

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

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

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

43	<u>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</u>	Wiem Saidi	
44	<u>The grade one language and literacy project: A collaboration between speech-language pathologists and educators</u>	Alyssa Kuiack	
45	<u>The influence of grapheme type on spelling performance over the primary grades: Evidence from French.</u>	Alain Desrochers	
46	<u>What can hesitation dysfluencies tell us about children's multisyllabic word reading?</u>	Lindsay Heggie	
47	<u>The Impact of Contextual Strategy Instruction and Growth Mindset Intervention on Vocabulary, Comprehension, and Persistence</u>	Natalie Griffin	
48	<u>Effects of a prosody intervention to improve reading fluency in 6th graders</u>	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	BREAKFAST		
SESSION 1 (08:30AM – 10:10AM)			
Thursday 8:30- 10:10	<u>Challenges of learning to spell across orthographies</u>	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	<u>Language and literacy development of bilingual children from diverse backgrounds</u>	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	<u>Application of explanatory item response models in literacy research</u>	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	<u>Orthographic learning: How it happens and why it matters.</u>	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	Morphology		
	<u>The role of root awareness in reading Arabic: A development and validation study</u>	Sana Tibi	
	<u>Development of word order and morphosyntactic skills in written composition in Chinese children</u>	Pui-sze Yeung	
	<u>Addressing the presence of proper names in school texts</u>	Elfrieda H. Hiebert	
	<u>The contribution of morphological awareness to literacy-based resiliency in college students</u>	Emily Farris	
	<u>Morphological knowledge in language minority children compared with monolingual children: A meta-analysis</u>	Siri S. Bratlie	
10:10-10:30	COFFEE BREAK		
SESSION 2 (10:30AM – 12:10PM)			
Thursday 10:30-12:10	<u>Literacy learning in adulthood: An examination of profile heterogeneity, intervention response, and reading comprehension</u>	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	Orthographic learning	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	Interventions 1		
1	Implementation of a small-group emergent literacy intervention by preschool teachers and community aides	Shayne Piasta	
2	Implicit and explicit training improves children's rule-based spelling of words	Madelon van den Boer	
3	Do Conversational Turns Predict Children's Vocabulary Development in a Shared Book Reading Program?	Preeti Samudra	
4	Examining the effects of Simplicity Principle and Structured Word Inquiry Interventions on the reading and spelling ability of Grade 3 poor readers	George Georgiou	
5	Explicit instruction and decoding instruction mediates Matthew effects for students in low socio-economic schools	Alison Arrow	

Thursday 10:30-12:10	RAN / Fluency / Prosody		
1	Investigating the Double-Deficit Hypothesis in more and less transparent orthographies: A longitudinal study from preschool to grade 2	Bjarte Furnes	
2	Diving deeper into serial naming: Articulation as a rate-limiting factor	Athanasios Protopapas	
3	Growth in reading and vocabulary from primary to secondary school: influences of basic reading ability and reading for pleasure	Laura Shapiro	
4	How reading efficiency and reading proficiency relate: A closer look	Alexandra Spichtig	
5	Unpacking reading prosody: Dimensionality, Growth, and Relation with Text Reading Efficiency	Young-Suk Kim	
Thursday 10:30-12:10	Aspects of vocabulary and reading comprehension.	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	LUNCH		
Thursday 01:10-02:40	POSTER SESSION II	Authors	
1	Individual differences in decoding and vocabulary affect word learning and consolidation	Kayleigh Ryherd	
2	How does vocabulary knowledge contribute to learning to read English as a Foreign Language?	Alexander Krepel	
3	The Influence of Vocabulary Instruction on Word Knowledge and Word Solving	Gina Cervetti	
4	Exploring growth in preschool children's phonological awareness: prediction from vocabulary and broad language skills.	Beth Phillips	

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

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

37	Combination of reciprocal teaching with instruction in self-regulated learning: An intervention study in second grade	Piret Soodla	
38	Does digit RAN mediate reading and math fluency?	Rebecca Wiseheart	
39	Attention and the Executive Functioning-Reading Relationship	Jane McClure	
40	What accounts for the increased risk for concussion in student-athletes with reading disability and ADHD?	Robin Wellington	
41	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	Shen QIAO	
42	Second language learners who are at-risk for reading disabilities: A growth mixture model study	Siu Sze Yeung	
43	Morphological Awareness Contribution to Spelling Increases from Grade 2 to Grade 3 in Brazilian Portuguese	Márcia da Mota	
44	Identifying the relative influence of teacher beliefs and teacher practice on students' language and literacy outcomes	Kaitlin Herbert	
45	A continuum-based perspective of language and literacy development for Spanish-English speaking children	Lisa Fitton	
46	Developing an instructional sequence for teaching the alphabetic principle to children with intellectual disabilities	Kate Saunders	
47	Language exposure and parent-child engagement during summer: A study with dual language learners	Mayu Lindblad	
48	Effects of an informational text structure intervention in grades 4-5	John Strong	
49	From kindergarten to fourth Grade: Predicting reading comprehension difficulties in Arabic as L1	Bahaa' Makhoul	
SESSION 3 (02:40PM – 04:20PM)			
Thursday 02:40-04:20	How can we use meta-analysis in reading and language research? Possibilities and caveats	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	Reading development in linguistically diverse settings	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	Early writing development across orthographies	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	DISCUSSANT	Cynthia Puranik -- Georgia State University	
Thursday 02:40-04:20	Spelling		
1	Learning to spell phonologically: Influences of children's own names	Lan Zhang	
2	Letter names help children begin to spell phonologically	Rebecca Treiman	
3	The effect of orthographic neighbors on the spelling acquisition	YI-JUI CHEN	
4	Predicting children's word-spelling difficulties: linguistic and orthographic characteristics in French school-age children	Julie Robidoux	

5	Orthographic representations and orthographic competition: The role of spelling errors in language processing	Aki-Juhani Kyröläinen	
Thursday 02:40-04:20	Reading Comprehension 1		
1	The effects of text-structure instruction on English learners' reading comprehension and strategies	zhihong xu	
2	The relation between retell and reading comprehension: a meta-analysis.	Yucheng Cao	
3	Beyond "getting it correct": Academic language in summaries predict reading comprehension	Wenjuan Qin	
4	Is comprehension the best predictor of comprehension? The added value of measuring component skills in middle school	John Sabatini	
04:20-04:40	COFFEE BREAK		
SESSION 4 (04:40PM-06:20PM)			
Thursday 04:40-06:20	Tracing the long threads connecting prosody to reading in children.	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	DISCUSSANT	Lindsay Heggie -- Queen's University at Kingston	
Thursday 04:40-06:20	Neural correlates of early reading development: Evidence from longitudinal neuroimaging studies	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	DISCUSSANT	Nadine Gaab	
Thursday 04:40-06:20	The interaction of domain-general mechanisms and reading development: From word to text	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	DISCUSSANT	Laurie Cutting -- Vanderbilt University	
Thursday 04:40-06:20	Bi- and multilingualism 1		
1	Can a highly-proficient L2 reader of English reach native-like proficiency?	Kelly Nisbet	
2	Comparing shared book reading in first and second languages between Chinese mothers and pre-school children	Nan Chen	
3	Effects of sentence types on reading in bilinguals and monolinguals: Evidence from eye-tracking	Guoqin Ding	
4	Cross-language relations of early literacy skills: An analysis of the developmental interdependence hypothesis using quantile regression.	Marc Goodrich	
5	Cross-linguistic transfer of word reading skills among Chinese-English bilingual children in Singapore	Xueyan Hu	
Thursday 04:40-06:20	Reading around the world		
1	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	Qinli Deng	
2	Reading in Arabic: the impact of vowelization uncertainty on word recognition	Rob Davies	
3	Letter transpositions in Hindi highlight its functionally alphabetic nature	Anurag Rimzhim	

4	Impact of phonological distance on dyslexia in dialect speakers: The case of Arabic diglossia	Elinor Saiegh-Haddad	
5	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	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	Language and literacy skills of bilingual and monolingual children with neurodevelopmental disorders	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	<u>Building up meaning: Examining the relation between sentence-level language skills and reading comprehension</u>	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	Dyslexia		
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	Basic Processes in Reading 1		
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	Cognitive Profiles Predicting the Overlap between Reading and Arithmetic Skills at Grades 1 and 7	Heidi Korpipää	
5	Developmental Stages and Matthew Effect in English Language Arts	Jwa Kim	
Friday 08:30-10:10	Reading in High School		
1	Improving secondary school students' text-learning strategies and performance through a strategy-focused program: A multilevel study	Amélie Rogiers	
2	Early and Late Diagnosed High School Students with Dyslexia: Performance on Literacy and Underling Cognitive Correlates	Loes Bazen	
3	An intervention study of metacognitively-oriented digital reading for high school learners	Byeong-Young Cho	
4	Intervention effects on comprehension are the Holy Grail: Investigating effects of an academic vocabulary and morphology intervention on reading comprehension with multilingual adolescents	Amy Crosson	
5	Tracing Experimental Rigor in Adolescent Reading from 2008 to 2018	Dan Reynolds	
10:10-10:30	COFFEE BREAK		
SESSION 2 (10:30AM – 12:10PM)			
Friday 10:30-12:10	Recent findings on the impact of e-books and educational media on children's language and literacy	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	Heterogeneity within Spanish-English bilingual children in the U.S.: Implications for literacy.	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	DISCUSSANT	Gigi Luk -- McGill University	
Friday 10:30-12:10	Developmental perspectives on morphology: New insights on how morphological skills support language and literacy	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	Assessment		
1	Validation of the Systematic Assessment of Book Reading	Jill Pentimonti	
2	The Utility of Dynamic Assessment of Phonological Awareness for Bilingual Children in Singapore	Dorcas Yap	
3	The unique predictive value of dynamic assessment of ideogram characters learning for chinese children learning to read	Yan Gan	
4	Development of a test series for learning progress assessment in reading using rule-based design	Natalie Förster	
5	Group-specific versus Developmentally Consistent Approaches to Evaluating the Structure of Reading	Congying Sun	

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

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

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

45	Relationship between English language arts skills and math achievement using latent growth curve analysis	QIAN WANG	
46	Bilinguals' orthographic representations: How does shared cognate knowledge contribute to accurate English word spelling?	Valeria Rigobon	
47	Assessing the possibility of cross-modal working memory binding in preliterate children as a cognitive predictor of later literacy development	Shinmin Wang	
48	Multi-sensory integration and crossmodal correspondence in EFL reading: Individual case study.	Hing yi Wong	
SESSION 3 (02:40PM - 04:20PM)			
Friday 2:40-4:20	Teaching reading comprehension	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	DISCUSSANT	Hugh Catts -- Florida State University	
Friday 2:40-4:20	Teacher knowledge across the globe: The more things change (plus ça change)...	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	DISCUSSANT	R. Malt Joshi -- Texas A&M	
Friday 2:40-4:20	Neuroscience of reading		
1	White matter correlates of reading subskills in children	Alexandra Cross	

2	Magnocellular pathway and reading rate: an equivalence test analysis	Ashley Edwards	
3	Spoken language proficiency predicts brain development for literacy in 5-6 year old emerging readers	Rebecca Marks	
4	Atypical neural correlates of letter-sound integration in dyslexia	Elizabeth Norton	
5	Distinct patterns of hypoactivation during naturalistic reading in low comprehenders and decoders	Ola Ozernov-Palchik	
Friday 2:40-4:20	The cognitive architecture of reading	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	DISCUSSANT	Charles Perfetti -- University of Pittsburgh	
Friday 2:40-4:20	Writing development: Predictors, profiles, and intervention	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	COFFEE BREAK		
4:40-5:40	PLENARY SESSION		
6:00	CONFERENCE DINNER		

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

Literacy in students who are deaf or hard of hearing: A journey across communication modalities and the academic lifespan

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

DISCUSSANT

Gabriella Reynolds -- University of South Carolina

Saturday
8:30 - 10:10

Characterizing responders to reading treatments.

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

10:10-10:30	COFFEE BREAK		
SESSION 2 (10:30AM – 12:10PM)			
Saturday 10:30–12:10	<u>Tell me something good: Concurrent and ongoing effects of positive literacy environments</u>	Sandra Martin-Chang	
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	Bi- and multilingualism 2		
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	Interventions 2		
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	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	James Kim	
3	Classroom Intervention to Enhance Reading Comprehension Skills in a Socioeconomically Disadvantaged School	Gabriela Silva-Maceda	
4	Reading for All: A Tier 1 Reading Intervention	Meghan Vollebregt	
5	The effect of academic language intervention on argumentative writing with 4th and 5th grade bilingual students	Rebecca Silverman	
Saturday 10:30-12:10	Basic Processes in Reading 3		
1	What matters more for reading: the quality of your phonological representations, or your ability to access them?	Anna Cunningham	
2	Processing time difference between poor and normal decoders and its consequence on decoding development and vocabulary growth	Zuowei Wang	
3	Assessing dimensions of orthographic word knowledge across the upper primary grades	Iris Monster	
4	Toward a New Standard Theory of Learning to Read	Mark Seidenberg	
5	Model specification and empirical validation of the not-so-simple view of writing	Shawn Kent	
Saturday 10:30-12:10	Reading Comprehension 2		
1	Examining the predictive relationship between dialogic classroom talk and reading comprehension	Shireen Al-Adeimi	
2	Comprehension monitoring in grade 6: the influence of text and reader characteristics	Kate Cain	
3	Beyond fluency, the relationship between reading prosody and reading comprehension from 2nd to 7th grade in French speaking children	Erika Godde	
4	Comparing predictors of reading comprehension development in first-grade at-risk and not at-risk English language learners	Ryan Grimm	
5	Within- and Cross-Language Contributions of Syntactic Awareness to Chinese and English Reading Comprehension in Hong Kong Chinese-English Bilingual Children	Xiuhong Tong	
12:10-01:10	LUNCH		

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

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

38	Awareness of prosodic cues in text mediates the relationship between prosodic sensitivity and reading comprehension in young readers	Alexandra Ryken	
39	A comparison of embodied methods to improve Chinese children's reading comprehension: observed- and participant-performed manipulation	Phil, Duo Liu	
40	Universal and Unique Correlates of Spelling in Chinese and English Poor Spellers	YING WANG	
41	Longitudinal predictors of reading comprehension in bilingual children	Alessandra Valentini	
42	Cohesion in deaf and hearing children's written texts: The case of referents and conjunctions in French	Marie-Pier Godin	
43	Examining how teachers study a multimedia model of reading development: Do eye movement patterns affect what teachers learn?	Pamela Beach	
44	Measurement invariance between classical test theory (CTT) and item response theory (IRT) on reading comprehension	Ping Wang	
45	Cognitive-linguistic profiles of English and Chinese language among Chinese adolescents with dyslexia: A cluster analysis study	Kevin Kien Hoa Chung	
46	Reading comprehension monitoring of narrative and expository discourses in ADHD children with/without language problem	Hyojin Yoon	
47	Leer+: An Individual Computer-Based Spanish Reading Practice Platform for Grades Three through Sixth	Pelusa Orellana	
48	Engagement in Early Literacy as a Predictor of Engagement in Conversations	Gabriella Reynolds	
49	What an incorrect use of a character tells us about the organization of Chinese mental lexicon: a combined EEG & eye-tracking study	Gaisha Oralova	
SESSION 3 (02:40PM - 04:20PM)			
Saturday 2:40-4:20	Visual aspects of reading and word recognition: A multi-method and multi-language symposium	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	DISCUSSANT	Jay Rueckl -- University of Connecticut	
Saturday 2:40-4:20	<u>Towards understanding the complex needs of refugee and immigrant children: Language, literacy and learning</u>	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	Research to practice		
1	<u>Translating reading research to community practice: Improving the literacy skills of Indigenous Canadian children at high risk of reading failure</u>	Karen Steinbach	
2	<u>Reading research to practice: Evaluating the translation of a Canadian evidence-based intervention program in India.</u>	Maria De Palma	
3	<u>Delayed school entry and NAPLAN achievement</u>	Callie Little	
4	<u>Using quantile regression to examine teacher confidence and graph literacy in data-based decision making</u>	Eric Oslund	
Saturday 2:40-4:20	Intervention 3		
1	<u>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</u>	Theresa Roberts	
2	<u>Efficient learning and maximal generalization: A new view of the early development of basic reading skills</u>	Matthew Cooper Borkenhagen	
3	<u>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</u>	Margaret (Peggy) Dubeck	

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

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