilde Van Hirtum	NS-A
1	Auditory steady-state responses indicate atypical neural processing of speech-related cues in adults with dyslexia	Tilde Van Hirtum, ExpORL: tilde.vanhirtum@kuleuven.be ; Pol Ghesquière; Jan Wouters	
2	Pre-reading & early reading neuroanatomical anomalies in developmental dyslexia	Caroline Beelen, KU Leuven: caroline.beelen@kuleuven.be ; Pol Ghesquière; Jan Wouters; Maaïke Vandermosten; Jolijn Vanderauwera	
3	Atypical structural asymmetry of the planum temporale is related to family history of dyslexia	Jolijn Vanderauwera, KU Leuven: jolijn.vanderauwera@ppw.kuleuven.be ; Irene Altarelli; Maaïke Vandermosten; Astrid De Vos; Jan Wouters; Pol Ghesquière	
4	Neurocognitive correlates of treatment response in children with dyslexia across SES	Joanna Christodoulou, MGH Institute Of Health Professions: joanna22c@gmail.com ; Rachel R. Romeo; Kelly K. Halverson; Abigail B. Cyr; Jack Murtagh; Patricia Chang; Allyson P. Mackey; Pamela E. Hook; John D. E. Gabrieli	
5	Neurophysiological differences between children with different literacy profiles in a delayed naming ERP-task	Sarolta Bakos, University Hospital of the University of Munich: sarolta.bakos@med.uni-muenchen.de ; Heike Mehlhase; Gerd Schulte-Körne; Kristina Moll	
Friday 08:30-10:10	Spoken papers: Language, literacy, and numeracy	CHAIR: Kyle Levesque	AB-C
1	Evaluating individual variability of growth in children's language and reading skills across the elementary grades	Kyle Levesque, Florida State University: kyle.levesque@dal.ca ; Christopher J. Lonigan; Beth M. Phillips	
2	Sentence reading fluency as a separate aspect of text comprehension	Holger Juul, University of Copenhagen: juul@hum.ku.dk ; Mads Poulsen	
3	The role of language and reciprocity in the reading-writing connection	Patrick Proctor, Boston College: proctoch@bc.edu ; Paul Xu; Rebecca Louick; Samantha Daley	

4	The covariates of reading and arithmetic fluency at first grade	Riikka Heikkilä, University of Jyväskylä: riikka.heikkila@nmi.fi ; Tuire Koponen; Jonna Salminen; Mikko Aro	
5	Where reading meets math: The impact of reading skill on solving math story problems	Matt Cooper Borkenhagen, University of Wisconsin-Madison: cooperborken@wisc.edu ; Mark S. Seidenberg	
10:10-10:25	COFFEE BREAK		NS-Foyer
Friday 10:25-12:05	Symposium: Cracking orthographic codes across languages	CHAIR: Shelley Xiuli Tong	NS-B
1	Statistical learning account of Chinese orthographic learning in Chinese children with and without dyslexia	Shelley Xiuli Tong, The University of Hong Kong: xltong@hku.hk ; Xiejie He	
2	Orthographic learning in Chinese: if and how children self-teach?	Hua-Chen Wang, Macquarie University: huachen.wang@mq.edu.au ; Luan Li ; Anne Castles; Eva Marinus	
3	Exploring relations between implicit learning, orthographic processing, and reading skill	Nicole J. Conrad, Saint Mary's University: nicole.conrad@smu.ca	
4	Digging through the early years of school: Uprooting the precursors of orthographic learning and word reading	Gene Ouellette, Mount Allison University: gouellette@mta.ca	
5	DISCUSSION	DISCUSSANT: Catherine McBride, The Chinese University of Hong Kong, cmcbride@psy.cuhk.edu.hk	
Friday 10:25-12:05	Symposium: Investigating reading disability: The intersection of neuroimaging and genetics.	CHAIR: Stephanie Del Tufo & Laura Cutting	NS-C
1	Developing new phenotypes for reading disability genetics using comorbidity patterns	Lauren McGrath, University of Denver: Lauren.McGrath@du.edu	
2	Relations between reading skills and differences in brain structure and function	Madeline Doran, The Ohio State University: doran.101@osu.edu ; Daniel Leopold; Sarah Lukowski; Stephen A Petrill	
3	Mediating the genetic influence of reading ability: A longitudinal neuroimaging	Stephanie Del Tufo, Vanderbilt University: stephanie.del.tufo@vanderbilt.edu ; Laurie Cutting	
4	Common genetic factors for temporo-parietal structure and decoding	Roeland Hancock, University of California: Roeland.Hancock@ucsf.edu ; Fumiko Hoeft	
5	Brain endophenotypes and imaging genetics	Elena Grigorenko, University of Houston: elena.grigorenko@times.uh.edu	
Friday 10:25-12:05	Symposium: Bilingualism and reading: Part II. reading difficulties and instruction	CHAIR: John Kirby	NS-D

1	Longitudinal predictors of English language learners (ELL) poor comprehenders with different profiles	Esther Geva, OISE, University of Toronto: esther.geva@utoronto.ca ; Christine Fraser; Alexandra Gottardo	
2	The impact of a remedial small-group intervention on French word reading skills of bilingual students enrolled in French immersion programs	Marie-France Côté, McGill University: cote.mariefrance@gmail.com ; Robert Savage	
3	Disabilities in French Immersion: A parental perspective of supports and challenges	Janani Selvachandran, OISE, University of Toronto: janani.selvachandran@utoronto.ca ; Jessica Desousa; Elizabeth Kay-Raining Bird; Becky Xi Chen	
4	DISCUSSION	DISCUSSANT: Pierre Cormier, Université de Moncton: Pierre.Cormier@Umoncton.ca	
Friday 10:25-12:05	Spoken papers: Profiling children with dyslexia	CHAIR: Ola Ozernov-Palchik	NS-A
1	Investigating lexical and perceptual learning effects on phonetic processing in young children with dyslexia	Ola Ozernov-Palchik, Tufts University: ola.ozernov_palchik@tufts.edu ; Meredith Brown; Elizabeth Norton; Wendy Georgan; Tyler Perrachione; Sara Beach; Maryanne Wolf; Gina Kuperberg; Nadine Gaab; John Gabrieli	
2	Is language associated with decoding and reading comprehension in the same way for children with low and average language abilities?	Trelani Milburn, Florida Center for Reading Research: tfchapman@fsu.edu ; Christopher Lonigan	
3	The cost of spelling errors upon writing fluency for students with and without dyslexia: An eye movement study.	Scott Beers, Seattle Pacific University: sbeers@spu.edu	
4	Pathways into literacy: The effects of early oral language abilities and family risk for dyslexia	Peter F. de Jong, University of Amsterdam: p.f.dejong@uva.nl ; Sietske van Viersen; Ben Maassen; Elise de Bree; Aryan van der Leij	
5	When diglossia meets dyslexia: The effect of diglossia on vowel and unvowel word reading among native Arabic-speaking dyslexic children	Rachel Schiff, Bar-Ilan University: rschiff@mail.biu.ac.il ; Elinor Saiegh-Haddad	
Friday 10:25-12:05	Spoken Paper: Early literacy variation	CHAIR: Teresa Schubert	AB-C
1	Development of children's identity and position processing for letter, digit, and symbol strings: A cross-sectional study of the primary school years	Teresa Schubert, Macquarie University: teresa.schubert@mq.edu.au ; Nicholas Badcock; Saskia Kohnen	
2	Causal-effect of cross language transfer of phonological awareness: A randomized control trial	Brenda Wawire, Florida State University: baw13d@myfsu.edu ; Young-Suk Kim	

3	The role of early speech and language in predicting literacy outcomes: Secondary analysis of the ALSPAC dataset	Julia Carroll, Coventry University: ab8107@coventry.ac.uk	
4	The emergence of automatic letter-sound integration and its role in learning to read: Results from a longitudinal study	Francina Clayton, University College London: f.clayton.12@ucl.ac.uk ; Charles Hulme; Claire Sears	
5	The acquisition of different kinds of print-to-sound rules	Eva Marinus, Macquarie University/ ARC Centre of Excellence in Cognition and its Disorders (CCD): eva.marinus@mq.edu.au ; Xenia Schmalz; Anne Castles	
12:05-12:35	LUNCH		NS-Foyer
12:35-2:05	POSTER SESSION III	Authors	Halifax ABC
1	Syndrome of hyperlexia: Can we bridge different perspectives for more accurate diagnosis?	Leily Ziglari, Texas A&M University: leily.ziglari@tamu.edu ; Malt Joshi	
2	L2 reading disabilities in U.S. high school learners: The simple view	Alicia Sparks, Zaner-Bloser: alicia.sparks@zaner-bloser.com ; Richard L. Sparks; Julie Luebbers	
3	The influence of morphological complexity on spelling accuracy in students with specific learning disabilities	Stephanie Lebbby, USF: skreis@mailusf.edu ; Ruth H. Bahr	
4	Segmental and suprasegmental phonological skills in Chinese-English bilingual children with reading comprehension difficulties	Qinli Deng, The University of Hong Kong: qinlideng@gmail.com ; Xiuli Tong; William Choi	
5	The role of imageability in word learning efficiency and transfer	Laura Steacy, Florida State University: laurasteacy@hotmail.com ; Donald Compton	
6	Growth of phonemic awareness and spelling in a second language	Susanna Yeung, The Education Universit of Hong Kong: siusze@eduhk.hk ; Yingyi Liu	
7	Text macrostructure: Knowledge, comprehension and writing	Catherine Turcotte, Universite du Quebec a Montreal: turcotte.catherine@uqam.ca ; Amélie Gendron; Marie-Julie Godbout	
8	Developing a reading and writing difficulties scale for students in higher education.	Tomone Takahashi, Shinshu University: tomonet@shinshu-u.ac.jp ; Ene Mitani	
9	Students' SES and growth trajectories on narrative and informative/explanatory text: a latent growth curve analysis.	Laura Clark Briggs, Middle Tennessee State University: lcc2a@mtmail.mtsu.edu ; Jwa K. Kim	
10	Reading comprehension across three languages: Tagalog, Filipino, and English	Portia Padilla, Wilfrid Laurier University: padi5260@mylaurier.ca ; Nicole Ong ; Poh Wee Koh; Alexandra Gottardo	
11	Catch 22: A disconnect between statistical validity and instructional utility in latent profile analysis	Steve Amendum, University of Delaware: amendum@udel.edu ; Kristin Conradi; Bong Gee Jang	

12	The effect of semantic gap on the morphological processing abilities of Hebrew-speaking students with dyslexia	Miki Cohen, David Yellin College, The Hebrew University of Jerusalem: mikico24@gmail.com ; Reut Marton; Shani Levy-Shimon, Rachel Schiff	
13	Children's engagement during shared reading	Ryan Bowles, Michigan State University: bowlesr@msu.edu ; Jill Pentimonti; Tricia Zucker; Sherine Tambyraja; Laura Justice	
14	Readers' representation of reading contexts and tasks	Anne Britt, Northern Illinois University: britt@niu.edu ; Jean-François Rouet; Colin Lescarret; Katheryn Rupp; Christian Steciuch	
15	Development of a speech synthesis designed to provide feedback on kindergarten children's invented spellings.	Stine Engmose, University of Copenhagen: lk494@hum.ku.dk	
16	How working memory and advance organizer affected children's comprehension	HsinYing Chien, National Taitung University: linyu8888@nttu.edu.tw ; Chi-Shun Lien	
17	Morphological awareness as a predictor of adult reading comprehension	Maddie Kotzer, Queens University: 11mnk3@queensu.ca ; John Kirby	
18	From early words to literacy: A longitudinal study	Laura Alaria, UNIGE: laura.alaria@unige.ch ; Tamara Patrucco-Nanchen; Céline Béguin; Diane Poulin-Dubois; Margaret Friend; Pascal Zesiger	
19	Beyond the simple view of reading – grammatical competencies and reading comprehension in German	Barbara M. Schmidt, University of Cologne: barbara.schmidt@uni-koeln.de ; Inga Wiedemuth; Doris Vahlhaus-Aretz; Alfred Schabmann	
20	Using big data to understand reading growth	Elfrieda H. Hiebert, TextProject: hiebert@textproject.org ; Collin Sellman	
21	Concurrent and predictive validity of the Renfrew bus story test	Jannicke Karlsen, University of Oslo: jannicke.karlsen@isp.uio.no ; Hanne Næss Hjetland; Bente Eriksen Hagtvet; Monica Melby-Lervåg	
22	Examining the relationships among comprehension and other contributing factors of reading ability across multiple measures	Jane Radaj, Cardinal Stritch University: jmradaj@gmail.com ; Molly Drake Shiffler	
23	Internal structure of the Phonological Awareness Literacy Screening in Spanish for preschoolers	Marcia Invernizzi, University of Virginia: mai@virginia.edu ; Patrick Meyer; Karen Ford	
24	Orthographic learning via self-teaching in children learning to read French: Effects of previous knowledge about word-specific spelling and graphotactic regularities	Sebastien Pacton, Paris Descartes University: mlbcigales@laposte.net ; Gaëlle Borchardt; Marie-Line Bosse	
25	Semantic fluency as a predictor of reading comprehension	Amanda C. Miller, Regis University: amiller@regis.edu ; Melissa Heronema; Emily Adam; Analyse DeSousa; Abigail Simpson	

26	Do visuo-motoric aspects of orthographic characters influence writing fluency in children with dyslexia?	Cameron Downing, Bangor University: psuc0b@bangor.ac.uk ; Markéta Caravolas	
27	Significant enrichment of putatively damaging rare variants in reading and language genes	Andrew Adams, Yale University: andrew.adams@yale.edu ; Dongnhu Truong; Mellissa Demille; Bruce Pennington; Shelley Smith; Richard Olson; Jeffrey Gruen	
28	Visual processing and orthographic growth in young children: A longitudinal study	Richard S. Kruk, University of Manitoba: richard.kruk@umanitoba.ca ; Carmen Taylor	
29	Molecular genetic examination of nonword repetition in a multigenerational family with a history of verbal trait disorders	Dongnhu Truong, Yale School of Medicine: dongnhu.truong@yale.edu ; Andrew Adams; Mellissa DeMille; Shelley Smith; Lawrence Shriberg; Jeffrey Gruen	
30	Differential contributions of specific executive functions to word-versus comprehension level reading	Neena Hudson, Vanderbilt University: neena.m.saha@vanderbilt.edu ; Laurie E. Cutting; Stephanie Del Tufo	
31	Reading related skills and brain structure are associated with variation in the SETBP1 gene	Meaghan Perdue, University of Connecticut: meaghan.perdue@uconn.edu ; Sergey Kornilov; Kaja Jasinska; Kayleigh Ryherd; W. Einar Mencl; Ken Pugh; Elena Grigorenko; Nicole Landi	
32	Development and prediction of context-dependent vowel pronunciation in typical developing and struggling elementary English readers	Donald Compton, Florida State University: dcompton@fcrr.org ; Laura Steacy; Yaacov Petscher; Jay Rueckl; Stephen Frost; Ken Pugh	
33	Growth in emergent literacy skills of preschool children with and without hearing loss	Krystal Werfel, University of South Carolina: werfel@sc.edu	
34	The effects of native language instruction on the language and literacy achievement of prek-6th grade language minority students	Gladys Aguilar, Harvard University: gaguilar@g.harvard.edu ; Sarah Surraín	
35	Knowledge Related to English Reading among Pre-Service Teachers in Malaysia	Zhuo Chen, Texas A&M University: zhuoyue87@tamu.edu ; Zihan Geng; Ruoqiao Chang; Xueyan Hu; Shaun Ko; Mahjabin Chowdhury; Lobat Asadi; Angelica Ribeiro; L. Quentin Dixon; Shakiba Razmeh; Amin Davoodi; Juliana Othman; Hooi-Lin Lau; Salasiah Che Lah; Jing Zhao; R. Malatesha Joshi	
36	Comparing grammatical complexity in classroom talk and academic texts	Laurel Teller, Vanderbilt University: laurel.j.teller@vanderbilt.edu ; Sylvia Liang; Melanie Schuele; Stephen Camarata	

37	A comparison of relations among word reading, vocabulary knowledge and phonological awareness in Chinese-English bilinguals from Canada and China	Michelle Huo, Wilfrid Laurier University: michelleryh@gmail.com ; Alexandra Gottardo; Xi Chen; PohWee Koh; Rong Yan; Jin Xue; Esther Geva	
38	Remediation and double-deficit children	Virginia Cronin, George Washington University: virginiacronin@gmail.com ; Krati Jain	
39	Speech sound production in preschoolers later diagnosed with reading disability.	Susan Lambrecht Smith, MGH Institute of Health Professions: slambrechtsmith@mghihp.edu ; Jenny Roberts; John Locke; Charles Haynes	
40	Evaluating a K-3 multi-tier, or RTI, reading reform initiative using a regression discontinuity design	Michael Coyne, Univeristy of Connecticut: mike.coyne@uconn.edu	
41	Is children's comprehension of complex sentences malleable? Exploring dynamic assessment as a means of identifying children at risk for comprehension difficulties	Shih-Yuan Liang, Vanderbilt University: naclten@gmail.com ; C. Melanie Schuele	
42	Reading skills, hyperactivity, and inattention as functions of attribution latent class profiles	Kimberley Tsujimoto, Brock University: kimberley.tsujimoto@mailutoronto.ca ; Jan Frijters; Joan Bosson-Heenan; Jeffrey Gruen	
43	A non-speech dynamic assessment of the alphabetic principle	Kate Saunders – MOVED to SATURDAY	
44	Spelling in parent-child conversations	Molly Farry-Thorn, Washington University, St. Louis: mfarry-thorn@wustledu ; Rebecca Treiman	
45	Summarizing and main Idea interventions for upper elementary and secondary students: A meta-analysis of research from 1978 to 2016	Elizabeth Stevens, University of Texas at Austin, Elizabeth.stevens@utexas.edu ; Sunyoung Park	
46	Retention of orthographic and semantic learning: A one year follow-up study with elementary school children.	Rebecca Tucker, Dalhousie University: rebecca.tucker@dal.ca ; Catherine Mimeau; Hélène Deacon	
47	An IRT analysis of struggling adult readers' performance on orthographic and phonological word reading assessments	Elena Nightingale, Georiga State University: elenanightingale@gmail.com ; Lee Branum-Martin; Daphne Greenberg	
48	Monitoring the coherence of three situational dimensions of comprehension during L2 narrative reading	Yuji Ushiro, University of Tsukuba: ushiro.yuji.gn@u.tsukuba.ac.jp ; Masaya Hosoda; Yoshinobu Mori; Kentaro Suzuki; Go Tada; Yamato Sasaki; Tomoko Ogiso; Rika Mandokoro	
49	Spelling pronunciations help college students remember how to spell difficult words	Turkan Ocal, University of Minnesota Duluth: ocalx001@dumn.edu	
50	The effect of emotions on word decoding	Stephanie Buono, The University of Toronto: stephanie.buono@mailutoronto.ca ; Tina Waring; Earl Woodruff	

Friday 2:05-3:45	Symposium: <u>Morphological awareness: A key driver of literacy and biliteracy acquisition</u>	CHAIR: William Choi	NS-B
1	The role of morphological awareness in Chinese and English word reading: Language constraints on transfer	William Choi, The University of Hong Kong: choitm@hku.hk ; Xiuli Tong	
2	Direct and indirect effects of compounding morphological awareness in reading comprehension of Korean children	Jeung-Ryeul Cho, Kyungnam University: jrcho@kyungnam.ac.kr	
3	Morphological awareness in childhood and early adolescence: prediction of reading comprehension	Kate Cain, Lancaster University: k.cain@lancaster.ac.uk ; Emma James; Nicola Currie	
4	Morphological awareness in biliteracy development: Evidence from Korean EFL learners in grades five and six	Han Suk Bae, Seoul National University of Education: hsb.readologist@gmail.com ; R. Malatesha Joshi	
5	DISCUSSION	DISCUSSANT: William Nagy, Seattle Pacific University: wnagy@spu.edu	
Friday 2:05-3:45	Symposium: <u>Individual differences in word learning</u>	CHAIR: Dawna Duff	NS-C
1	Morphology and word learning	Nicola Dawson, Royal Holloway, University of London: nicola.dawson.2015@live.rhul.ac.uk ; Kathy Rastle; Jessie Ricketts	
2	The development of morphological representations in school-age children: a cross-language study	Julie Wolter, University of Montana: Julie.wolter@mso.umt.edu ; Pauline Quemart, Becky Xi Chen, Helen Deacon	
3	The effect of comprehension skill and reader-text matching on word learning while reading text	Dawna Duff, University of Pittsburgh: dduff@pitt.edu	
4	Examining the effects of DictionarySquared on high school students' vocabulary and reading comprehension: A randomized control trial	Suzanne M. Adlof, University of South Carolina: sadlof@mailbox.sc.edu ; Adam Kapelner; Yaacov Petscher; Margaret McKeown; Charles Perfetti	
5	DISCUSSION	DISCUSSANT: Margaret McKeown, University of Pittsburgh: mckeown@pitt.edu	
Friday 2:05-3:45	Spoken papers: Variation in lexical learning	CHAIR: Noor Al Dahhan	NS-D
1	<u>Neural activity associated with letter naming speed task manipulations</u>	Noor Al Dahhan, Queen's University: noor.aldahhan@queensu.ca ; John R. Kirby; Donald C. Brien; Douglas P. Munoz	
2	<u>Lexical interpretation in braille reading- online or not?</u>	Anneli Veispak, KU Leuven: anneli.veispak@kuleuven.be ; Jeremy Law; Inthraporn Aranyanak; Ronan Reilly; Pol Ghesquière	

3	Behavioral and ERP evidence for changes in the relationship between discrete RAN and reading in school-aged children	Marjolaine Cohen, University of Geneva: marjolaine.cohen@unige.ch ; Pascal Zesiger; Marina Laganaro	
4	Vowel pronunciations in polysyllabic words	Devin Kearns, University of Connecticut: devin.kearns@uconn.edu	
5	Good and poor decoders in Arabic: Predictors of reading performance	Sana Tibi, Florida State University: sanatibi@gmail.com ; John R. Kirby	
Friday 2:05-3:45	Spoken Paper: Gene-environment interaction in literacy development	CHAIR: Brian Byrne	NS-A
1	Twins without genes: Using twin data to explore environmental influences on literacy development	Brian Byrne, University of New England: bbyrne@une.edu.au ; Katrina Grasby; William Coventry; Richard Olson	
2	Using twins to explore environmental influences on academic achievement: Estimating the size of the “teacher effect” on literacy and numeracy in Australian school children	Katrina Grasby, Society for the Scientific Study of Reading: kgrasby2@une.edu.au ; William Coventry; Brian Byrne; Richard Olson	
3	Key deficits of reading disability share common genetic, shared, and non-shared environmental effects	Florina Erbeli, Florida Center for Reading Research: ferbeli@fcrr.org ; Sara A. Hart; Jeanette Taylor	
4	Ecological profiles of pre-k children’s home environment and their relationship to early language and reading skills	Ann A. O’Connell, The Ohio State University: oconnell87@osu.edu ; Gloria Yeomans-Maldonado; Nivedita Bhaktha; Kimberly Murphy; LAARC	
5	Relations among intrinsic and extrinsic reading motivation, reading amount, and comprehension	James Kim, Harvard University: james_kim@gse.harvard.edu ; Margaret Troyer	
Friday 2:05-3:45	Spoken Paper: Chinese literacy practices	CHAIR: Li Yin	AB-C
1	Sensitivity to symmetry in Chinese characters and early literacy: A longitudinal study	Li Yin, Tsinghua University: yinl@tsinghua.edu.cn ; Catherine McBride	
2	Chinese character segmentation strategies and the Use of orthographic knowledge: A study on ethnic minority adolescent CSL learners	Elizabeth Ka Yee Loh, The University of Hong Kong: ekyloh@hku.hk	
3	Effects of peer-assisted learning strategies (PALS) on reading literacy of Chinese-speaking students : Tier I & II students	Shu-Hsuan (Linda) Kung, National Tsing Hua University: shkung@mail.nhcue.edu.tw	
4	Contribution of dialect transformation skills to Chinese written composition among Cantonese-speaking children	Pui-sze Yeung, The University of Hong Kong: patcyy@hku.hk ; Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung	
3:45-4:00	COFFEE BREAK		NS-Foyer
4:15-5:15	Award Presentation and Presidential Address		Nova Scotia ABCD

06:00-10:00	CONFERENCE DINNER		
SATURDAY, JULY 15, 2017			
7:15-8:30	BREAKFAST		NS-Foyer
Saturday 8:30 - 10:10	Symposium: <u>Resistors versus responders to intervention for reading disability: Bringing together multiple perspectives to inform theory and practice</u>	CHAIR: Jeffrey Malins	NS-B
1	(Brain) Response To intervention	W. Einar Mencl, Haskins Laboratories: enar@haskins.yale.edu	
2	Trial-by-trial variability in neural activation to print: Relations to reading skill and remediation	Jeffrey Malins, Haskins Laboratories & Yale University: malins@haskins.yale.edu	
3	Relations between white matter tract integrity and reading improvement in developmental dyslexia	C. Nikki Arrington, Georgia State University: carrington3@gsu.edu	
4	Division of labor in word naming predicts response to intervention	Stephen Frost, Haskins Laboratories: frosts@haskins.yale.edu	
5	Parametrically modeling individual differences in developmental dyslexia	Henry Wolf VII, University of Connecticut: henry.wolf_vii@uconn.edu ; Jay Rueckl	
Saturday 8:30 - 10:10	Symposium: <u>Factors impacting spelling in an additional language</u>	CHAIR: Janina Kahn-Horwitz	NS-C
1	Reading and spelling processes in EFL among Hebrew and Arabic speakers of differing ability levels: Similarities and differences	Susie Russak, Beit Berl Academic College: susie.russak@gmail.com	
2	The influence of spelling skills on English as a foreign language (EFL) writing	Barbara Arfé, DPSS-University of Padova: barbara.arfe@unipd.it ; Robin Danzak	
3	L1 word decoding and L2 phonological awareness predict L2 spelling in U.S. foreign language learners	Richard L. Sparks, Mt. St. Joseph University: richard.sparks@msj.edu	
4	Acquisition of English spelling among low SES English language learners from Spanish speaking background	Elena Zaretsky, Clark University: ezaretsky@clarku.edu	
5	Explicit teaching of orthographic conventions to English as an additional language adolescents: Individual differences	Janina Kahn-Horwitz, Oranim Academic College of Education: janina.kahn.horwitz@gmail.com	
Saturday 8:30 - 10:10	Spoken papers: Reading vocabulary learning	CHAIR: Marjorie Gillis	NS-D
1	<u>Encoding: A playful introduction to kindergarten literacy</u>	Marjorie Gillis, Haskins Laboratories: gillis@haskins.yale.edu ; Jeannine Herron	
2	<u>On the quality of phonological representations, phoneme awareness, and vocabulary learning</u>	Monique Sénéchal, Carleton University: monique.senechal@carleton.ca ; Gene Ouellette	
3	<u>Word learning from reading and listening to stories: an eye-tracking study</u>	Alessandra Valentini, University of Reading: alessandra.valentini4@gmail.com ; Julie Kirkby; Rachel Pye; Carmel Houston-Price; Jessie Ricketts	

4	Differential incidental vocabulary acquisition by person- and item-level factors in secondary students	Jennifer Cooper, Middle Tennessee State University: jcooper@live.com ; Amy M. Elleman, Ph.D.; Jwa Kim, Ph.D.; Aleka Blackwell, Ph.D.	
5	The development of academic vocabulary among Arabic native speaking middle school pupils: How much do they really know	Baha Makhoul, Oranim Academic College: baham@cet.ac.il ; Elite Olshat	
Saturday 8:30 -10:10	Spoken Papers: Cross-linguistic aspects of bilingual reading	CHAIR: Ariana Loff	NS-A
1	Enhancing learning of multilingual children from a linguistic minority: A randomised controlled trial in Portuguese-speaking children from Luxembourg.	Ariana Loff, University of Luxembourg - ECCS: maillhoff@gmail.com ; Pascale Engel de Abreu; Carolina Nikaedo; Rute Tomás; Romain Martin	
2	The importance of first language phonological mediation in second language visual word recognition: Evidence from late Mandarin-English and French-English bilinguals	Joanna Guohong Zeng, The University of British Columbia: joannagz@alumni.ubc.ca ; Marion Porath	
3	Predicting word reading in French among emergent bilinguals in French immersion	Sheila Cira Chung, University of Toronto: sheila.chung@mailutoronto.ca ; Xi Chen; Helene Deacon	
4	The relationship of Spanish spelling to English writing two years later among Spanish-English bilingual children	L. Quentin Dixon, Texas A&M University: qdixon@tamu.edu ; Leily Ziglari; Zhuo Chen; Angelica Ribeiro; Roya Pashmforoosh; Xueyan Hu; Angela Wang; Mahjabin Chowdhury; Amin Davoodi; Shakiba Razmeh; Ruoqiao Chang; Zihan Geng	
5	Modeling the academic year growth and summer loss variability in language proficiency of bilingual children using longitudinal models of change	Yusra Ahmed, University of Houston: yusra.ahmed@times.uh.edu ; David Francis	
Saturday 8:30 - 10:10	Spoken papers: Precursors of reading development	CHAIR: Ya-Ning Chang	AB-C
1	Relation between early language exposure and vocabulary size with literacy development in a computational model of reading	Ya-Ning Chang, Lancaster University: y.chang5@lancaster.ac.uk ; Padraic Monaghan; Stephen Welbourne	
2	Phonological processing and the acquisition of reading in Arabic speaking school children across grades 2 to 9	Abir AlSharhan, Centre for Child Evaluation and Teaching: a.sharhan@cetkuwait.org ; Abdessattar Mahfoudhi; John Everatt	
3	Preschool language abilities and their impact on reading comprehension: A 9 year longitudinal study	Solveig-Alma Lyster, Department of Special Needs Education: sollyster@isp.uio.no ; Maggie Snowling; Charles Hulme; Arne Ola Lervaag	

4	Growth of reading test scores from 6th through 8th grades: A longitudinal data analysis	Jwa Kim, Middle Tennessee State University: jwa.kim@mtsu.edu ; Daren Li; Zahya Ahmed; Qian Wang; Nancy Peng	
5	A longitudinal investigation of French and English reading comprehension in multilingual students enrolled in French immersion programs in Canada	Daniel Berube, Université de Saint-Boniface: danielberube1@hotmail.com ; Stefka H. Marinova-Todd; Yuuko Uchikoshi	
10:10-10:25	COFFEE BREAK		NS-Foyer
Saturday 10:25-12:05	Symposium: Reading ability and print exposure	CHAIR: Elsje van Bergen	NS-B
1	Development of reading interest from age 4 to 9: The roles of shared reading and vocabulary	Minna Torppa - CANCELLED	
2	Digital reading miles as a way to improve grade 1 children's reading level	Maria T. Sikkema - de Jong, Leiden University : jongtm@fsw.leidenuniv.nl ; Deborah N. van Duijn ; Kirsten Dol	
3	Genetic correlations between reading ability and print exposure	Richard Olson, University of Colorado Boulder: Richard.Olson@Colorado.EDU ; Jacqueline Hulslander; Janice Keenan	
4	Unravelling the link between reading ability and print exposure	Elsje van Bergen, Vrije Universiteit Amsterdam: e.van.bergen@vu.nl ; Maggie Snowling; Eveline de Zeeuw; Toos van Beijsterveldt; Conor Dolan; Dorret Boomsma	
5	DISCUSSION	DISCUSSANT: Anne Cunningham, University of California, Berkeley: acunning@berkeley.edu	
Saturday 10:25-12:05	Symposium: Exploring intervention effects on students' argument writing	CHAIR: Margaret McKeown	NS-C
1	Using quality talk language arts to enhance fifth-grade students' argumentation and writing	P. Karen Murphy, The Pennsylvania State University : pkm15@psu.edu ; Jeffrey A. Greene; Carla M. Firetto	
2	Understanding argument writing as situated practice	Margaret Sheehy, University at Albany: msheehy@albany.edu ; Donna Scanlon	
3	Cognitive and linguistic features of adolescent argumentative writing: Do connectives signal more complex reasoning?	Karen S. Taylor, University of California, Irvine: taylorks@uci.edu ; Joshua F. Lawrence; Carol M. Connor	
4	Enhancing students' argument writing: Effects of an instructional intervention	Margaret G. McKeown, University of Pittsburgh: mckeown@pitt.edu ; Amy C. Crosson; Richard J. Correnti; Lindsay Clare Matsumura; Rafael Quintana Umana; Mary Sartoris	

5	DISCUSSION	DISCUSSANT: Anne Britt, Northern Illinois University	
Saturday 10:25-12:05	Spoken Paper: Digital reading development	CHAIR: Elham Zargar	NS-D
1	Enhancing children's comprehension monitoring using e-books: An eye-movement study	Elham Zargar, University of California, Irvine: elhamz@uci.edu ; Ashley Adams; Carol Connor	
2	An investigation of publication bias in the assistive technology literature for students with reading disabilities using a P-Curve analysis	Sarah Wood, Sarah Wood: wood@psy.fsu.edu ; Jerad H. Moxley; Sunaina Shenoy ; Richard K. Wagner	
3	Literacy skills predict performance in online research and comprehension	Laura Kannianen, University of Jyväskylä: laura.k.kannianen@jyu.fi ; Carita Kiili; Asko Tolvanen; Mikko Aro; Paavo H. T. Leppänen	
4	In digital reading, good comprehenders adapt their reading times to task difficulty	Johannes Naumann, Goethe-University: j.naumann@em.uni-frankfurt.de	
5	Pay attention to digital text: Print and digital text comprehension in adults with and without ADHD	Gal Ben-Yehudah, The Open University of Israel: galby@openu.ac.il ; Adi Brann	
Saturday 10:25-12:05	Spoken Paper: Reading and developmental disorders	CHAIR: Julie Thompson	AB-C
1	Far too few literacy interventions for students with autism spectrum disorder: A meta-analysis	Julie Thompson, Texas A&M University: jthompson@tamu.edu ; Eun Hye Ko	
2	Predictors of word reading for children with ASD	Jaclyn Dynia, The Ohio State University: jdynia@ehe.osu.edu ; Matt Brock; Laura Justice	
3	Predictors of intervention response by children with attention deficit/hyperactivity disorder (ADHD) and reading difficulties (RD): The contributions of ADHD symptoms and sluggish cognitive tempo	Carolyn A. Denton, University of Texas Health Science Center - Houston: carolyn.a.denton@uth.tmc.edu ; Leanne Tamm; Chris Schatschneider; Jeffery Epstein	
4	At home with PA: A comparison of outcomes from parent- and therapist-led interventions for pre-schoolers with hearing loss	Megan Gilliver, National Acoustic Laboratories: megan.gilliver@nal.gov.au	
12:05 -12.35	LUNCH		NS-Foyer
12:35-2:05	POSTER SESSION IV	Authors	Halifax ABC
1	Instructional practices for scaffolding meaning-making: Text-based discussions with emergent bilinguals	Carrie Symons, Michigan State University: csymons@msu.edu	
2	Examining the impact of Spanish immersion on young native English speakers' English literacy skills	Kate Brayko, University of Montana: katebrayko@gmail.com ; Jingjing Sun	
3	Supporting early language and literacy practices through teacher professional development	Noella Piquette, University of Lethbridge: noella.piquette@uleth.ca	

4	Acoustic properties of fourth-graders' statement-question contrasts in speaking and reading	Wanda Kent, Eastern Michigan University: wkent2@emich.edu ; Heather L. Balog	
5	Lexical-level predictors of reading comprehension in third grade: Is spelling a unique contributor?	Kimberly Murphy, Old Dominion University: kamurphy@odu.edu ; Laura Justice	
6	Effects of task instructions on memory of topic structure among second-language readers	Yoshinobu Mori, University of Tsukuba: yoshinobu.mori0305@gmail.com	
7	Examining the role of self-correction in beginning reading	Robert Kelly, The Ohio State University: kelly.1039@osu.edu	
8	Guidelines for the assessment of written language in young adults in Brazilian-Portuguese	Ana Luiza Navas, Faculdade de Ciencias Medicas da Santa Casa: analunavas@gmail.com ; Juliana Postigo Amorina Borges	
9	Speed also matters for phonological awareness	Pierre Cormier, Universite de Moncton: Pierre.Cormier@Umoncton.ca ; Madeleine Léger; Jonathan Cormier; Janelle Mazerolle; Josée Boudreau	
10	The comprehension monitoring abilities of fifth-grade Chinese students	Yu-Min Ku, National Central University, Taiwan: kuyumin@cc.ncu.edu.tw	
11	Is remedial reading intervention in first grade more effective than remedial reading intervention in second grade?	Fiona Kyle, University of London: fiona.kyle.1@city.ac.uk ; Kjersti Lundetræ; Knut Schwippert; Oddny Judith Solheim; Per Henning Uppstad	
12	Relationships between self-perception of classroom communication abilities and direct testing of language and reading abilities in school-age children who are DHH	Bonita Squires, Dalhousie University: bonita.squires@dal.ca ; Elizabeth Kay-Raining Bird; Lori Moore	
13	Are different types of miscues during oral passage reading related to executive function?	Tin Nguyen, Vanderbilt University: tin.nguyen@vanderbilt.edu ; Laurie Cutting	
14	fMRI of single-letter mental imagery	Laura Barquero, Vanderbilt University: laura.barquero@vanderbilt.edu ; Sheryl Rimrodt-Frierson; Laurie Cutting	
15	Investigating the self-teaching hypothesis within the adult population	Teba Hamodat, Dalhousie University: tb209216@dal.ca ; Rebecca Tucker; Hélène Deacon	
16	'Ramping up' to faster tempos: Rhythm production and phonological awareness in first grade students from the United States and Norway	Emily Guertin, Brock University: emily.guertin@brocku.ca ; Carolyn Finlayson; Jan C. Frijters; Kjersti Lundetræ; GRaD Consortium; Joan Bosson-Heenan; Jeffrey R. Gruen	
17	How the language and format of instruction Impact English language learners' reading growth	Mark Lauterbach, Brooklyn College: markl@brooklyn.cuny.edu ; Katharine Pace Miles; Karen McFadden	

18	Parental reading and learning factors: Relations with children's attention and hyperactivity.	Nicole Banach, Brock University: nb13zp@brocku.ca ; Jan C. Frijters; Joan Bosson-Heenan; Jeffrey R. Gruen	
19	Phonological awareness professional development: An experimental study of adult teaching practices and the impact on educator knowledge	Melissa M. Weber-Mayrer, The Ohio State University: weber-mayrer.1@osu.edu ; Shayne B. Piasta	
20	Cross-linguistic serial advantage in rapid naming tasks	Angeliki Altani, University of Alberta: altani@ualberta.ca ; Athanassios Protopapas; Megan Boonstra; Katerina Katopodi; George K. Georgiou	
21	Morphological interventions with typically developing and specific language impaired children: A meta-analysis	Ruth Mussar, Carleton University: ruth.mussar@gmail.com	
22	Teacher and student moves and language in math classrooms	Taffeta Wood, University of California, Irvine: tswood@uci.edu ; Sarah Siegal; Carol Connor	
23	Development of English writing of young, multilingual children	Julie Sture, Simon Fraser University: jsture@sfu.ca ; Kelli Finney; Maureen Hoskyn	
24	Feedback for adolescent ELL writers: A meta-analysis	Stacy Fields, Middle Tennessee State University: stacy.fields@mtsu.edu ; Victoria Gay; Summer Talbert; Amy M. Elleman; Collin Olson	
25	Learning to read and write in a foreign language: A four-wave longitudinal study of children from immigrant families	Cíntia Ertel Silva, University of Luxembourg: cintia.ertel@uni.lu ; Ariana Loff; Pascale Engel de Abreu	
26	Procedural learning is associated with reading development in children with and without dyslexia	Sanne van der Kleij, Radboud University: s.vanderkleij@pwo.ru.nl ; Margriet A. Groen; Eliane Segers; Ludo Verhoeven	
27	Using corpus methods to identify teacher strategies in guided reading	Liam Blything, Lancaster University: lblything@lancaster.ac.uk ; Andrew Hardie; Kate Cain	
28	The role of executive function in predicting reading skills: A longitudinal examination of preschool language minority children	Sarah V. Alfonso, Florida State University: alfonso@psy.fsu.edu ; Christopher J. Lonigan	
29	Orthographic profiles in specific language impairment: Working memory insights	Marie-Pier Godin, Université du Québec à Montréal: godin.marie-pier@uqam.ca ; Andréanne Gagné; Nathalie Chapleau	
30	Rapid automatized naming predicts more than grapheme-phoneme fluency: Evidence from simultaneous French-English bilinguals	Miriam McBreen, McGill University: mcbreenmiriam@gmail.com ; Robert Savage; Fred Genesee; Caroline Erdoş; Corinne Haigh; Aishwarya Nair	

31	The impact of summer slide on reading growth for low SES students across two years	Elizabeth Crawford-Brooke, Lexia Learning: lbrooke@lexialearning.com ; Paul Macaruso; Rachel L. Schechter	
32	White matter differences reflect second language history among bilinguals	Laura Mesite, Harvard University: lmm881@mail.harvard.edu ; Sibylla Leon Guerrero; Valerie Woxholdt; Veronica Whitford; Gigi Luk	
33	Teachers' use of literal and inferential extratextual talk during shared reading	Jill Pentimonti, American Institutes for Research: jpentimonti@air.org	
34	The relationship between Common Core State Standards (CCSS) categories and item structure	Zheng Peng, Middle Tennessee State University: zp2i@mtmail.mtsu.edu ; Jwa Kim; Qian Wang	
35	Handwriting Chinese characters: Data from normal children and children with developmental dyslexia	Dustin Kai-Yan Lau, Hong Kong Polytechnic University: dustin.lau@polyu.edu.hk ; Candice Wai-Sze Tam; Tempo Po-Yi Tang	
36	The role of morphological awareness in word reading skills in Japanese	Naoko Muroya, Tokiwa Junior College: muroya@tokiwa.ac.jp ; Tomohiro Inoue; Miyuki Hosokawa; George K. Georgiou; Hisao Maekawa; Rauno Parrila	
37	Who smiled? Do the temporal characteristics of events influence children's first mention/subject interpretation of personal pronouns?	Gillian Francey, Lancaster University: g.francey@lancaster.ac.uk ; Kate Cain	
38	Writing matters: developmental changes in Chinese visual character recognition	Szu-Yu Chen, National University of Tainan: d10411005@stunmail.nutn.edu.tw ; Zih-Yun Yang; Hsin-Chin Chen	
39	Supporting complex randomized controlled trial designs with not as complex analytic solution	Yaacov Petscher, Florida Center for Reading Research: ypetscher@fcrr.org ; Christopher Schatschneider; Jeanne Wanzek	
40	Phonological proficiency predicts word-Level reading skills better than conventionally scored phonological awareness tests	David Kilpatrick, State University of New York, College at Cortland: david.kilpatrick@cortland.edu	
41	Lexical and morpho-syntactic complexity of verbal free-recall relate to individual differences in oral language and working memory ability among bilinguals	Veronica Whitford, Massachusetts Institute of Technology & Harvard University: vwhitfor@mit.edu ; Sibylla Leon Guerrero; Valerie Woxholdt; Carolynn Ianello; Laura Mesite; Gigi Luk	
42	A non-speech dynamic assessment of the alphabetic principle	Kate Saunders, University of Kansas: ksaunders@ku.edu ; Lesa Hoffman; R. Michael Barker; Kandace Fleming; Carol Cummings; Mindy Sittner Bridges	
Saturday 2:05-3:45	Symposium: Assessment and intervention considerations in working with adult literacy learners	CHAIR: Maureen W. Lovett	NS-B

1	Speed versus accuracy for adults who struggle with reading	Lee Branum-Martin, Georgia State University: BranumMartin@gsu.edu ; Daphne Greenberg; Elena Nightingale	
2	Which motivation constructs capture meaningful variation in reading and language skills of adults with low literacy skills	Jan C Frijters, Brock University: jan.frijters@brocku.ca ; Yana Lackman; Prarthana Franklin; Natalie Spadafora; Daphne Greenberg	
3	Developing and evaluating a reading intervention for adult literacy learners	Maureen W. Lovett, The Hospital For Sick Children/University of Toronto: mwl@sickkids.ca ; Jan C. Frijters; Jennifer Goudey ; Arthur Graesser; Daphne Greenberg	
4	Scaffolding reading comprehension strategies through AutoTutor	Arthur Graesser, University of Memphis: graesser@memphis.edu ; Andrew Olney	
5	Digital literacy in struggling adult readers	Andrew Olney, University of Memphis: aolney@memphis.edu ; Daphne Greenberg ; Dariush Bakhtiari; Amani Talwar	
Saturday 2:05-3:45	Symposium: <u>The academic language register and disciplinary writing of students with language/learning disabilities</u>	CHAIR: Ruth Bahr	NS-C
1	Integrated reading-writing and listening-writing in the academic register of the content areas of curriculum for students in grades 4 to 9 with specific learning disabilities in written language	Virginia W. Berninger, University of Washington: vwb@uw.edu	
2	Coherence and clause packages in the academic writing of students with dyslexia, OWL LD, and dysgraphia	Elaine R. Silliman, University of South Florida: silliman@usf.edu	
3	Insight into the roles of diagnostic category and the academic register on spelling patterns in written summaries	Ruth H. Bahr, University of South Florida: rbahr@usf.edu	
4	A systematic review of metalinguistic approaches to promoting disciplinary literacy: Looking at the road ahead	Julie Wolter, University of Montana: Julie.Wolter@mso.umt.edu	
5	DISCUSSION	DISCUSSANT: Louise C. Wilkinson, Syracuse University: louisewilkin@gmail.com	
Saturday 2:05-3:45	Symposium: <u>Development of reading comprehension in primary school</u>	CHAIR: Minna Torppa	NS-D
1	Development of language and reading comprehension ability from 4 years to 4th grade	Monica Melby-Lervåg, University of Oslo: monica.melby-lervag@isp.uio.no ; Hanne Næss Hjetland, Arne Lervåg, Solveig-Alma Halaas Lyster, and Bente Eriksen Hagtvat	
2	Stability of reading development and difficulties	Maria Psyridou, University of Jyväskylä: maria.m.psyridou@jyu.fi ; Minna Torppa, Asko Tolvanen, Anna-Maija Poikkeus, Marja-Kristiina Lerkkanen, & Jari-Erik Nurmi	

3	Development of reading comprehension during elementary school in two transparent orthographies	Piret Soodla, Tallinn University: piret.soodla@tlu.ee ; Minna Torppa, Eve Kikas, Marja-Kristiina Lerkkanen, Jari-Erik Nurmi	
4	The long-term contribution of emergent literacy and early behavioral self-regulation to reading and math: The moderating role of gender	Freyja Birgisdottir, University of Iceland: freymbi@hi.is ; Steinunn Gestsdottir & John Geldhof	
5	DISCUSSION	DISCUSSANT: Jessie Ricketts	
Saturday 2:05-3:45	Symposium: <u>The secret life of suprasegmentals</u>	CHAIR: JoAnne Arciuli	NS-A
1	Prosody and nonword repetition in children with language and reading disorders	Alison Hendricks, University of South Carolina: hendriak@mailbox.sc.edu ; Dan Fogerty; Suzanne Adlof; Lesly Wade-Woolley	
2	The relationship between prosodic awareness and spelling accuracy in children with Autism Spectrum Disorder	Benjamin Bailey, The University of Sydney: bbai4795@uni.sydney.edu.au ; Joanne Arciuli	
3	Amplitude envelope onset, native prosodic and phonological awareness, and nonnative word learning.	Wei-Lun Chung, National Taiwan Normal University: weilun.chung@gmail.com ; Linda Jarmulowicz; Gavin M. Bidelman	
4	Does value-driven attentional capture explain stress effects in reading?	Lindsay N. Harris, Northern Illinois University: lharris3@niu.edu ; Charles A. Perfetti	
5	DISCUSSION	DISCUSSANT: Clare Wood, Nottingham Trent University: clare.wood@ntu.ac.uk	
Saturday 2:05-3:45	Spoken papers: Linguistic transfer in phonological processing	CHAIR: Marco van de Ven	AB-C
1	<u>Enhancing L2 reading vocabulary development through Phonological Specificity Training</u>	Marco van de Ven, Radboud University Nijmegen: m.vandeven@let.ru.nl ; Eliane Segers; Ludo Verhoeven	
2	<u>Linguistic and student predictors of reading vocabulary learning in English as a second language</u>	Evelien Mulder, Radboud University Nijmegen: e.mulder@pwo.ru.nl ; Marco van de Ven; Elaine Segers; Ludo Verhoeven	
3	<u>Sensitivity to L2 spelling consistency during lexical decision and naming: Comparisons across three L1 writing systems</u>	Katherine Martin, Southern Illinois University: martinki@siu.edu	
4	<u>Second language reading difficulties among native Chinese-speaking children learning to read English: The roles of native and second language skills</u>	Sha Tao, Beijing Normal University: taosha@bnu.edu.cn ; Shifeng Li; Malt Joshi; Qinfang Xu	
3:45-4:00	COFFEE BREAK		NS-Foyer
Saturday 4:00-5:40	Symposium: <u>Morphological knowledge and dyslexia: An avenue to compensation?</u>	CHAIR: Jeremy Law	NS-B

1	Spatiotemporal reorganization of the reading network in adult dyslexia	Eddy Cavalli, Aix-Marseille Université (France) and CNRS: eddy.cavalli@univ-amu.fr ; Pascale Colé; Chotiga Pattamadilok; Jean-Michel Badier; Christelle Zielinski; Valérie Chanoine; Johannes C. Ziegler	
2	Morphological awareness and visual processing of derivational morphology in high functioning adults with dyslexia: An avenue to compensation?	Jeremy Law, University of Leuven (KUL): jeremy.law@kuleuven.be ; Anneli Veispak; Jolijn Vanderauwera; Pol Ghesquière	
3	Morphology and spelling in French students With dyslexia: The case of silent final letters	Pauline Quémart, Université de Poitiers (France) and CNRS: pauline.quemart@univ-poitiers.fr ; Séverine Casalis	
4	Development of morphological awareness and processing.	Helen Breadmore, Centre for Research in Psychology, Behaviour & Achievement, Coventry University: ab8179@coventry.ac.uk ; Helene Deacon	
5	DISCUSSION	DISCUSSANT: Julia Carroll, Centre for Research in Psychology, Behaviour & Achievement, Coventry University: ab8107@coventry.ac.uk	
Saturday 4:00-5:40	Symposium: <u>Exploring the metalinguistic talk of teachers and learners as a lever for enriching academic language-focused interventions.</u>	CHAIR: Christina Dobbs	NS-C
1	Metalinguistic reflections on the pragmatic-aspects of academic language in the urban high school classroom	Christina L. Dobbs, Boston University: cdobbs@bu.edu ; Emily Phillips Galloway; Marisa Olivo; Chloe Madigan	
2	The development literate among young Spanish-English dual language learners	Audrey Lucero, University of Oregon School of Education: alucero@uoregon.edu	
3	Examining the potential of language-focused discussions for fostering metalinguistic skills in high school students	Emily Phillips Galloway, Vanderbilt University: epgalloway@gmail.com ; Christina L. Dobbs; Marisa Olivo; Chloe Madigan	
4	Teacher language that supports students' interest and attention to academic vocabulary	Sabina Neugebauer, Loyola University Chicago: sneugebauer@luc.edu ; Michael Coyne	
5	DISCUSSION	DISCUSSANT: Paola Uccelli, Harvard University: paola_uccelli@gse.harvard.edu	
Saturday 4:00-5:40	Spoken papers: Language impairment and reading	CHAIR: Nickola Nelson	NS-D
1	<u>Language impairment or learning disability: Same or different?</u>	Nickola Nelson, Western Michigan University: nickola.nelson@wmich.edu ; E. Brookes Applegate; Michele A. Anderson; Elena Plante	

2	Improving language comprehension in preschool children with language difficulties: A cluster randomized field trial	Arne Lervåg, University of Oslo: a.o.lervag@ped.uio.no ; Åste Marie Mjelve Hagen; Monica Melby-Lervåg	
3	Comparing longitudinal relations between receptive vocabulary and reading comprehension among school-age children with higher-functioning autism spectrum disorder and typically developing peers	Ryan Grimm, University of California, Davis: ryangrimm2255@gmail.com ; Emily Solari; Nancy McIntyre; Matthew Zajic; Peter Mundy	
4	Morphological processes in children with specific language impairment	Rachel Berthiaume, Université de Montréal: rachel.berthiaume@umontreal.ca ; Marie-Eve Gagnon-Nault; Daniel Daigle	
5	Working memory profiles of children with dyslexia, language impairment, and typical development	Shelley Gray, Arizona State University: shelley.gray@asu.edu ; Sam Green; Mary Alt; Tiffany Hogan; Nelson Cowan	
Saturday 4:00-5:40	Spoken papers: Reading assessment and intervention	CHAIR: Paula Ríos López	NS-A
1	Exploring reading readiness in pre-schoolers: Rhythmic abilities are linked to brain sensitivity to orthographic stimuli in the N100 window before formal reading instruction	Paula Ríos López, BCBL: p.rios@bcbleu	
2	Reliability and validity of early childhood reading engagement rating scale	Claire Seunghee Son, University of Utah: s.claire.son@utah.edu	
3	Full-day French immersion kindergarten: The impact of play-based learning on second-language reading scores	Nathalie Rothschild, OISE, University of Toronto: nrothschild@gmail.com	
4	How interactive storybooks can improve reading comprehension for dual language learners	Ashley Adams, Arizona State University: amadam13@asu.edu ; Maria Adelaida Restrepo; Sarah Fialko; Erin Walker; Arthur Glenberg	
5	Effectiveness of interventions that foster reading motivation: A meta-analysis	Roel van Steensel, Erasmus University Rotterdam/Free University Amsterdam: vansteensel@fsw.eur.nl ; Lisa van der Sande; Lidia Arends	
Saturday 4:00-5:40	Spoken papers: Literacy education and professional development	CHAIR: Shayne Piasta	AB-C
1	State-sponsored language- and literacy- professional development for early childhood educators: Educator and child outcomes	Shayne Piasta, The Ohio State University: shayne.piasta@gmail.com ; Laura Justice; Ann O'Connell; Susie Mauck; Melissa Weber-Mayrer; Rachel Schachter; Kristin Farley; Caitlin Spear; Tara Strang; Rongfang Jia	

2	An evaluation of a teaching-assistent led reading intervention for 5-6 yr-olds in the UK	Janet Vousden, Coventry University: janet.vousden@coventry.ac.uk ; Clare Wood ; Rob Savage; Helen Johnson; Sam Waldron; Sabrina Ammi; Claire Pilinger; Rosa Kwok	
3	The promise of a literacy reform effort in the upper elementary grades	Adrian Pasquarella, University of Delaware: a.pasquarella@gmail.com ; Sharon Walpole; Mike McKenna; John Strong ; Steve Amendum	
4	Reading component assessments for adult education students	John Sabatini, Educational Testing Service: jsabatini@ets.org ; Tenaha O'Reilly; Kelly Bruce; Daphne Greenberg	
5	The SVR in Arabic - Is it so simple?	Shaimaa Abdelsabour, University of Canterbury: shima_mahmoud@hotmail.com ; John Everatt	

This conference was organized by Ludo Verhoeven (program chair) in collaboration with Nicole Conrad (local organizer), Amy Scarborough and Sean Day (program assistants). The preconference program was organized by Jessie Ricketts, Devin Kearns, & Elsje van Bergen.

The following members served as reviewer for the present program:

Kenn Apel	Lee Branum-Martin	Wing-Yin Bonnie Chow
Penelope Collins	Nicole Conrad	Alain Desrochers
Florina Erbeli	Jan Frijters	Alexandra Gottardo
Gina Harrison	Devin Kearns	Young-Suk Kim
John Kirby	Mark Lauterbach	Kyle Levesque
Ariana Loff	Jeannette Mancilla-Martinez	Sandra Martin-Chang
Ana Luiza Navas	Gene Ouellette	Nicole Sandi Patton-Terry
Robert Savage	Amy Scarborough	Eliane Segers
Jenny Thomson	Minna Torppa	Rebecca Treiman

