

***PLEASE NOTE THAT THE FOLLOWING ITEMS WILL BE ADDED TO THE FIRST VERSION OF THE PROGRAM ON MAY 6TH, AFTER THE DEADLINE FOR 1ST AUTHORS/PRESENTERS TO REGISTER***

- ***FIRST AUTHOR AFFILIATION AND EMAIL ADDRESS***
- ***ADDITIONAL AUTHORS***

## **Society for the Scientific Study of Reading**

Toronto, Canada  
Conference Program

**WEDNESDAY, JULY 17, 2019**

09:00-04:00	<a href="#"><u>Student and Early Careers Preconference</u></a>		
01:00-03:30	Board Meeting		
<b>04:00-05:00</b>	<b>Business Meeting</b>		
05:00-07:00	<b>Welcome Reception</b>		
Wednesday 05:30-07:00	<b>POSTER SESSION I</b>	Authors	
1	<a href="#"><u>Heterogeneity in the sources of reading comprehension difficulties among 4th and 5th grade children: Implications for assessment and intervention</u></a>	Michal Shany	
2	<a href="#"><u>Relationships between morphological awareness, vocabulary and reading achievement: an interventional study in low French SES children.</u></a>	Alicia Rassel	
3	<a href="#"><u>Effects of extensive reading on eye movements during second language reading</u></a>	Chi Yui Leung	
4	<a href="#"><u>The Impact of Diglossia on the Development of Phonological Awareness among High and Low SES School-Age Students</u></a>	Rachel Schiff	
5	<a href="#"><u>The contribution of vocabulary knowledge to word reading in children with English as an additional language.</u></a>	Hannah Nash	
6	<a href="#"><u>Subgrouping English language learners based on English as a foreign language reading measures: A multilevel latent profile analysis</u></a>	Florina Erbeli	
7	<a href="#"><u>On the contribution of morphological awareness to reading comprehension: A comparison of French L1 and L2 students</u></a>	Rosalie Bourdages	
8	<a href="#"><u>Examining predictors of spelling accuracy in university students: Are familiarity and set for variability unique predictors of item level performance?</u></a>	Jocelyn Weiner	
9	<a href="#"><u>Transfer of word and sentence level feedback effects to children's reading comprehension</u></a>	Sophie Gruhn	

10	<a href="#"><u>Subgrouping English language learners based on English as a foreign language reading measures: A multilevel latent profile analysis</u></a>	Florina Erbeli	
11	<a href="#"><u>Stress guides spelling decisions independently of vowel quality: Untangling the Gordian knot</u></a>	Erin Sparks	
12	<a href="#"><u>Relations among plurilingual children's emerging executive functions and their English reading skills from Kindergarten to Grade 2</u></a>	Pamela Filiatrault-Veilleux	
13	<a href="#"><u>A component skills approach to story writing ability in EL and EL1 students</u></a>	Angela Massey-Garrison	
14	<a href="#"><u>Impact of symbol and child characteristics on akshara recognition</u></a>	Rauno Parrila	
15	<a href="#"><u>Novice teacher knowledge of dyslexia: A state by state comparison</u></a>	Tiffany Peltier	
16	<a href="#"><u>The effects of post-secondary education on reading and component skills for native and non-native readers of English</u></a>	Sean McCarron	
17	<a href="#"><u>Relation between numeracy and mathematical language for preschoolers in China</u></a>	Melody Kung	
18	<a href="#"><u>Complex syntax in elementary school basal readers: Changes across first grade to sixth grade</u></a>	Laurel Teller	
19	<a href="#"><u>Role of phonological awareness and visual skills in Chinese character reading</u></a>	Han Yuan	
20	<a href="#"><u>Reading profiles of students in Response to Intervention and special education</u></a>	Tamera Hutchings	
21	<a href="#"><u>The association between teachers' pedagogical beliefs, degree of code knowledge, and clinical practice: Hands on intervention training experience matters</u></a>	Melissa McMahan	
22	<a href="#"><u>Longitudinal Predictors of Beginning Writing in Chinese</u></a>	Yanyan Ye	
23	<a href="#"><u>The association between early childhood special education teachers' beliefs about literacy and fidelity of implementation</u></a>	Jaclyn Dynia	
24	<a href="#"><u>Effects of a Family Literacy Program for Latino Parents: Evidence from a Single Subject Design</u></a>	Carol Mesa	
25	<a href="#"><u>Rapid Automatized Naming (RAN) and its contribution to Orthographic Knowledge</u></a>	Dalia Martinez	
26	<a href="#"><u>A comparison of early language and literacy skills of English (EL1) and English as a Second Language (ESL) preschoolers.</u></a>	Michelle McCann	

27	<a href="#">Do Curriculum-Based Measures of Comprehension (CBMs-C) contribute beyond oral reading fluency differentially for student subgroups?</a>	Steve Amendum	
28	<a href="#">Task-focused behavior and reading development in Japanese: A latent growth curve analysis</a>	Tomohiro Inoue	
29	<a href="#">Consonant Doubling in Elementary School Spellers</a>	Ruth Altmiller	
30	<a href="#">Investigating relations between executive function and reading comprehension performance: Evidence from path analysis mediation models</a>	Mercedes Spencer	
31	<a href="#">Title of presentation: Effects of morphological awareness training on the development of morphological strategy use in polymorphemic word spelling among 4th grade French-speaking students</a>	Anila Fejzo	
32	<a href="#">Examining the contribution of 1st grade reading and language skills to 3rd grade reading comprehension: A mediation analysis.</a>	Liz Crawford-Brooke	
33	<a href="#">Gains in reading and spelling across one academic year: A unidirectional relation between reading and spelling for children in early elementary school</a>	Pierre Cormier	
34	<a href="#">Nature-based educational programming in relation to literacy and mathematics development in kindergarten and first grade</a>	Lori Skibbe	
35	<a href="#">Examining the Relationship between Elements of Speech Rhythm Sensitivity and Reading</a>	Emily Harrison	
36	<a href="#">Contributions of Phonology and Orthography to Spelling and Reading in Children with Dyslexia</a>	Rouzana Komesidou	
37	<a href="#">An examination of whether popular oral reading fluency curriculum-based measures are equated for decodability</a>	Neena Saha	
38	<a href="#">Visual attention span in good and poor elementary school readers</a>	Francesca Silla	
39	<a href="#">Relations of copying skills to Hangul word reading and writing among Korean kindergartners</a>	Jeung-Ryeul Cho	
40	<a href="#">A review of dyslexia online learning modules</a>	Alida Anderson	
41	<a href="#">First-Grade Literacy Intervention Improves Reading Comprehension Through Science-Embedded Approach</a>	Laura Mesite	
42	<a href="#">Do reading strategies differ in transparent vs. opaque orthographies? A word learning study in English, Spanish, Italian and German</a>	Rosa Kwok	

43	<a href="#">Traces of orality in the written compositions of high school English as a foreign language learners in Tunisia: the case of subtitled American movies and series</a>	Wiem Saidi	
44	<a href="#">The grade one language and literacy project: A collaboration between speech-language pathologists and educators</a>	Alyssa Kuiack	
45	<a href="#">The influence of grapheme type on spelling performance over the primary grades: Evidence from French.</a>	Alain Desrochers	
46	<a href="#">What can hesitation dysfluencies tell us about children's multisyllabic word reading?</a>	Lindsay Heggie	
47	<a href="#">The Impact of Contextual Strategy Instruction and Growth Mindset Intervention on Vocabulary, Comprehension, and Persistence</a>	Natalie Griffin	
48	<a href="#">Effects of a prosody intervention to improve reading fluency in 6th graders</a>	Fraulein Vidigal de Paula	

**PLEASE NOTE THAT THE FOLLOWING ITEMS WILL BE ADDED TO THE FIRST VERSION OF THE PROGRAM ON MAY 6TH, AFTER THE DEADLINE FOR 1ST AUTHORS/PRESENTERS TO REGISTER**

- **FIRST AUTHOR AFFILIATION AND EMAIL ADDRESS**
- **ADDITIONAL AUTHORS**

**THURSDAY, JULY 18, 2019**

7:15 - 8:30	<b>BREAKFAST</b>		
<b>SESSION 1 (08:30AM – 10:10AM)</b>			
Thursday 8:30- 10:10	<b><u>Challenges of learning to spell across orthographies</u></b>	Barbara Arfe	
1	How the complexities of an orthography of intermediate depth, Portuguese, modulate learning to spell	São Luís Castro -- University of Porto	
2	How do language-based and handwriting-based difficulties manifest in the spellings of children with dyslexia?	Markéta Caravolas -- Bangor University	
3	Training implicit learning of spelling rules in Italian children with developmental dyslexia.	Barbara Arfé -- University of Padova	
4	Graphogame instructs both reading and spelling in several orthographies	Heikki Lyytinen -- University of Jyväskylä	
5	DISCUSSANT	Catherine McBride -- The Chinese University of Hong Kong	
Thursday 8:30- 10:10	<b><u>Language and literacy development of bilingual children from diverse backgrounds</u></b>	Xi Chen	
1	The development of reading comprehension and vocabulary in mid-elementary newcomer ELLs and their EL1 peers – Trajectories and predictors	Esther Geva -- OISE/University of Toronto	
2	Comprehension monitoring in emerging English-French bilingual children	Klaudia Krenca -- OISE/University of Toronto	
3	Language and reading skills of English-speaking children and English Language Learners in Canadian French immersion	Diana Burchell -- OISE/University of Toronto	
4	The influence of first language Akshara orthography on English spelling development of children from low-income communities in India	R. Malatesha Joshi -- Texas A & M University	
5	Predicting phonological awareness in Dutch-English bilingual kindergarteners	Hedi Kwakkel -- The Behavioural Science Institute, Radboud University	
Thursday 8:30- 10:10	<b><u>Application of explanatory item response models in literacy research</u></b>	Paulina Kulesz	
1	Understanding effects of reader-text interactions on reading comprehension: Explanatory item response study	Paulina Kulesz -- University of Houston	
2	Developmental changes in reading do not alter the development of visual processing skills: An application of explanatory item response models in grades K-2	Shiva Khalaf -- University of Houston	

3	Effects of semantic reinforcement, semantic discrimination, and affix frequency on new word learning in skilled and less skilled readers in grades six to twelve	Marcia Barnes -- Vanderbilt University	
4	Explaining differential performance on academic vocabulary assessments for English language learners using explanatory item response models	Autumn McIlraith -- University of Houston	
5	DISCUSSANT	David Francis -- University of Houston	
Thursday 8:30- 10:10	<b><u>Orthographic learning: How it happens and why it matters.</u></b>	Rebecca Tucker	
1	The effect of morphological knowledge on orthographic learning: English-speaking monolinguals vs. Chinese-English bilinguals	Hua-Chen Wang -- Macquarie University	
2	Feep and then refeed: Does learning a base word facilitate learning of related words?	Rebecca Tucker -- Dalhousie University	
3	Orthographic learning of children's invented spellings of pseudowords	Nicole Conrad -- Saint Mary's University	
4	Children's learning of spellings and meanings of new words: A longitudinal study	S. Hélène Deacon -- Dalhousie University	
5	Orthographic learning as reflected in spelling accuracy: How good is good enough?	Gene Ouellette -- Mount Allison University	
Thursday 8:30- 10:10	<b>Morphology</b>		
	<a href="#"><u>The role of root awareness in reading Arabic: A development and validation study</u></a>	Sana Tibi	
	<a href="#"><u>Development of word order and morphosyntactic skills in written composition in Chinese children</u></a>	Pui-sze Yeung	
	<a href="#"><u>Addressing the presence of proper names in school texts</u></a>	Elfrieda H. Hiebert	
	<a href="#"><u>The contribution of morphological awareness to literacy-based resiliency in college students</u></a>	Emily Farris	
	<a href="#"><u>Morphological knowledge in language minority children compared with monolingual children: A meta-analysis</u></a>	Siri S. Bratlie	
10:10-10:30	<b>COFFEE BREAK</b>		
<b>SESSION 2 (10:30AM – 12:10PM)</b>			
Thursday 10:30-12:10	<b><u>Literacy learning in adulthood: An examination of profile heterogeneity, intervention response, and reading comprehension</u></b>	Maureen W. Lovett	

1	Splinter skills for adults who struggle with reading: speed, decoding, and non-native speaker status	Lee Branum-Martin -- Georgia State University	
2	Exploring struggling adult readers' performance on three reading comprehension assessments	Amani Talwar -- Georgia State University	
3	The effect of text and question-answer item difficulty on the performance of adult learners when using AutoTutor	Arthur Graesser -- University of Memphis	
4	Profiling adult learners' reading skills: Are there distinct latent classes?	Daphne Greenberg -- Georgia State University	
5	Intervention response across the lifespan: Examining remedial responsiveness in children, adolescents, and adults who struggle with reading	Maureen W. Lovett -- The Hospital for Sick Children; University of Toronto	
Thursday 10:30-12:10	<b>Orthographic learning</b>	Katharine Miles	
1	Teaching children to decode words: Continuous versus segmented phonation	Linnea Ehri -- CUNY Graduate Center	
2	Brazilian Portuguese beginning readers benefit more from orthographic mapping of grapheme-phonemes than from syllables in learning to read and spell words	Renan de Almeida Sargiani -- Harvard Graduate School of Education; University of São Paulo	
3	The role of the contextual and morphological semantic information in the orthographic learning of English polysyllabic words	Devin Kearns -- University of Connecticut	
4	A computer vs. human analysis of the orthographic regularity of high frequency words	Katharine Miles -- Brooklyn College, CUNY	
5	DISCUSSANT	David Kilpatrick -- SUNY, Cortland	
Thursday 10:30-12:10	<b>Interventions 1</b>		
1	<a href="#">Implementation of a small-group emergent literacy intervention by preschool teachers and community aides</a>	Shayne Piasta	
2	<a href="#">Implicit and explicit training improves children's rule-based spelling of words</a>	Madelon van den Boer	
3	<a href="#">Do Conversational Turns Predict Children's Vocabulary Development in a Shared Book Reading Program?</a>	Preeti Samudra	
4	<a href="#">Examining the effects of Simplicity Principle and Structured Word Inquiry Interventions on the reading and spelling ability of Grade 3 poor readers</a>	George Georgiou	
5	<a href="#">Explicit instruction and decoding instruction mediates Matthew effects for students in low socio-economic schools</a>	Alison Arrow	



Thursday 10:30-12:10	<b>RAN / Fluency / Prosody</b>		
1	<a href="#">Investigating the Double-Deficit Hypothesis in more and less transparent orthographies: A longitudinal study from preschool to grade 2</a>	Bjarte Furnes	
2	<a href="#">Diving deeper into serial naming: Articulation as a rate-limiting factor</a>	Athanasios Protopapas	
3	<a href="#">Growth in reading and vocabulary from primary to secondary school: influences of basic reading ability and reading for pleasure</a>	Laura Shapiro	
4	<a href="#">How reading efficiency and reading proficiency relate: A closer look</a>	Alexandra Spichtig	
5	<a href="#">Unpacking reading prosody: Dimensionality, Growth, and Relation with Text Reading Efficiency</a>	Young-Suk Kim	
Thursday 10:30-12:10	<b>Aspects of vocabulary and reading comprehension.</b>	Jane Oakhill	
1	Vocabulary as knowledge and ability. The contribution from a simple measure of ease of semantic activation to reading comprehension	Carsten Elbro -- Centre for Reading Research, University of Copenhagen	
2	Semantic fluency, keyword identification, and their relation to reading comprehension.	Jane Oakhill -- University of Sussex	
3	Maximising learning whilst reading: Phonological and semantic pre-training	Jessie Ricketts -- Royal Holloway, University of London	
4	Understanding Words and Comprehending Texts	Charles Perfetti -- University of Pittsburgh	
5	DISCUSSANT	Amy Elleman -- Middle Tennessee State University	
12:10-01:10	<b>LUNCH</b>		
Thursday 01:10-02:40	<b>POSTER SESSION II</b>	<b>Authors</b>	
1	<a href="#">Individual differences in decoding and vocabulary affect word learning and consolidation</a>	Kayleigh Ryherd	
2	<a href="#">How does vocabulary knowledge contribute to learning to read English as a Foreign Language?</a>	Alexander Krepel	
3	<a href="#">The Influence of Vocabulary Instruction on Word Knowledge and Word Solving</a>	Gina Cervetti	
4	<a href="#">Exploring growth in preschool children's phonological awareness: prediction from vocabulary and broad language skills.</a>	Beth Phillips	

5	<a href="#">Can we confer a little bit about this?: Developing Vocabulary Knowledge in Young Children</a>	Kathy Ganske	
6	<a href="#">Orthographic knowledge predicts reading and spelling performance in German third-graders with reading and spelling difficulties</a>	Jelena Zaric	
7	<a href="#">Morphological awareness of connective endings in 1st through 4th grade children from culturally diverse families in Korea</a>	Bhu Ja Chung	
8	<a href="#">Relations among 2nd and 3rd grade students' social skills, inhibitory control and genre writing</a>	Taffeta Wood	
9	<a href="#">The relationship between starting point and rate of changes in reading and mathematics</a>	Bingshi Zhang	
10	<a href="#">What is reading comprehension?</a>	Yusra Ahmed	
11	<a href="#">Developmental relationships between reading anxiety and reading comprehension of primary school to secondary school-aged students with and without dyslexia in Chinese: A cross-sectional design</a>	Li-Chih Wang	
12	<a href="#">Reading predictors in Brazilian children with learning disabilities, with and without phonological disorders</a>	Alexandre Lucas de Araújo Barbosa	
13	<a href="#">Acquisition of Chinese Motion event expression by Hungarian-speaking learners</a>	Xiao Li	
14	<a href="#">Immigrant Children's Literacy Transfer and Metalinguistic Awareness in Vancouver: Cross-language Transfer Effects of Trilingual Phonological Awareness in Early Reading Development.</a>	Joanna Guohong Zeng	
15	<a href="#">Do readers aware the causality when sentences used difference causal connectives?</a>	Minglei Chen	
16	<a href="#">Early precursors of literacy development across languages</a>	George Manolitsis	
17	<a href="#">Development of early morphological awareness in Norwegian children: from epilinguistic control to metalinguistic awareness of inflectional and derivational morphology</a>	Germán García Grande	
18	<a href="#">The influence of integrating text structure and content area guidance during reading Classical Chinese</a>	ChiaHsing Chen	
19	<a href="#">Word familiarity monitoring and its role in word learning</a>	Holger Juul	
20	<a href="#">Language structure affecting reading strategies used by normal and dyslexic readers in an inconsistent orthography: an eye-tracking study.</a>	Catherine Antalek	

21	<a href="#">The contribution of depth of vocabulary and its components to reading comprehension beyond vocabulary width: Cross-sectional developmental patterns</a>	Yuhtsuen Tzeng	
22	<a href="#">Using Sentence Repetition to Assess Oral Language Development in Bilingual Children with Dyslexia</a>	Xian Hui Seet	
23	<a href="#">Relationship between reading knowledge and writing performance at the end of Kindergarten, 1st Grade, and 2nd Grade</a>	Rocío Castiñeira Seoane	
24	<a href="#">Evaluating Concurrent Validity and Classification Accuracy of a Short Web-based Adaptive Assessment Compared to Two Assessments Widely Used in the United States</a>	John Ferrara	
25	<a href="#">How reading efficiency and reading proficiency relate: A closer look</a>	Alexandra Spichtig	
26	<a href="#">Social validity, facilitators, and challenges of implementing a small-group emergent literacy intervention in early childhood contexts</a>	Leiah Groom	
27	<a href="#">Examining the effects of cognitive skills and parental reading difficulties on children's reading fluency and reading comprehension: A longitudinal study from grade 1 to 9.</a>	Maria Psyridou	
28	<a href="#">The relation between reading prosody and reading comprehension</a>	Alissa Wolters	
29	<a href="#">Different aspects of print exposure and their relationships to literacy achievement in university students</a>	Louise Spear-Swerling	
30	<a href="#">Can we confer a little bit about this?: Developing Vocabulary Knowledge in Young Children</a>	Kathy Ganske	
31	<a href="#">Phonemic cues in a tablet-based app help struggling readers decode complex words</a>	Patrick Donnelly	
32	<a href="#">Correlates of Reading Comprehension and Word-Problem Solving Skills of Spanish-Speaking Language-Minority Children</a>	Jessica Namkung	
33	<a href="#">RAN influences the results of a text-fading based reading fluency training</a>	Telse Nagler	
34	<a href="#">Contribution of morphological awareness and vocabulary to reading in children from various socio-economical status</a>	Severine Casalis	
35	<a href="#">Comparisons between Structure Equation Modeling (SEM) Invariance Test and Differential Item Function (DIF) on 5th Grade English Language Arts (ELA) Test</a>	zheng peng	
36	<a href="#">The Role of Derivational Morphological Awareness in Second Language Reading Comprehension</a>	Anna Shur	

37	<a href="#">Combination of reciprocal teaching with instruction in self-regulated learning: An intervention study in second grade</a>	Piret Soodla	
38	<a href="#">Does digit RAN mediate reading and math fluency?</a>	Rebecca Wiseheart	
39	<a href="#">Attention and the Executive Functioning-Reading Relationship</a>	Jane McClure	
40	<a href="#">What accounts for the increased risk for concussion in student-athletes with reading disability and ADHD?</a>	Robin Wellington	
41	<a href="#">Developmental trends and precursors of spelling in English among Chinese children who learn English-as-a-second language: Comparisons between average and at-risk spellers</a>	Shen QIAO	
42	<a href="#">Second language learners who are at-risk for reading disabilities: A growth mixture model study</a>	Siu Sze Yeung	
43	<a href="#">Morphological Awareness Contribution to Spelling Increases from Grade 2 to Grade 3 in Brazilian Portuguese</a>	Márcia da Mota	
44	<a href="#">Identifying the relative influence of teacher beliefs and teacher practice on students' language and literacy outcomes</a>	Kaitlin Herbert	
45	<a href="#">A continuum-based perspective of language and literacy development for Spanish-English speaking children</a>	Lisa Fitton	
46	<a href="#">Developing an instructional sequence for teaching the alphabetic principle to children with intellectual disabilities</a>	Kate Saunders	
47	<a href="#">Language exposure and parent-child engagement during summer: A study with dual language learners</a>	Mayu Lindblad	
48	<a href="#">Effects of an informational text structure intervention in grades 4-5</a>	John Strong	
49	<a href="#">From kindergarten to fourth Grade: Predicting reading comprehension difficulties in Arabic as L1</a>	Bahaa' Makhoul	
<b>SESSION 3 (02:40PM - 04:20PM)</b>			
Thursday 02:40-04:20	<b><a href="#">How can we use meta-analysis in reading and language research? Possibilities and caveats</a></b>	Monica Melby-Lervag	
1	Using meta-analysis to answer unique questions about the nature and nurture of reading ability.	Sara A. Hart -- Florida Center for Reading Research; Florida State University	
2	Is there a cognitive advantage in bilingual children? Using meta-analysis to unravel relationships between cognition and language	Monica Melby-Lervåg, -- University of Oslo	
3	Using model-based meta-analysis to improve diagnosis of reading disability	Rachel E. Joyner -- Florida State University, rjoyner@psy.fsu.edu	
4	Meta-analyses of effects from interventions in education, reading and language: Methodological quality	Arne Lervåg -- University of Oslo	

5	DISCUSSANT	Richard Wagner	
Thursday 02:40-04:20	<a href="#">Reading development in linguistically diverse settings</a>	Holly Joseph	
1	Reading comprehension in Persian as the first and English as the second language: Simple and more complex views based on Arabic versus Latin scripts	John Everatt -- University of Canterbury	
2	Reading and reading-related skills in Arabic-English bilingual speakers in the UK and Saudi Arabia	Holly Joseph -- University of Reading	
3	The Influence of the L1 on the L2 collocation acquisition of Tamil-English bilingual children	Roopa Leornard -- University of Reading	
4	Longitudinal cross-linguistic transfer in children learning to read English as a second language	Tze Peng Wong -- University of Nottingham	
5	Orthographic learning: a strength for bilingual learners?	Daisy Powell -- University of Reading	
Thursday 02:40-04:20	<a href="#">Early writing development across orthographies</a>	Gary Bingham	
1	Chinese early composing and its associations with early reading skills	Chenyi Zhang -- Georgia State University	
2	Examining children's early writing development in English: Associations among handwriting, spelling, composing, and executive function skills.	Gary Bingham -- Georgia State University	
3	Early writing skills of monolingual Spanish-speaking and English-speaking children attending prekindergarten and kindergarten in the Chile and the USA	Kathrine Strasser -- Pontificia Universidad Catolica de Chile	
4	A parent-child joint writing intervention: Associations with Hebrew writing skills	Coral A Shachar -- Tel Aviv University	
5	<b>DISCUSSANT</b>	Cynthia Puranik -- Georgia State University	
Thursday 02:40-04:20	<b>Spelling</b>		
1	<a href="#">Learning to spell phonologically: Influences of children's own names</a>	Lan Zhang	
2	<a href="#">Letter names help children begin to spell phonologically</a>	Rebecca Treiman	
3	<a href="#">The effect of orthographic neighbors on the spelling acquisition</a>	YI-JUI CHEN	
4	<a href="#">Predicting children's word-spelling difficulties: linguistic and orthographic characteristics in French school-age children</a>	Julie Robidoux	

5	<a href="#">Orthographic representations and orthographic competition: The role of spelling errors in language processing</a>	Aki-Juhani Kyröläinen	
Thursday 02:40-04:20	<b>Reading Comprehension 1</b>		
1	<a href="#">The effects of text-structure instruction on English learners' reading comprehension and strategies</a>	zhihong xu	
2	<a href="#">The relation between retell and reading comprehension: a meta-analysis.</a>	Yucheng Cao	
3	<a href="#">Beyond "getting it correct": Academic language in summaries predict reading comprehension</a>	Wenjuan Qin	
4	<a href="#">Is comprehension the best predictor of comprehension? The added value of measuring component skills in middle school</a>	John Sabatini	
04:20-04:40	<b>COFFEE BREAK</b>		
<b>SESSION 4 (04:40PM-06:20PM)</b>			
Thursday 04:40-06:20	<a href="#">Tracing the long threads connecting prosody to reading in children.</a>	Lesly Wade-Woolley	
1	Implicit lexical prosody in children's reading of words and sentences	Lindsay Harris -- Northern Illinois University	
2	Exploring the importance of prosody in speech & reading comprehension	Sarah Weidman -- Nottingham Trent University	
3	The roles of theory of mind, vocabulary and prosody in word reading and reading comprehension in children with and without autism spectrum disorders	Shelley Xiuli Tong -- University of Hong Kong	
4	Implicit and explicit prosody in reading in children with high and low language skills.	Lesly Wade-Woolley -- University of South Carolina	
5	<b>DISCUSSANT</b>	Lindsay Heggie -- Queen's University at Kingston	
Thursday 04:40-06:20	<a href="#">Neural correlates of early reading development: Evidence from longitudinal neuroimaging studies</a>	Nicole Landi	
1	Functional connectivity patterns distinguish familial risk of dyslexia in infancy and predict subsequent phonological development	Xi Yu -- Boston Children's Hospital/Harvard Medical School	
2	Functional connectivity in the developing language network predicts later reading ability	Kaja Jasińska -- University of Delaware; Haskins Laboratories	
3	Cortical structure is associated with later reading skill in beginning readers	Meaghan V. Perdue -- University of Connecticut; Haskins Laboratories	

4	White matter microstructure in infancy predicts language and pre-literacy abilities in preschool	Jennifer Zuk -- Boston Children's Hospital; Harvard Medical School	
5	<b>DISCUSSANT</b>	Nadine Gaab	
Thursday 04:40-06:20	<b><a href="#">The interaction of domain-general mechanisms and reading development: From word to text</a></b>	Katherine Aboud	
1	Learning to read is tied to domain-general memory systems	F. Sayako Earle -- University of Delaware	
2	Executive functions are recruited for oral reading fluency in complex texts	Tin Nguyen -- Vanderbilt University	
3	Differences in control engagement during sentence reading are related to intervention response in struggling readers	Tehila Nugiel -- University of Texas at Austin	
4	Fairy tales versus facts: Genre matters to the developing brain	Katherine Aboud -- Vanderbilt University	
5	<b>DISCUSSANT</b>	Laurie Cutting -- Vanderbilt University	
Thursday 04:40-06:20	<b>Bi- and multilingualism 1</b>		
1	<a href="#">Can a highly-proficient L2 reader of English reach native-like proficiency?</a>	Kelly Nisbet	
2	<a href="#">Comparing shared book reading in first and second languages between Chinese mothers and pre-school children</a>	Nan Chen	
3	<a href="#">Effects of sentence types on reading in bilinguals and monolinguals: Evidence from eye-tracking</a>	Guoqin Ding	
4	<a href="#">Cross-language relations of early literacy skills: An analysis of the developmental interdependence hypothesis using quantile regression.</a>	Marc Goodrich	
5	<a href="#">Cross-linguistic transfer of word reading skills among Chinese-English bilingual children in Singapore</a>	Xueyan Hu	
Thursday 04:40-06:20	<b>Reading around the world</b>		
1	<a href="#">Understanding Chinese sign language comprehension and text reading comprehension in Chinese deaf children with hearing impairment: The roles of vocabulary, prosody, working memory and executive function</a>	Qinli Deng	
2	<a href="#">Reading in Arabic: the impact of vowelization uncertainty on word recognition</a>	Rob Davies	
3	<a href="#">Letter transpositions in Hindi highlight its functionally alphabetic nature</a>	Anurag Rimzhim	

4	<a href="#">Impact of phonological distance on dyslexia in dialect speakers: The case of Arabic diglossia</a>	Elinor Saiegh-Haddad	
5	<a href="#">Visual attention span deficit in reading might be due to a difficulty in filtering out adjacent characters from a cued target: a study with Japanese children with/without developmental dyslexia</a>	Eishi Tsutamori	

**PLEASE NOTE THAT THE FOLLOWING ITEMS WILL BE ADDED TO THE FIRST VERSION OF THE PROGRAM ON MAY 6TH, AFTER THE DEADLINE FOR 1ST AUTHORS/PRESENTERS TO REGISTER**

- **FIRST AUTHOR AFFILIATION AND EMAIL ADDRESS**
- **ADDITIONAL AUTHORS**

**FRIDAY, JULY ~~20~~, 2019**

7:15 - 8:30

**BREAKFAST**

**SESSION 1 (08:30AM - 10:10AM)**

Friday 08:30-10:10	<a href="#">Language and literacy skills of bilingual and monolingual children with neurodevelopmental disorders</a>	Esther Geva	
1	Narrative abilities of English L2 learners with autism spectrum disorder, developmental language disorder and typical development	Krithika Govindarajan -- University of Alberta	
2	Bilingualism effects in the comprehension performance of children with Developmental Language Disorder and Autism Spectrum Disorder	Ianthi Maria Tsimpli -- University of Cambridge	
3	What characterizes the morphosyntax of Norwegian children with Developmental Language Disorder?	Jannicke Karlsen -- University of Oslo	
4	Developmental reading disorders in U.S. high school L2 learners?	Richard L. Sparks -- University of Cincinnati	



5	A longitudinal study of phoneme discrimination in ELLs and EL1s who are typical readers or at-risk for reading disability	Miao Li -- University of Houston	
Friday 08:30-10:10	<b><u>Building up meaning: Examining the relation between sentence-level language skills and reading comprehension</u></b>	Tamara Sorenson Duncan	
1	Syntax and reading comprehension: a meta-analysis of different spoken syntax assessments	Danielle Brimo -- Texas Christian University	
2	Not all sentence types are created equal: An evaluation of children's understanding of different sentence types in relation to their reading comprehension	Tamara Sorenson Duncan -- Dalhousie University, IWK Health Centre	
3	Syntactic comprehension in reading comprehension. A study of senior high school students	Mads Poulsen -- University of Copenhagen	
4	Building blocks of reading comprehension: The importance of syntactic awareness	Elizabeth MacKay -- Dalhousie University	
5	What mediates the relation between syntactic awareness and reading comprehension in bilingual students?	Juwairia Sohail -- OISE, University of Toronto	
Friday 08:30-10:10	<b>Dyslexia</b>		
1	<u>Neuropsycholinguistic profiles of children with reading disabilities:</u>	Norberto Pereira	
2	<u>Brain responses to morphosyntactic processing in Dutch adults with and without dyslexia: An event-related potential (ERP) reading study</u>	Aida Salcic	
3	<u>Resting-state brain connectivity in individuals with dyslexia</u>	Kulpreet Cheema	
4	<u>Reading development over time: Evidence from a reading-age and chronological-age controlled longitudinal design</u>	Victor H.P. van Daal	
5	<u>Characterizing treatment response in a sample of children with dyslexia</u>	Anna Middleton	
Friday 08:30-10:10	<b>Basic Processes in Reading 1</b>		
1	<u>Orthography-semantic links in word identification: automatic activation of embedded stem meaning in the presence or absence of pseudosuffixes</u>	Jana Hasenäcker	
2	<u>The Role of Set for Variability in Irregular Word Reading: Word- and Child-Predictors in Typically Developing Readers and Students At-Risk for Reading Disabilities</u>	Laura Steacy	
3	<u>Impairments in reading subskills go beyond phonology in speech and language impaired children</u>	Melissa Nichol	

4	<a href="#">Cognitive Profiles Predicting the Overlap between Reading and Arithmetic Skills at Grades 1 and 7</a>	Heidi Korpipää	
5	<a href="#">Developmental Stages and Matthew Effect in English Language Arts</a>	Jwa Kim	
Friday 08:30-10:10	<b>Reading in High School</b>		
1	<a href="#">Improving secondary school students' text-learning strategies and performance through a strategy-focused program: A multilevel study</a>	Amélie Rogiers	
2	<a href="#">Early and Late Diagnosed High School Students with Dyslexia: Performance on Literacy and Underling Cognitive Correlates</a>	Loes Bazen	
3	<a href="#">An intervention study of metacognitively-oriented digital reading for high school learners</a>	Byeong-Young Cho	
4	<a href="#">Intervention effects on comprehension are the Holy Grail: Investigating effects of an academic vocabulary and morphology intervention on reading comprehension with multilingual adolescents</a>	Amy Crosson	
5	<a href="#">Tracing Experimental Rigor in Adolescent Reading from 2008 to 2018</a>	Dan Reynolds	
10:10-10:30	<b>COFFEE BREAK</b>		
<b>SESSION 2 (10:30AM – 12:10PM)</b>			
Friday 10:30-12:10	<b><a href="#">Recent findings on the impact of e-books and educational media on children's language and literacy</a></b>	Ofra Korat	
1	A structural analysis of digital reading programs: Building foundations for evaluation	Kathleen Roskos -- John Carroll University	
2	Disentangling the effects of visual and auditory enhancements in digital picture storybooks	Xuan Li -- University of Houston	
3	Supporting the continuum of early writing with high-quality digital storybooks	Karen Burstein -- iTether Technologies, Inc	
4	Scaffolding attention and partial word learning through interactive co-viewing of educational media: An eye-tracking study with low-income preschoolers	Susan Neuman -- New York University	
5	Can e-books support low SES parental mediation to enrich children's vocabulary?	Ofra Korat -- Bar Ilan University	
Friday 10:30-12:10	<b><a href="#">Heterogeneity within Spanish-English bilingual children in the U.S.: Implications for literacy.</a></b>	Sara Ashley Smith	

1	Developing sensitivity to English phonemes among heterogeneous dual language learner preschoolers.	Sara Smith -- University of South Florida	
2	Profiles of English and Spanish oral language growth trajectories in Latino dual language learners and monolingual English speakers in U.S. kindergartens	Matthew Foster -- University of South Florida	
3	Are there differential benefits from definition supports related to L1 and L2 proficiency among 4th grade Spanish-English bilinguals?	Maria Soledad Carlo -- University of South Florida	
4	Language background and eye movement measures of natural reading predict text comprehension in bilingual Spanish-English middle-schoolers	Sibylla Leon Guerrero -- Harvard University	
5	<b>DISCUSSANT</b>	Gigi Luk -- McGill University	
Friday 10:30-12:10	<b><u>Developmental perspectives on morphology: New insights on how morphological skills support language and literacy</u></b>	Kyle Levesque	
1	MATRS (Morphological Awareness Test for Reading and Spelling): Initial findings	Kenn Apel -- University of South Carolina	
2	Evaluating how morphological awareness supports the development of children's reading comprehension: Evidence from longitudinal and mediation analyses	Kyle Levesque -- Dalhousie University	
3	Individual differences in morphological processing in developing and skilled readers	Nicola Dawson -- Royal Holloway, University of London	
4	The role of semantic context in early morphological processing of adults with dyslexia	Jeremy Law -- University of Glasgow	
5	Does development effect the time course of morphological processing during spelling?	Helen L. Breadmore -- Centre for Advances in Behavioural Science, Coventry University	
Friday 10:30-12:10	<b>Assessment</b>		
1	<u><a href="#">Validation of the Systematic Assessment of Book Reading</a></u>	Jill Pentimonti	
2	<u><a href="#">The Utility of Dynamic Assessment of Phonological Awareness for Bilingual Children in Singapore</a></u>	Dorcas Yap	
3	<u><a href="#">The unique predictive value of dynamic assessment of ideogram characters learning for chinese children learning to read</a></u>	Yan Gan	
4	<u><a href="#">Development of a test series for learning progress assessment in reading using rule-based design</a></u>	Natalie Förster	
5	<u><a href="#">Group-specific versus Developmentally Consistent Approaches to Evaluating the Structure of Reading</a></u>	Congying Sun	

Friday 10:30-12:10	<b>Vocabulary</b>		
1	<a href="#">Preschool children's retention of words of different form classes over 6 months</a>	David Dickinson	
2	<a href="#">Has the presence of first-grade core reading program academic vocabulary changed across six decades?</a>	Jill Fitzgerald	
3	<a href="#">The interactive relationship between vocabulary and syntax development among Grade 1 to 6 students</a>	Yueming Xi	
4	<a href="#">Identifying salient academic words in content-area texts using semantic network centrality measures</a>	Jeff Elmore	
5	<a href="#">Research trends of technology and L2 vocabulary learning: A methodological review</a>	Xinyuan Yang	
12:10-01:10	<b>LUNCH</b>		
Friday 01:10-02:40	<b>POSTER SESSION III</b>	<b>Authors</b>	
1	<a href="#">Reciprocal relation between native vocabulary knowledge and second language acquisition</a>	Marlen Collazo	
2	<a href="#">Examining the predictive validity of a dynamic assessment of morphological analysis to forecast response to a morphological vocabulary intervention</a>	Anna Gellert	
3	<a href="#">Effects of kindergarten phonological awareness, vocabulary, and morphological awareness intervention on grade one vocabulary and reading</a>	María Porta	
4	<a href="#">Orthographic information facilitates L2 vocabulary memorization: evidence of early accurate L2 orthographic representation among third grade monolingual children.</a>	Florian Salomé	
5	<a href="#">The role of orthography and morphology in vocabulary learning</a>	Jie Zhang	
6	<a href="#">The Role of Text Vocabulary in First-Grade Reading Accuracy, Rate, and Comprehension</a>	Laura Tortorelli	
7	<a href="#">Effects of a science-literacy intervention on first graders' argumentative writing</a>	Mary Burkhauser	
8	<a href="#">Mobile Games to Enhance Word Reading and Writing Skills in PreK public schools</a>	Americo N. Amorim	
9	<a href="#">Examining the relations of reading components, demographics, and numeracy behaviors to the numeracy performance of low-skilled adults</a>	Gal Kaldes	

10	<a href="#">Serial naming and reading tasks yield greater deficits in poor readers</a>	Angeliki Altani	
11	<a href="#">Reading Comprehension Trade-Offs Between Shallow and Deep Orthographies: Seven Alphabetic Languages and Two International Literacy Assessments</a>	P David Pearson	
12	<a href="#">Exploring connections between plurilingual children's writing competence and writing motivation</a>	Kelli Finney	
13	<a href="#">Effects from the teaching of visual aspects of words on the spelling acquisition in second-grade French-speaking children.</a>	Noemia Ruberto	
14	<a href="#">Allocation of cognitive and linguistic resources for reading comprehension by ELLs at different stages of English Language Proficiency.</a>	Elena Zaretsky	
15	<a href="#">Spelling ability and dyslexia: the case of lexical boundaries knowledge</a>	Agnès Costerg	
16	<a href="#">Orthographic consistency as a predictor of word readability</a>	Victoria Whaley	
17	<a href="#">The role of oral and manual fine motor skills in predicting language and reading performance among dual language learners</a>	Ashley Adams	
18	<a href="#">A planning tool of content, pedagogy and motivation for teacher instruction</a>	Yan Wei	
19	<a href="#">Eye movements when reading novel words in text: The effect of reading purpose</a>	Dawna Duff	
20	<a href="#">Exploring the psychometric properties of the PIAAC reading components and literacy scales for low-skilled adults in the United States</a>	Elizabeth Tighe	
21	<a href="#">Parent-Child Shared-Reading Interactions Across Book Types and Kindergarten Children's Story Retelling Skills</a>	Eleni Zgourou	
22	<a href="#">Morphological awareness intervention in adults with developmental dyslexia</a>	Max Wilson	
23	<a href="#">Mental verbs in Palestinian Arabic narratives across school age</a>	Fadi Canaan	
24	<a href="#">Breakfast eaters and longer sleepers outperform L2-English academic performance</a>	Lisa Yoshikawa	
25	<a href="#">Mother-child shared reading: The use of an online module to enhance shared reading experiences</a>	Hannah Rivard	
26	<a href="#">The Confluence of Reading Efficiency and Orthographic Knowledge in Proficient and Non-Proficient Fourth- and Fifth-Grade Readers</a>	Kristin M. Gehsmann	

27	<a href="#">Targeted deep sequencing of chromosome 13 identifies damaging variants linked to verbal trait disorders</a>	Dongnhu Truong	
28	<a href="#">Cognitive and metacognitive practices of first-graders during vocabulary learning tasks</a>	Susan Chambre	
29	<a href="#">Reading development: Exploring the lived experiences of individuals with high functioning autism</a>	Dawei Yang	
30	<a href="#">CBM maze tasks: Do they reflect comprehension?</a>	Christine Espin	
31	<a href="#">Verbal inflectional morphology in deaf and hearing students' written texts: a corpus analysis</a>	Amélie Bourcier	
32	<a href="#">Early spelling and concept of word as predictors of reading comprehension</a>	Kimberly Murphy	
33	<a href="#">The contribution of a tri-factor model of morphological awareness to elementary-age students' word-level reading, spelling, and vocabulary knowledge</a>	Victoria Henbest	
34	<a href="#">Vowel Dyslexia in a language with full and consistent vowel letter system: Turkish</a>	Selçuk Güven	
35	<a href="#">Phonological processing skills in adults with different levels of reading competence</a>	Ana Luiza Navas	
36	<a href="#">Observing individual children in early childhood classrooms using OLOS: Optimizing Learning Opportunities for Students</a>	Elham Zargar	
37	<a href="#">An examination of mindset instruction, self-regulation, and writer's workshop on kindergartener's writing performance and motivation: A mixed methods study</a>	Katie Schrodtt	
38	<a href="#">Literacy instruction and phonological awareness in preschool age children with developmental disabilities</a>	Andrea Barton-Hulsey	
39	<a href="#">Effectiveness of adapted self-regulated strategy development and feedback instruction with second language adolescents</a>	R. Stacy Fields	
40	<a href="#">What cognitive processes contribute to superior reading and math performance?</a>	Kristy Dunn	
41	<a href="#">Exploring reading skill profiles of multilingual adolescents with specific reading comprehension difficulties</a>	Andrew Weaver	
42	<a href="#">Adapting an online comprehension monitoring assessment for use with struggling adult readers</a>	Chelsea Moodie	
43	<a href="#">Early literacy profile: a latent profile analysis with distal outcome</a>	Nuria Gutierrez	
44	<a href="#">Effect of phoneme variability on audio and audiovisual nonword repetition by children with language or reading impairment</a>	Anna Ehrhorn	

45	<a href="#">Relationship between English language arts skills and math achievement using latent growth curve analysis</a>	QIAN WANG	
46	<a href="#">Bilinguals' orthographic representations: How does shared cognate knowledge contribute to accurate English word spelling?</a>	Valeria Rigobon	
47	<a href="#">Assessing the possibility of cross-modal working memory binding in preliterate children as a cognitive predictor of later literacy development</a>	Shinmin Wang	
48	<a href="#">Multi-sensory integration and crossmodal correspondence in EFL reading: Individual case study.</a>	Hing yi Wong	
<b>SESSION 3 (02:40PM - 04:20PM)</b>			
Friday 2:40-4:20	<b>Teaching reading comprehension</b>	Catherine Turcotte	
1	Does reading-writing articulation helps reading comprehension of informative texts ?	Catherine Turcotte -- Université du Québec à Montréal	
2	Efficacy of an innovative inference making intervention in Grades 1-2	Panayiota Kendeou -- University of Minnesota	
3	Metacognition, word knowledge, and third through fifth graders' reading comprehension: A randomized controlled trial	Carol McDonald Connor -- University of California, Irvine	
4	The relation of social perspective-taking to reading comprehension: A pointer to effective instruction?	Catherine Snow -- Harvard Graduate School of Education	
5	<b>DISCUSSANT</b>	Hugh Catts -- Florida State University	
Friday 2:40-4:20	<b>Teacher knowledge across the globe: The more things change (plus ça change)...</b>	Alexandra Gottardo	
1	Teachers navigating the turbulent reading classroom – ecological factors affecting student outcomes	Kausalai (Kay) Wijekumar -- Texas A&M	
2	Knowledge of components of phonological processing: Teachers in Africa, and preservice teachers and students in Canada	Eileen Wood -- Wilfrid Laurier University	
3	Effectiveness of Professional Development Workshops in Pakistan: An Essential Component of Comprehensive Teaching and Learning System	Amna Mirza -- Brock University	
4	Increasing Filipino teachers' knowledge of beginning reading instruction	Portia Padilla -- Wilfrid Laurier University	
5	<b>DISCUSSANT</b>	R. Malt Joshi -- Texas A&M	
Friday 2:40-4:20	<b>Neuroscience of reading</b>		
1	<a href="#">White matter correlates of reading subskills in children</a>	Alexandra Cross	

2	<a href="#">Magnocellular pathway and reading rate: an equivalence test analysis</a>	Ashley Edwards	
3	<a href="#">Spoken language proficiency predicts brain development for literacy in 5-6 year old emerging readers</a>	Rebecca Marks	
4	<a href="#">Atypical neural correlates of letter-sound integration in dyslexia</a>	Elizabeth Norton	
5	<a href="#">Distinct patterns of hypoactivation during naturalistic reading in low comprehenders and decoders</a>	Ola Ozernov-Palchik	
Friday 2:40-4:20	<b>The cognitive architecture of reading</b>	Erik Reichle	
1	How the reading architecture accommodates writing systems: Two examples from Chinese	Lili Yu -- Macquarie University	
2	How the reading architecture adapts to dynamic multimodal contexts	Jan-Louis Kruger -- Macquarie University	
3	Plausibility preview effects in online reading: A window on the cognitive architecture of reading	Sally Andrews -- University of Sydney	
4	Towards a model of the reading architecture	Erik D. Reichle -- Macquarie University	
5	<b>DISCUSSANT</b>	Charles Perfetti -- University of Pittsburgh	
Friday 2:40-4:20	<b>Writing development: Predictors, profiles, and intervention</b>	Hope Gerde	
1	Level and growth of children's language and decoding skills predict later writing achievement	Sonia Cabell -- Florida State University	
2	Do bedtime stories build the foundation for later reading preferences, spelling skills, and vocabulary?	Sandra Martin-Chang -- Concordia University	
3	Profiles of preschool writers: Addressing emergent writing with attention to transcription, composing, and executive function	Margaret Quinn -- University of Tennessee, Knoxville	
4	Diagnostic profiles of written expression in middle grades	Adrea Truckenmiller -- Michigan State University	
5	Teacher and child-level outcomes of the iWRITE professional development intervention	Hope Gerde -- Michigan State University	
04:20-4:40	<b>COFFEE BREAK</b>		
4:40-5:40	<b>PLENARY SESSION</b>		
6:00	<b>CONFERENCE DINNER</b>		



**PLEASE NOTE THAT THE FOLLOWING ITEMS WILL BE ADDED TO THE FIRST VERSION OF THE PROGRAM ON MAY 6TH, AFTER THE DEADLINE FOR 1ST AUTHORS/PRESENTERS TO REGISTER**

- **FIRST AUTHOR AFFILIATION AND EMAIL ADDRESS**
- **ADDITIONAL AUTHORS**

**SATURDAY, JULY ~~21~~, 2019**

7:15-8:30

**BREAKFAST**

**SESSION 1 (08:30AM - 10:10AM)**

Saturday 8:30 - 10:10	<b><u>Literacy in students who are deaf or hard of hearing: A journey across communication modalities and the academic lifespan</u></b>	Krystal Werfel	
1	Early language and literacy acquisition in preschool children with hearing loss who use amplification and spoken language	Krystal Werfel -- University of South Carolina	
2	Reading comprehension and written narrative ability in deaf children	Fiona Kyle -- University of London	
3	Spelling skills of children who are deaf or hard of hearing and use amplification	Jillian McCarthy -- University of Tennessee	
4	Reading and academic language abilities of middle and high school deaf children who use ASL	Jessica Scott -- Georgia State University	
5	<b>DISCUSSANT</b>	Gabriella Reynolds -- University of South Carolina	
Saturday 8:30 - 10:10	<b><u>Characterizing responders to reading treatments.</u></b>	Eliane Segers	
1	Brain network changes in response to intervention	William Einar Mencl -- Haskins Laboratories	
2	Refining estimation of intervention response using developmental information provided by control groups: Benefits to reducing nonresponse rates	Jan C. Frijters -- Brock University	
3	Responsiveness to a game-based intervention to enhance reading efficiency	Eliane Segers -- Radboud University	
4	RTI as predictor for long-term reading outcomes in children with dyslexia	Sanne van der Kleij -- Aston University	

5	<b>DISCUSSANT</b>	Rose Ann Sevcik – Georgia State University	
Saturday 8:30 - 10:10	<b>Basic Processes in Reading 2</b>		
1	<a href="#"><u>Does performance on a visual statistical learning test correlate with L2 spelling? Sample size matters, a lot.</u></a>	Matthew HC Mak	
2	<a href="#"><u>Self-teaching in orthographic learning among learners of English as a second language</u></a>	Annie Yixun Li	
3	<a href="#"><u>Effects of selective attention on novel word learning in L1 and L2 readers: an eye-tracking study.</u></a>	Melda Coskun	
4	<a href="#"><u>Predicting word knowledge from age of acquisition ratings and age-related variables derived from grade-level frequencies</u></a>	William Nagy	
5	<a href="#"><u>From brains to behaviours: The role of somatosensory feedback in the print-to-speech model</u></a>	Jacqueline Cummine	
Saturday 8:30 - 10:10	<b>Reading in Chinese</b>		
1	<a href="#"><u>Contributions of linguistic awareness to Chinese reading and spelling in young Chinese language learners</u></a>	Yu-ka Wong	
2	<a href="#"><u>Development of argumentative writing in Chinese fourth, sixth and eighth graders: effects of different writing prompts</u></a>	Yan Yan	
3	<a href="#"><u>The unique role of orthographic flexibility in early Chinese reading</u></a>	Fong Cathy Y.-C.	
4	<a href="#"><u>Examining student and home factors leading to successful Chinese reading achievement in the International PIRLS</u></a>	Wai Ming Cheung	
Saturday 8:30 - 10:10	<b>Emotion, Motivation, Writing</b>		
1	<a href="#"><u>Influence of Writing, Mathematics, Attitude, and Self-Efficacy on Mathematics Writing: An Exploratory Study at Third, Fourth, and Fifth Grade</u></a>	Michael Hebert	
2	<a href="#"><u>Don't Worry Mum, Read a Book with Me: Pathways of Parenting Stress toward Home Literacy Practices in China</u></a>	Peizhi Wen	
3	<a href="#"><u>Exploring the Variability of a Reading Block in First through Third Grade: Teacher Demeanor, Student Engagement, and Student Achievement</u></a>	Shawna Durtschi	
4	<a href="#"><u>Matthew Effects in written language</u></a>	Carla Wood	
5	<a href="#"><u>Relationships between spelling, motor skills, and attention in the prediction of handwriting fluency and legibility</u></a>	Cameron Downing	

10:10-10:30	<b>COFFEE BREAK</b>		
<b>SESSION 2 (10:30AM – 12:10PM)</b>			
Saturday 10:30–12:10	<b><u>Tell me something good: Concurrent and ongoing effects of positive literacy environments</u></b>	<b>Sandra Martin-Chang</b>	
1	Shared writing: Learning to mark vowels, consonants, and silent letters	Ashley Bildfell -- University of Western Ontario	
2	“I’ll read one page, you read the other”: Shared reading quality goes both ways	Shaneha Patel -- Concordia University	
3	Importance of reading motivation and self-concept for the gender gap in reading digitally	Franziska Schwabe -- TU Dortmund	
4	The relative contribution of cognitive and motivational variables to secondary school students’ reading comprehension skills, taking into account educational tracks	Kim Van Ammel -- Ghent University	
5	Language of instruction in Grades 1 & 2 and print exposure in adulthood	Monyka L. Rodrigues -- Concordia University	
Saturday 10:30–12:10	<b>Bi- and multilingualism 2</b>		
1	<u>Dual language experience is associated with increased intra-individual variability in neural activation during an fMRI reading and language task</u>	Jeffrey Malins	
2	<u>Cognitive differences between Chinese-English bilingual and English monolingual children in Canadian classrooms: A closer examination of prosody, morphology, and phonemic awareness.</u>	Jessica S. Chan	
3	<u>Growth Mixture Modeling of Bilingual Language Development and Literacy Outcomes</u>	Jason Lon Anthony	
4	<u>Equivalence of a unidimensional model of reading comprehension across young monolingual English and Spanish-English dual-language learners</u>	Shelley Gray	
5	<u>Cross-Language Transfer of Narrative Language Skills in English/French Bilingual Children</u>	Michelle Huo	
Saturday 10:30–12:10	<b>Interventions 2</b>		
1	<u>Effects of first-grade content-area literacy intervention on reading, writing, domain knowledge, and reading motivation for English learners and English-proficient students</u>	Jackie Eunjung Relyea	

2	<a href="#">Using a SMART (Sequential Multiple Assignment Randomized Trial) Design to develop and test an adaptive and app-supported content literacy intervention to improve reading engagement and comprehension</a>	James Kim	
3	<a href="#">Classroom Intervention to Enhance Reading Comprehension Skills in a Socioeconomically Disadvantaged School</a>	Gabriela Silva-Maceda	
4	<a href="#">Reading for All: A Tier 1 Reading Intervention</a>	Meghan Vollebregt	
5	<a href="#">The effect of academic language intervention on argumentative writing with 4th and 5th grade bilingual students</a>	Rebecca Silverman	
Saturday 10:30-12:10	<b>Basic Processes in Reading 3</b>		
1	<a href="#">What matters more for reading: the quality of your phonological representations, or your ability to access them?</a>	Anna Cunningham	
2	<a href="#">Processing time difference between poor and normal decoders and its consequence on decoding development and vocabulary growth</a>	Zuowei Wang	
3	<a href="#">Assessing dimensions of orthographic word knowledge across the upper primary grades</a>	Iris Monster	
4	<a href="#">Toward a New Standard Theory of Learning to Read</a>	Mark Seidenberg	
5	<a href="#">Model specification and empirical validation of the not-so-simple view of writing</a>	Shawn Kent	
Saturday 10:30-12:10	<b>Reading Comprehension 2</b>		
1	<a href="#">Examining the predictive relationship between dialogic classroom talk and reading comprehension</a>	Shireen Al-Adeimi	
2	<a href="#">Comprehension monitoring in grade 6: the influence of text and reader characteristics</a>	Kate Cain	
3	<a href="#">Beyond fluency, the relationship between reading prosody and reading comprehension from 2nd to 7th grade in French speaking children</a>	Erika Godde	
4	<a href="#">Comparing predictors of reading comprehension development in first-grade at-risk and not at-risk English language learners</a>	Ryan Grimm	
5	<a href="#">Within- and Cross-Language Contributions of Syntactic Awareness to Chinese and English Reading Comprehension in Hong Kong Chinese-English Bilingual Children</a>	Xiuhong Tong	
12:10-01:10	<b>LUNCH</b>		

01:10-02:40	POSTER SESSION IV	Authors	
1	<a href="#">Teacher Professional Development and Student Literacy in Middle and High School: A Systematic Review and Meta-analysis</a>	Robert Savage	
2	<a href="#">Frequency and semantic-transparency effect of Chinese words processing: An eye-tracking investigation</a>	Hsuan-Hui Wang	
3	<a href="#">‘It “text” two to tango’: Video-based analysis of interaction in 6th grade peer-assisted writing dyads</a>	Fien De Smedt	
4	<a href="#">Concreteness effect in the character reading of Chinese-speaking children with and without ASD</a>	Lirong Luo	
5	<a href="#">Differential instruction is needed in language arts classroom: Case of Taiwan</a>	Hwawei Ko	
6	<a href="#">Modality effect in L1 and L2 word recognition among French late learners of English.</a>	Camille Cornut	
7	<a href="#">The performance of adolescents with developmental disabilities in reading comprehension</a>	Badriah Basma	
8	<a href="#">Uncovering interactive book reading processes in first and second grade: A closer look into children’s input and interaction patterns</a>	Silke Vanparys	
9	<a href="#">Meta-analysis of cognitive and linguistic variables associated with decoding and reading comprehension in individuals with intellectual disabilities</a>	Karin Nilsson	
10	<a href="#">The developing role of text (oral) reading fluency in reading development: evidence from a 2-year Chinese longitudinal study</a>	Mengge Yan	
11	<a href="#">Structures writing: Classroom implementation pilot study</a>	Pamela Bazis	
12	<a href="#">Experimental Neurocognitive Approaches to Emerging Bilingual Chinese-English Literacy</a>	Kehui Zhang	
13	<a href="#">Vertical alignment of PALS español-PreK with PALS español-K</a>	Marcia Invernizzi	
14	<a href="#">Literacy and executive function gains in full day kindergarten</a>	Noella Piquette	
15	<a href="#">Assessment of text reading competency in early reading development in French: preliminary results</a>	Line Laplante	
16	<a href="#">Are lexical and sublexical orthographic knowledge two sides of the same coin?</a>	Carole Hanner	
17	<a href="#">Matching readers and texts: How similar are Guided Reading’s assessment- and instructional- texts in their features?</a>	Yukie Toyama	
18	<a href="#">Code-related Correlates of Early Word Reading in Zambian Second Graders in Bemba</a>	Sylvia Chanda Kalindi	

19	<a href="#">Investigating differences in bi-literacy skills of Singaporean Chinese-English bilingual children: A latent profile analysis</a>	pohwee.koh@gmail.com	
20	<a href="#">The effects of single-sex compared with coeducational schooling on reading comprehension performance in elementary Chilean students</a>	Kattia Munoz	
21	<a href="#">Assessing vocabulary depth and breadth and their role in young children's listening comprehension</a>	HsinYing Chien	
22	<a href="#">Beyond the IEP: Using Machine learning to identify groupings of special needs learners</a>	Mark Lauterbach	
23	<a href="#">THE DISADVANTAGES OF ADULT ILLITERACY IN VERBAL MEMORY TASKS</a>	Rosangela Gabriel	
24	<a href="#">Message-framing in early literacy</a>	Trelani Milburn-Chapman	
25	<a href="#">Children's books are an early source of gender knowledge</a>	Ellen Converse	
26	<a href="#">Introducing Early Literacy Programs in Kenya: Teacher Perceptions and Pedagogical Considerations</a>	Cristiana Vica	
27	<a href="#">Teaching fiction in the age of measurability: Teachers' perspectives on the hows and whats in Swedish L1 classrooms</a>	Spoke Wintersparv	
28	<a href="#">The text structure strategy to improve science knowledge and reading comprehension</a>	Andrea Beerwinkle	
29	<a href="#">The effects of test format on a computer-based decoding task</a>	Amanda Kern	
30	<a href="#">Effects of text type and reading proficiency on students' text structure awareness and passage recall</a>	Yu-Min Ku	
31	<a href="#">Longitudinal relationships of cognitive-linguistic skills and Chinese written composition in Grades 1 to 6</a>	Kevin Shing-Chi Chan	
32	<a href="#">Targeting literacy and self-concept in New Zealand students with low levels of literacy acquisition</a>	Amanda Denston	
33	<a href="#">Somatosensory feedback modulates silent word reading performance in children and adults</a>	Angela Cullum	
34	<a href="#">The contribution of executive function to writing in 3rd grade children learning French as a second language</a>	Gina Harrison	
35	<a href="#">Effects on third graders' writing of SRSD versus SRSD combined with sentence writing instruction</a>	Leslie Laud	
36	<a href="#">Measuring orthographic processing of polymorphemic words in adolescent English language learners</a>	Zeinab Kahin	
37	<a href="#">Is foreign language reading anxiety a subset of test anxiety?</a>	Hitoshi Mikami	

38	<a href="#">Awareness of prosodic cues in text mediates the relationship between prosodic sensitivity and reading comprehension in young readers</a>	Alexandra Ryken	
39	<a href="#">A comparison of embodied methods to improve Chinese children's reading comprehension: observed- and participant-performed manipulation</a>	Phil, Duo Liu	
40	<a href="#">Universal and Unique Correlates of Spelling in Chinese and English Poor Spellers</a>	YING WANG	
41	<a href="#">Longitudinal predictors of reading comprehension in bilingual children</a>	Alessandra Valentini	
42	<a href="#">Cohesion in deaf and hearing children's written texts: The case of referents and conjunctions in French</a>	Marie-Pier Godin	
43	<a href="#">Examining how teachers study a multimedia model of reading development: Do eye movement patterns affect what teachers learn?</a>	Pamela Beach	
44	<a href="#">Measurement invariance between classical test theory (CTT) and item response theory (IRT) on reading comprehension</a>	Ping Wang	
45	<a href="#">Cognitive-linguistic profiles of English and Chinese language among Chinese adolescents with dyslexia: A cluster analysis study</a>	Kevin Kien Hoa Chung	
46	<a href="#">Reading comprehension monitoring of narrative and expository discourses in ADHD children with/without language problem</a>	Hyojin Yoon	
47	<a href="#">Leer+: An Individual Computer-Based Spanish Reading Practice Platform for Grades Three through Sixth</a>	Pelusa Orellana	
48	<a href="#">Engagement in Early Literacy as a Predictor of Engagement in Conversations</a>	Gabriella Reynolds	
49	<a href="#">What an incorrect use of a character tells us about the organization of Chinese mental lexicon: a combined EEG &amp; eye-tracking study</a>	Gaisha Oralova	
<b>SESSION 3 (02:40PM - 04:20PM)</b>			
Saturday 2:40-4:20	<b><a href="#">Visual aspects of reading and word recognition: A multi-method and multi-language symposium</a></b>	Sebastian Korinth	
1	Statistical learning and reading: An information-theoretical perspective	Noam Siegelman -- Haskins Laboratories	
2	Individual differences in visual pathway deployment modulate top-down driven word recognition processes	Sebastian Korinth -- Goethe University Frankfurt am Main	
3	Landing positions of eye-fixations reveal structural differences between writing systems: Evidence from English, German, Hebrew, and Russian	Victor Kuperman -- McMaster University	

4	Global Precedence Effect disappears for letters but not for non-letters under reading-like conditions	Thomas Lachmann -- University of Kaiserslautern	
5	<b>DISCUSSANT</b>	Jay Rueckl -- University of Connecticut	
Saturday 2:40-4:20	<b><a href="#">Towards understanding the complex needs of refugee and immigrant children: Language, literacy and learning</a></b>	Sana Tibi	
1	Reading comprehension in English and Arabic among Syrian refugee children	Redab Al Janaideh -- OISE-University of Toronto	
2	Word reading in English and Arabic in children who are Syrian refugees in Canada	Alexandra Gottardo -- Wilfrid Laurier University	
3	Exploring the development of math skills and academic math vocabulary in ELLs	Deborah Benhamu -- OISE-University of Toronto	
4	A comparison of literacy and language development in Syrian refugee children and Arabic-speaking immigrant children in Canada	Abir Shamim -- OISE-University of Toronto	
5	Second language, acculturation and social adjustment differences among Iranian refugees, Iranian immigrants and second generation of immigrants in Canada	Ali Jasemi -- Wilfrid Laurier University	
Saturday 2:40-4:20	<b>Research to practice</b>		
1	<a href="#">Translating reading research to community practice: Improving the literacy skills of Indigenous Canadian children at high risk of reading failure</a>	Karen Steinbach	
2	<a href="#">Reading research to practice: Evaluating the translation of a Canadian evidence-based intervention program in India.</a>	Maria De Palma	
3	<a href="#">Delayed school entry and NAPLAN achievement</a>	Callie Little	
4	<a href="#">Using quantile regression to examine teacher confidence and graph literacy in data-based decision making</a>	Eric Oslund	
Saturday 2:40-4:20	<b>Intervention 3</b>		
1	<a href="#">Paired associate, articulation-referencing, and orthographic learning processes, variations in letter instruction, and early literacy learning of print naive 3- and 4-year-old children</a>	Theresa Roberts	
2	<a href="#">Efficient learning and maximal generalization: A new view of the early development of basic reading skills</a>	Matthew Cooper Borkenhagen	
3	<a href="#">An evaluation of the long-term impact of school-based literacy interventions in coastal Kenya: The effects on literacy performance and enrollment status eight years later</a>	Margaret (Peggy) Dubeck	



4	<a href="#">Cross linguistic transfer of literacy skills between English and French following a remedial small-group intervention among Grade 1 students attending French immersion schools</a>	Marie-France Côté	
Saturday 2:40-4:20	<b>Homes, Parents, Genes, and Literacy</b>		
1	<a href="#">Home Literacy Practices and Kindergarten Children's Early Writing Development</a>	Ying Guo	
2	<a href="#">Can parental abilities explain the comorbidity between reading and arithmetic?</a>	Peter F. de Jong	
3	<a href="#">Home Literacy Environment and Preschool Emergent Literacy Skills: Norwegian Bilingual, First- and Second-language learners</a>	Zahra Esmaeeli	
4	<a href="#">Heritability of Reading and Spelling in Finnish</a>	Priyanka Patel	
5	<a href="#">Genetic and Environmental foundations of phonological awareness, morphological awareness, first and second language vocabulary abilities</a>	Qiuzhi Xie	
04:20-04:40	<b>COFFEE BREAK</b>		
<b>SESSION 4 (04:40PM – 06:20PM)</b>			
Saturday 4:40-6:20	<b>Diverse Learners</b>		
1	<a href="#">Language Instruction for Poor Readers who Speak Nonmainstream American English</a>	Nicole Patton-Terry	
2	<a href="#">Examining patterns of component reading skill performance among struggling adult readers</a>	Mary Fernandes	
3	<a href="#">Language and reading in Benign partial epilepsy of childhood with centrotemporal spikes (BECTS)/ Rolandic epilepsy (RE)</a>	Gillian Francey	
4	<a href="#">Predicting Listening Comprehension Abilities in a Higher-Functioning Elementary Students with Autism</a>	Alyssa Henry	
5	<a href="#">Frequency of intense interest in letters and print in autistic preschoolers</a>	Alexia Ostrolenk	
Saturday 4:40-6:20	<b>Basic Cognitive Processes 4</b>		
1	<a href="#">Automaticity and control: How do executive functions and reading fluency interact in predicting reading comprehension?</a>	Michael Kieffer	
2	<a href="#">The direct and indirect prediction model of executive function skills to Chinese reading and writing among Hong Kong kindergarteners</a>	Dan Lin	

3	<a href="#">Is self-regulation associated with specific reading-related skills or general academic abilities?</a>	Christopher Lonigan	
4	<a href="#">Reading prosody development : pausing and breathing while reading</a>	Marie-Line Bosse	
5	<a href="#">Differences in accuracy and rate of reading unpointed versus pointed Hebrew among fourth-graders with three different reading profiles: Intact readers and readers with selective deficits in accuracy or rate</a>	Moran Sharvit Maliach	
Saturday 4:40-6:20	<b>Emotion and Motivation</b>		
1	<a href="#">Fluctuations in middle school reading motivation: The ups and downs of reading across content areas</a>	Sabina Neugebauer	
2	<a href="#">Emotionality of context facilitates L1 and L2 explicit word learning: An eye tracking study</a>	Nadia Kryvobok	
3	<a href="#">Motivation matters: Reading-related attributions pre- and post-intervention and associations with reading achievement</a>	Kimberley Tsujimoto	
4	<a href="#">To what extent do in children and youth with dyslexia and language disorder have emotional and behavioral problems? A meta-analysis and systematic review</a>	Enrica Donolato	
5	<a href="#">Does the Dog Read to the Child? Exploring the impact of a Reading to Dogs Intervention</a>	Emma Vardy	
Saturday 4:40-6:20	<b>Basic Processes in Reading 5</b>		
1	<a href="#">The Benefits of a Polytomous Item Response Model: A Comparison of Scoring Methods of the Semantic Association Test</a>	Kaity Kao	
2	<a href="#">Text complexity at the word level: Comparison of morphologically complex words in general education and special education texts</a>	Robin Irely	
3	<a href="#">Normalization or compensation in fluent readers with familial risk of dyslexia: An Event-Related Potential study</a>	Ben Maassen	
4	<a href="#">Cross-Language Transfer of Narrative Language Skills in English/French Bilingual Children</a>	Michelle Huo	
<b>SEE YOU NEXT YEAR</b>			