

MAXIMUM POSTER DIMENSIONS:

- ***ENGLISH - 7.875ft X 3.875ft***
- ***METRIC - 240.03cm X 118.11cm***

POSTER FORMAT: LANDSCAPE

**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, University of Haifa: shany.michal7@gmail.com ; Shira Blicher; Tami Katzir; Orly Lipka; Anat Prior	
2	<u>Relationships between morphological awareness, vocabulary and reading achievement: an interventional study in low French SES children.</u>	Alicia Rassel, SCALab University of Lille: rassel.alicia@gmail.com ; Severine Casalis	
3	<u>Effects of extensive reading on eye movements during second language reading</u>	Chi Yui Leung, Nagoya Gakuin University: sieileung@gmail.com ; Lisa Yoshikawa	
4	<u>The Impact of Diglossia on the Development of Phonological Awareness among High and Low SES School-Age Students</u>	Rachel Schiff, Bar-Ilan University, rschiff@mail.biu.ac.il ; Elinor Saiegh-Haddad	
5	<u>The contribution of vocabulary knowledge to word reading in children with English as an additional language.</u>	Hannah Nash, University of Leeds: h.nash@leeds.ac.uk ; Chloe-Annabelle Ward; Stephanie Foster	
6	<u>Subgrouping English language learners based on English as a foreign language reading measures: A multilevel latent profile analysis</u>	Florina Erbeli, Texas A&M University: erbeli@tamu.edu	
7	<u>Stress guides spelling decisions independently of vowel quality: Untangling the Gordian knot</u>	Erin Sparks, Saint Mary's University: erin.sparks@dal.ca ; S. Hélène Deacon	
8	<u>Relations among plurilingual children's emerging executive functions and their English reading skills from Kindergarten to Grade 2</u>	Pamela Filiatrault-Veilleux, Simon Fraser University: pfiliatr@sfu.ca ; Maureen Hoskyn	
9	<u>A component skills approach to story writing ability in EL and EL1 students</u>	Angela Massey-Garrison, University of Toronto: angela.massey.garrison@mail.utoronto.ca ; Esther Geva	

10	Impact of symbol and child characteristics on akshara recognition	Rauno Parrila, Macquarie University: rauno.parrila@mq.edu.au ; Marasinghe Wijayathilake; Okan Bulut; Sonali Nag	
11	Novice teacher knowledge of dyslexia: A state by state comparison	Tiffany Peltier, University of Oklahoma: tpeltier@ou.edu ; Erin Washburn; Emily Binks-Cantrell	
12	The effects of post-secondary education on reading and component skills for native and non-native readers of English	Sean McCarron, McMaster University: mccarrs@mcmaster.ca ; Victor Kuperman	
13	Relation between numeracy and mathematical language for preschoolers in China	Melody Kung, Purdue University: mkung@purdue.edu ; Chenyi Zhang; Sara Schmitt; Fuyi Yang; David Purpura	
14	Complex syntax in elementary school basal readers: Changes across first grade to sixth grade	Laurel Teller, Vanderbilt University: laurel.j.teller@vanderbilt.edu ; Shih-Yuan Liang; Ian Morton; C. Melanie Schuele	
15	Role of phonological awareness and visual skills in Chinese character reading	Han Yuan, Radboud University: h.yuan@pwo.ru.nl ; Eliane Segers; Ludo Verhoeven	
16	Reading profiles of students in Response to Intervention and special education	Tamera Hutchings, Middle Tennessee State University: tlh8b@mtmail.mtsu.edu ; Shonna Phelps; Emily A. Farris; Timothy N. Odegard	
17	The association between teachers' pedagogical beliefs, degree of code knowledge, and clinical practice: Hands on intervention training experience matters	Melissa McMahan, MTSU: readingtherapyga@gmail.com ; Jwa Kim	
18	Longitudinal Predictors of Beginning Writing in Chinese	Yanyan Ye, The Chinese University of Hong Kong: yyyryann@link.cuhk.edu.hk ; Catherine McBride	
19	The association between early childhood special education teachers' beliefs about literacy and fidelity of implementation	Jaclyn Dynia, The Ohio State University: jdynia@ehe.osu.edu ; Tina Younoszai	
20	Effects of a Family Literacy Program for Latino Parents: Evidence from a Single Subject Design	Carol Mesa, University of Oxford: carol.mesa@psy.ox.ac.uk ; M. Adelaida Restrepo	
21	Rapid Automatized Naming (RAN) and its contribution to Orthographic Knowledge	Dalia Martinez, Universidad Autonoma del Estado de Morelos: daliacmc51@gmail.com ; Alberto Falcón; Alejandra Brito; George K. Georgiou	
22	A comparison of early language and literacy skills of English (EL1) and English as a Second Language (ESL) preschoolers.	Michelle McCann, Wilfrid Laurier University: mcca0733@mylaurier.ca ; Claire Bergen, Leah Bassard, Alexandra Gottardo	
23	Do Curriculum-Based Measures of Comprehension (CBMs-C) contribute beyond oral reading fluency differentially for student subgroups?	Steve Amendum, University of Delaware: amendum@udel.edu ; Kristin Conradi Smith; Meghan D. Liebfreund	

24	Task-focused behavior and reading development in Japanese: A latent growth curve analysis	Tomohiro Inoue, Seigakuin University: t_inoue@seigakuin-univ.ac.jp ; George K. Georgiou; Hirofumi Imanaka; Hiroyuki Kitamura; Hisao Maekawa; Rauno Parrila	
25	Consonant Doubling in Elementary School Spellers	Ruth Altmiller, Washington University in St. Louis: ruth.altmiller@email.wustl.edu ; Rebecca Treiman	
26	Investigating relations between executive function and reading comprehension performance: Evidence from path analysis mediation models	Mercedes Spencer, Vanderbilt University: mercedes.spencer@vanderbilt.edu ; Laurie E. Cutting	
27	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, UQAM: fejzo.anila@uqam.ca ; Rihab Saidane; Kathleen Whissell-Turner; Nathalie Chapleau	
28	Examining the contribution of 1st grade reading and language skills to 3rd grade reading comprehension: A mediation analysis.	Liz Crawford-Brooke, Lexia Learning (Rosetta Stone): lbrooke@lexialearning.com ; Raffaella Wolf	
29	Gains in reading and spelling across one academic year: A unidirectional relation between reading and spelling for children in early elementary school	Pierre Cormier, Universite de Moncton: pierre.cormier@umoncton.ca ; Nicole J. Conrad	
30	Nature-based educational programming in relation to literacy and mathematics development in kindergarten and first grade	Lori Skibbe, Michigan State University: skibbelo@msu.edu ; Arianna Pikus; Rachel Larimore; David Sobel	
31	Examining the Relationship between Elements of Speech Rhythm Sensitivity and Reading	Emily Harrison, Birmingham City University: emily.harrison@bcu.ac.uk ; Emily Coyne-Umfreville; Emily Mason	
32	Contributions of Phonology and Orthography to Spelling and Reading in Children with Dyslexia	Rouzana Komesidou, MGH Institute of Health Professions: rkomesidou@mghihp.edu ; Holly L. Storkel; Lesa Hoffman	
33	An examination of whether popular oral reading fluency curriculum-based measures are equated for decodability	Neena Saha, Vanderbilt University: neena.m.saha@vanderbilt.edu ; Samantha Gesel; Laurie Cutting	
34	Visual attention span in good and poor elementary school readers	Francesca Silla, University of Manitoba: sillaf@myumanitoba.ca ; Richard Kruk	
35	Relations of copying skills to Hangul word reading and writing among Korean kindergartners	Jeung-Ryeul Cho, Kyungnam University: jrcho@kyungnam.ac.kr	
36	A review of dyslexia online learning modules	Alida Anderson, American University: aanderso@american.edu ; Gabrielle Sarlo; Hannah Pearlstein; Lauren McGrath	

37	First-Grade Literacy Intervention Improves Reading Comprehension Through Science-Embedded Approach	Laura Mesite, Harvard University: imm881@mail.harvard.edu ; Mary Burkhauser; Catherine Armstrong; James Kim	
38	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	Wiem Saidi, Universite de Montreal: wiemsaidi@outlook.com ; Boutheina Lassadi	
39	The grade one language and literacy project: A collaboration between speech-language pathologists and educators	Alyssa Kuiack, Western University: akuiack2@uwo.ca ; Jana Leggett; Sherry Raffalovitch; Christine Davison ; Lisa Archibald	
40	The influence of grapheme type on spelling performance over the primary grades: Evidence from French.	Alain Desrochers, Groupe de recherche sur l'apprentissage de la lecture: alain.desrochers@uottawa.ca ; Lise DesGagné; Markéta Caravolas	
41	What can hesitation dysfluencies tell us about children's multisyllabic word reading?	Lindsay Heggie, Queen's University: heggiel@queensu.ca ; Jonathan P. Rogers; Lesly Wade-Woolley; Linda Jarmulowicz	
42	The Impact of Contextual Strategy Instruction and Growth Mindset Intervention on Vocabulary, Comprehension, and Persistence	Natalie Griffin, Middle Tennessee State University: nmg3i@mtmail.mtsu.edu ; Amy Elleman; Eric Oslund	
43	Effects of a prosody intervention to improve reading fluency in 6th graders	Fraulein Vidigal de Paula, Universidade de São Paulo: frauleindepaula@gmail.com ; Mey Lin Valinhos Favoretto; Ana Luiza Navas	
44	Adapting an online comprehension monitoring assessment for use with struggling adult readers	Chelsea Moodie, Georgia State University: cmoodie1@student.gsu.edu ; Elizabeth Tighe; Gal Kalde	

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>	CHAIR: Barbara Arfe	
1	How the complexities of an orthography of intermediate depth, Portuguese, modulate learning to spell	São Luís Castro, University of Porto: slcastro@fpce.up.pt ; Lénia Carvalhais; Ana Mesquita ; Teresa Limpo	
2	How do language-based and handwriting-based difficulties manifest in the spellings of children with dyslexia?	Markéta Caravolas, Bangor University: m.caravolas@bangor.ac.uk ; Cameron Downing	
3	Training implicit learning of spelling rules in Italian children with developmental dyslexia.	Barbara Arfé, University of Padova: barbara.arfe@unipd.it ; Elisa Cona; Anne Merella	
4	Graphogame instructs both reading and spelling in several orthographies	Heikki Lyytinen, University of Jyväskylä: heikki.j.lyytinen@jyu.fi	
5	DISCUSSANT	Catherine McBride, The Chinese University of Hong Kong: cammiemcbridechang@gmail.com	
Thursday 8:30- 10:10	<u>Language and literacy development of bilingual children from diverse backgrounds</u>	CHAIR: 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: esther.geva@utoronto.ca ; Emily Safronsky	
2	Comprehension monitoring in emerging English-French bilingual children	Klaudia Krenca, OISE/University of Toronto: kkrenca@gmail.com ; Kate Cain ; Stefka Marinova-Todd; Xi Chen	
3	Language and reading skills of English-speaking children and English Language Learners in Canadian French immersion	Diana Burchell, OISE/University of Toronto: dianaburchell@gmail.com ; Bonita Squires; Patricia Cleave; Janani Selvachandran; Xi Chen	
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: mjoshi@tamu.edu ; Pooja Nakamura; Xuejun Ryan Ji; Robin Rackley	
5	Predicting phonological awareness in Dutch-English bilingual kindergarteners	Hedi Kwakkel, The Behavioural Science Institute, Radboud University: H.Kwakkel@pwo.ru.nl ; Mienke Droop; Eliane Segers; Ludo Verhoeven	
Thursday 8:30- 10:10	<u>Application of explanatory item response models in literacy research</u>	CHAIR: Paulina Kulesz	
1	Understanding effects of reader-text interactions on reading comprehension: Explanatory item response study	Paulina Kulesz, University of Houston: paulina.kulesz@times.uh.edu	
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: shiva_khalaf@yahoo.com	

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: marcia.barnes@vanderbilt.edu	
4	Explaining differential performance on academic vocabulary assessments for English language learners using explanatory item response models	Autumn McIlraith, University of Houston: Autumn.McIlraith@times.uh.edu	
5	DISCUSSANT	David Francis, University of Houston:	
Thursday 8:30- 10:10	<u>Orthographic learning: How it happens and why it matters.</u>	CHAIR: Rebecca Tucker	
1	Feep and then refeed: Does learning a base word facilitate learning of related words?	Rebecca Tucker, Dalhousie University: Rebecca.Tucker@dal.ca ; S. Hélène Deacon	
2	Orthographic learning of children's invented spellings of pseudowords	Nicole Conrad, Saint Mary's University: Nicole.conrad@smu.ca	
3	Children's learning of spellings and meanings of new words: A longitudinal study	S. Hélène Deacon, Dalhousie University: Sdeacon@dal.ca ; Catherine Mimeau; Jessie Ricketts	
4	Orthographic learning as reflected in spelling accuracy: How good is good enough?	Gene Ouellette, Mount Allison University: gouellette@mta.ca ; Sandra Martin-Chang	
5	DISCUSSANT	Becky Chen	
Thursday 8:30- 10:10	Morphology	CHAIR: Sana Tibi	
1	<u>The role of root awareness in reading Arabic: A development and validation study</u>	Sana Tibi, Florida State University: stibi@cci.fsu.edu , Jamie L. Tock; John R. Kirby	
2	<u>Development of word order and morphosyntactic skills in written composition in Chinese children</u>	Pui-sze Yeung, The University of Hong Kong: patcy@hku.hk ; Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung	
3	<u>Addressing the presence of proper names in school texts</u>	Elfrieda H. Hiebert, TextProject: hiebert@textproject.org ; William E. Nagy	
4	<u>The contribution of morphological awareness to literacy-based resiliency in college students</u>	Emily Farris, Middle Tennessee State University: emily.a.farris@gmail.com ; Theodore Cristan II; Stuart E. Bernstein; Timothy N. Odegard	
5	<u>Morphological knowledge in language minority children compared with monolingual children: A meta-analysis</u>	Siri S. Bratlie, University of Oslo: s.s.bratlie@isp.uio.no ; Ellen Irén Brinchmann; Monica Melby-Lervåg; Janne von Koss Torkildsen	
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>	CHAIR: 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: branummartin@gsu.edu ; Daphne Greenberg	
2	Exploring struggling adult readers' performance on three reading comprehension assessments	Amani Talwar, Georgia State University: atalwar1@gsu.edu ; Daphne Greenberg; Elizabeth L. Tighe	
3	The effect of text and question-answer item difficulty on the performance of adult learners when using AutoTutor	Arthur Graesser, University of Memphis: graesser@memphis.edu ; Ying Fang; Anne Lippert; Genghu Shi	
4	Profiling adult learners' reading skills: Are there distinct latent classes?	Daphne Greenberg, Georgia State University: dgreenberg@gsu.edu ; Amani Talwar; Hongli Li	
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: mwl@sickkids.ca ; Jan C. Frijters; Karen A. Steinbach; Maria De Palma; Jennifer Goudey; Maryanne Wolf; Daphne Greenberg; Rose A. Sevcik; Robin D. Morris	
Thursday 10:30-12:10	<u>Orthographic learning</u>	CHAIR: Katharine Miles	
1	Teaching children to decode words: Continuous versus segmented phonation	Linnea Ehri, CUNY Graduate Center: lehri@gc.cuny.edu ; Selenid Gonzalez-Frey	
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: sargiani@gmail.com ; Linnea Ehri; Maria Regina Maluf	
3	The role of the contextual and morphological semantic information in the orthographic learning of English polysyllabic words	Devin Kearns, University of Connecticut: devin.kearns@uconn.edu ; Reem Al Ghanem	
4	A computer vs. human analysis of the orthographic regularity of high frequency words	Katharine Miles, Brooklyn College, CUNY: katiepacemiles@gmail.com ; Devin Kearns	
5	DISCUSSANT	David Kilpatrick, SUNY, Cortland:	
Thursday 10:30-12:10	<u>Interventions 1</u>	CHAIR: George Georgiou	
1	<u>Implementation of a small-group emergent literacy intervention by preschool teachers and community aides</u>	Shayne Piasta, Ohio State University: piasta.1@osu.edu ; Jessica A.R. Logan; Leah J. Groom; Lauren Barnes; Cynthia M. Zettler-Greeley; Laura L. Baitel; Kandia Lewis	

2	Implicit and explicit training improves children's rule-based spelling of words	Madelon van den Boer, University of Amsterdam: m.vandenboer@uva.nl ; Elise de Bree	
3	Do conversational turns predict children's vocabulary development in a shared book reading program?	Preeti Samudra, New York University: pgs245@nyu.edu ; Susan Neuman; Katie Danielson	
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, University of Alberta: georgiou@ualberta.ca ; Robert Savage; Kristy Dunn; Peter Bowers; Rauno Parrila	
5	Explicit instruction and decoding instruction mediates Matthew effects for students in low socio-economic schools	Alison Arrow, University of Canterbury: alison.arrow@canterbury.ac.nz ; James Chapman	
Thursday 10:30-12:10	RAN / Fluency / Prosody	CHAIR: Laura Shapiro	
1	Investigating the Double-Deficit Hypothesis in more and less transparent orthographies: A longitudinal study from preschool to grade 2	Bjarte Furnes, University of Bergen: bjarte.furnes@psybp.uib.no ; Åsa Elwér; Stefan Samuelsson; Brian Byrne; Richard Olson	
2	Diving deeper into serial naming: Articulation as a rate-limiting factor	Athanassios Protopapas, University of Oslo: protopap@gmail.com ; Katerina Katopodi; Angeliki Altani; Dimitris Sagris; Iliana Kolotoura; George K. Georgiou	
3	Growth in reading and vocabulary from primary to secondary school: influences of basic reading ability and reading for pleasure	Laura Shapiro, Aston University: l.r.shapiro@aston.ac.uk ; Sanne van der Kleij; Jessie Ricketts; Adrian Burgess	
4	How reading efficiency and reading proficiency relate: A closer look	Alexandra Spichtig, Taylor Associates Communications Inc.: alex@readingplus.com ; Jeffrey Pascoe; John Ferrara; Kristin Gehsmann	
5	Unpacking reading prosody: Dimensionality, growth, and relation with text reading efficiency	Young-Suk Kim, University of California, Irvine: youngsk7@uci.edu ; Jamie Quinn; Yaacov Petscher	
Thursday 10:30-12:10	Aspects of vocabulary and reading comprehension.	CHAIR: 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: ce@hum.ku.dk ; Mads Poulsen	
2	Semantic fluency, keyword identification, and their relation to reading comprehension.	Jane Oakhill, University of Sussex: j.oakhill@sussex.ac.uk ; Kate Cain; Helen Pickup	
3	Maximising learning whilst reading: Phonological and semantic pre-training	Jessie Ricketts, Royal Holloway, University of London: jessie.ricketts@rhul.ac.uk ; Lucy Taylor	
4	Understanding Words and Comprehending Texts	Charles Perfetti, University of Pittsburgh: perfetti@pitt.edu ; Regina Calloway	

5	DISCUSSANT	Amy Elleman, Middle Tennessee State University: amy.elleman@mtsu.edu	
12:10-01:10	LUNCH		
Thursday 01:10-02:40	POSTER SESSION II	Authors	
1	How does vocabulary knowledge contribute to learning to read English as a Foreign Language?	Alexander Krepel, University of Amsterdam: a.krepel@uva.nl ; Elise de Bree; Peter de Jong	
2	The Influence of Vocabulary Instruction on Word Knowledge and Word Solving	Gina Cervetti, University of Michigan: cervetti@umich.edu ; Elfrieda H. Hiebert; Miranda Fitzgerald	
3	Exploring growth in preschool children's phonological awareness: prediction from vocabulary and broad language skills.	Beth Phillips, Florida State University: bphillips@fcrr.org ; Christopher J. Lonigan	
4	Can we confer a little bit about this?: Developing Vocabulary Knowledge in Young Children	Kathy Ganske Vanderbilt University: kathy.ganske@vanderbilt.edu ; Mia C. Heller	
5	Orthographic knowledge predicts reading and spelling performance in German third-graders with reading and spelling difficulties	Jelena Zaric, Leibniz Institute for Research and Information in Education: jelena.zaric@dipf.de ; Marcus Hasselhorn; Telse Nagler	
6	Morphological awareness of connective endings in 1st through 4th grade children from culturally diverse families in Korea	Bhu Ja Chung, Chosun University: bjchung@chosun.ac.kr ; Seoung Eun Shim	
7	Relations among 2nd and 3rd grade students' social skills, inhibitory control and genre writing	Taffeta Wood, University of California, Irvine: tswood@uci.edu ; Young Suk-Kim; Elham Zargar; Sarah Siegal; Carol Connor	
8	The relationship between starting point and rate of changes in reading and mathematics	Bingshi Zhang, Middle Tennessee State University: bzhang@mtmail.mtsu.edu ; Jwa K. Kim; Susan Porter; Jie Zhou	
9	What is reading comprehension?	Yusra Ahmed, University of Houston: yusra.ahmed@times.uh.edu ; Jeremy Miciak; Pat Taylor; David Francis	
10	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, The Education University of Hong Kong: wanglca@eduhk.hk	
11	Reading predictors in Brazilian children with learning disabilities, with and without phonological disorders	Alexandre Lucas de Araújo Barbosa, UFRN: ilucasbarbosa@icloud.com ; Ana Beatriz Leite Anjos; Ana Carolina Dantas de Medeiros; Mellissa Mayene Alves; Cíntia Alves Salgado Azoni	

12	Acquisition of Chinese Motion event expression by Hungarian-speaking learners	Xiao Li, Beijing Foreign Studies University: xiaorebeccali@gmail.com ; Minwen Zhu	
13	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, The University of British Columbia: joannagz@alumni.ubc.ca	
14	Do readers aware the causality when sentences used difference causal connectives?	Minglei Chen, National Tsing Hua University: chen.minglei@mx.nthu.edu.tw ; SzuTing Cheng; ChiaSing Chen	
15	Development of early morphological awareness in Norwegian children: from epilinguistic control to metalinguistic awareness of inflectional and derivational morphology	Germán García Grande, University of Oslo: grande.german7@gmail.com ; Vassiliki Diamanti	
16	The influence of integrating text structure and content area guidance during reading Classical Chinese	ChiaHsing Chen, National Tsing Hua University: edudc@gapp.nthu.edu.tw ; Minglei Chen	
17	Word familiarity monitoring and its role in word learning	Holger Juul, Centre for Reading Research, University of Copenhagen: juul@hum.ku.dk ; Anne-Mette Veber Nielsen	
18	Language structure affecting reading strategies used by normal and dyslexic readers in an inconsistent orthography: an eye-tracking study.	Catherine Antalek, Brunel University London: catherine.antalek@brunel.ac.uk ; Bianca De Haan; Taeko N. Wydell	
19	The contribution of depth of vocabulary and its components to reading comprehension beyond vocabulary width: Cross-sectional developmental patterns	Yuhtsuen Tzeng, National Chung Cheng University: ttcytt@gmail.com ; Chi-Shun Lien; Wanshin Chang; Jane Oakhill; Carsten Elbro	
20	Using Sentence Repetition to Assess Oral Language Development in Bilingual Children with Dyslexia	Xian Hui Seet, National University of Singapore: seetxianhui@gmail.com ; Mary Lay Choo Lee; Siok Keng Tng; Susan Jane Rickard Liow	
21	Relationship between reading knowledge and writing performance at the end of Kindergarten, 1st Grade, and 2nd Grade	Rocío Castiñeira Seoane, Universidad de La Laguna: rcastine@ull.edu.es ; Nuria Gutiérrez ; Juan E. Jiménez	
22	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, Taylor Associates Communications Inc.: john.ferrara@readingplus.com ; Alexandra Spichtig; Jeffrey Pascoe; Kristin M. Gehsman	
23	How reading efficiency and reading proficiency relate: A closer look	Alexandra Spichtig, Taylor Associates Communications Inc.: alex@readingplus.com ; Jeffrey Pascoe; John Ferrara; Kristin Gehsmann	

24	Social validity, facilitators, and challenges of implementing a small-group emergent literacy intervention in early childhood contexts	Leiah Groom, The Ohio State University: groom.33@buckeyemail.osu.edu ; Cynthia Zettler-Greeley; Shayne B. Piasta; Laura Bailet; Kandia Lewis; Jessica Logan	
25	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, University of Jyväskylä: maria.m.psyridou@jyu.fi ; Minna Torppa; Peter F. de Jong; Asko Tolvanen; Anna-Maija Poikkeus; Marja-Kristiina Lerkkanen	
26	The relation between reading prosody and reading comprehension	Alissa Wolters, University of California, Irvine: awolters@uci.edu ; Young-suk G. Kim	
27	Different aspects of print exposure and their relationships to literacy achievement in university students	Louise Spear-Swerling, Southern Connecticut State University: bswerling@comcast.net ; Yan Wei; Hannah Dostal; Brittney Hernandez	
28	Correlates of Reading Comprehension and Word-Problem Solving Skills of Spanish-Speaking Language-Minority Children	Jessica Namkung, University of Nebraska-Lincoln: jessica.m.namkung@gmail.com ; Marc Goodrich	
29	RAN influences the results of a text-fading based reading fluency training	Telse Nagler, Leibniz Institute for Research and Information in Education: jelena.z_91@yahoo.de ; Jelena Zaric	
30	Contribution of morphological awareness and vocabulary to reading in children from various socio-economical status	Severine Casalis, Université de Lille: severine.casalis@univ-lille.fr ; Alicia Rassel	
31	Comparisons between Structure Equation Modeling (SEM) Invariance Test and Differential Item Function (DIF) on 5th Grade English Language Arts (ELA) Test	zheng peng, Middle Tennessee State University: zp2i@mtmail.mtsu.edu ; Qian Wang; Jwa Kim	
32	Combination of reciprocal teaching with instruction in self-regulated learning: An intervention study in second grade	Piret Soodla, Tallinn University: piret.loodla@tlu.ee ; Kristi Simso	
33	Does digit RAN mediate reading and math fluency?	Rebecca Wiseheart, St. John's University: wisehear@stjohns.edu ; Karece Lopez	
34	Attention and the Executive Functioning-Reading Relationship	Jane McClure, Brock University: janemcclure02@gmail.com ; Jan C. Frijters; Joan Bosson-Heenan; Jeffrey R. Gruen	
35	What accounts for the increased risk for concussion in student-athletes with reading disability and ADHD?	Robin Wellington, St. John's University: wellingr@stjohns.edu ; Rebecca Wiseheart; Emma Ducca	
36	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, The University of Hong Kong: sqiao@hku.hk ; Siu Sze Yeung	
37	Second language learners who are at-risk for reading disabilities: A growth mixture model study	Siu Sze Yeung, The Education University of Hong Kong: siusze@eduhk.hk	

38	Morphological Awareness Contribution to Spelling Increases from Grade 2 to Grade 3 in Brazilian Portuguese	Márcia da Mota, Universidade do Estado do Rio de Janeiro: mmotapsi@gmail.com ; Dalva Alves; Leonardo Martins; Silvia Brilhante Guimarães	
39	Identifying the relative influence of teacher beliefs and teacher practice on students' language and literacy outcomes	Kaitlin Herbert, Vanderbilt University: kaitlin.herbert@vanderbilt.edu ; David Dickinson	
40	A continuum-based perspective of language and literacy development for Spanish-English speaking children	Lisa Fitton, University of South Carolina: fittonl@mailbox.sc.edu ; Rachel Hoge	
41	Developing an instructional sequence for teaching the alphabetic principle to children with intellectual disabilities	Kate Saunders, University of Kansas: ksaunders@ku.edu	
42	Language exposure and parent-child engagement during summer: A study with dual language learners	Mayu Lindblad, University of California, Davis: mlindblad@ucdavis.edu ; Yuuko Uchikoshi	
43	Effects of an informational text structure intervention in grades 4-5	John Strong, University of Delaware: jzstrong@udel.edu	
44	From kindergarten to fourth Grade: Predicting reading comprehension difficulties in Arabic as L1	Bahaa' Makhoul, Hebrew University/OranimCollege: baham@cet.ac.il	
45	Cognitive and metacognitive practices of first-graders during vocabulary learning tasks	Susan Chambre, Marist College: susan.chambre@marist.edu	
46	Reading comprehension monitoring of narrative and expository discourses in ADHD children with/without language problem	Hyojin Yoon, Chosun University: hjyoon0714@gmail.com ; Kyung-Min Park; Eugene Kwon	
47	Dynamic assessment of morphological awareness in Chinese and as a predictor of first-grade children's character recognition and vocabulary knowledge	Yongqiang Su, Beijing Normal University: thorndikescat@outlook.com ; Jiawen Zhang; Yan Gan; Yi Hui; Yueyao Jiang; Hong Li	
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	CHAIR: Monica Melby-Lervåg	
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: shart@frr.org ; Mia Daucourt; Florina Erbeli; Callie Little; Rasheda Haughbrook	
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: monica.melby-lervag@isp.uio.no ; Hilde Lowell ; Gunnerud Dieuwer ; Ten Braak; Elin Reikerås	
3	Using model-based meta-analysis to improve diagnosis of reading disability	Rachel E. Joyner, Florida State University: rjoyner@psy.fsu.edu ; Richard Wagner	
4	Meta-analyses of effects from interventions in education, reading and language: Methodological quality	Arne Lervåg, University of Oslo: a.o.lervag@iped.uio.no ; Monica Melby-Lervåg; Arne Lervåg	

5	DISCUSSANT	Richard Wagner, Florida State University:	
Thursday 02:40-04:20	Reading development in linguistically diverse settings	CHAIR: 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: john.everatt@canterbury.ac.nz ; Amir Sadeghi	
2	Reading and reading-related skills in Arabic-English bilingual speakers in the UK and Saudi Arabia	Holly Joseph, University of Reading: h.joseph@reading.ac.uk ; Suhair Alhelfawi; Daisy Powell	
3	The Influence of the L1 on the L2 collocation acquisition of Tamil-English bilingual children	Roopa Leonard, University of Reading: R.K.Leonard@pgr.reading.ac.uk ; Michael Daller; Holly Joseph	
4	Longitudinal cross-linguistic transfer in children learning to read English as a second language	Tze Peng Wong, University of Nottingham: TzePeng.Wong@nottingham.edu.my ; Daisy Powell; Rachel Pye	
5	Orthographic learning: a strength for bilingual learners?	Daisy Powell, University of Reading: d.a.powell@reading.ac.uk ; Tze Peng Wong; Rachel Pye; Lynette Atkinson	
Thursday 02:40-04:20	Early writing development across orthographies	CHAIR: Gary Bingham	
1	Chinese early composing and its associations with early reading skills	Chenyi Zhang, Georgia State University: czhang15@gsu.edu ; Gary Bingham; Liying Zhang; Xiao Zhang	
2	Examining children's early writing development in English: Associations among handwriting, spelling, composing, and executive function skills.	Xiao Zhang, Georgia State University: xzhang60@student.gsu.edu , Gary Bingham, Hope Gerde; Ryan Bowles	
3	Early writing skills of monolingual Spanish-speaking children attending early childhood programs in Chile	Gary Bingham, Georgia State University: gbingham@gsu.edu , Kathrine Strasser; Gerde; Ryan Bowles	
4	A parent-child joint writing intervention: Associations with Hebrew writing skills	Coral A Shachar, Tel Aviv University: coralshachar@gmail.com ; Dorit Aram	
5	DISCUSSANT	Cynthia Puranik, Georgia State University:	
Thursday 02:40-04:20	Spelling	CHAIR:	
1	Learning to spell phonologically: Influences of children's own names	Lan Zhang, Washington University in St. Louis: lan.zhang@wustl.edu ; Rebecca Treiman	

2	Letter names help children begin to spell phonologically	Rebecca Treiman, Washington University: rtreiman@wustl.edu ; Sloane Wolter	
3	The effect of orthographic neighbors on the spelling acquisition	Yi-Jui Chen, Rightpath Research & Innovation Center. University of South Florida: ivachen811@gmail.com ;	
4	Predicting children's word-spelling difficulties: linguistic and orthographic characteristics in French school-age children	Julie Robidoux, Universite de Montreal: robidoux.julie.3@hotmail.com ; Stefano Rezzonico; Phaedra Royle; Brigitte Stanké	
5	Orthographic representations and orthographic competition: The role of spelling errors in language processing	Aki-Juhani Kyröläinen, McMaster University: akkyro@gmail.com ; Filip Ginter; Raymond Bertram; Victor Kuperman	
Thursday 02:40-04:20	Reading Comprehension 1	CHAIR:	
1	The effects of text-structure instruction on English learners' reading comprehension and strategies	Zhihong Xu, TAMU: xuzhihong@tamu.edu ; Kay Wijekumar; Shuai Zhang	
2	The relation between retell and reading comprehension: a meta-analysis.	Yucheng Cao, University of California, Irvine: yuchc10@uci.edu ; Young-Suk Grace Kim	
3	Beyond "getting it correct": Academic language in summaries predict reading comprehension	Wenjuan Qin, Fudan University: qin_wenjuan@fudan.edu.cn ; Paola Uccelli; Emily Phillips Galloway	
4	Is comprehension the best predictor of comprehension? The added value of measuring component skills in middle school	John Sabatini, Educational Testing Service: jsabatini@ets.org ; Zuowei Wang; Tenaha O'Reilly	
5	Transfer of word and sentence level feedback effects to children's reading comprehension	Sophie Gruhn, Radboud University: c.gruhn@bsi.ru.nl ; Eliane Segers; Jos Keuning; Ludo Verhoeven	
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.	CHAIR: Lesly Wade-Woolley	
1	Implicit lexical prosody in children's reading of words and sentences	Lindsay Harris, Northern Illinois University: lharris3@niu.edu ; Nosheen Malik; Braima Salaam	
2	Exploring the importance of prosody in speech & reading comprehension	Sarah Weidman, Nottingham Trent University: sarah.weidman2017@my.ntu.ac.uk ; Clare Wood	
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: xtong@hku.hk ; Ruby Wong; Joanne Arciuli	

4	Implicit and explicit prosody in reading in children with high and low language skills.	Lesly Wade-Woolley, University of South Carolina: wadewool@sc.edu ; Suzanne Adlof	
5	DISCUSSANT	Lindsay Heggie, Queen's University at Kingston	
Thursday 04:40-06:20	<u>Neural correlates of early reading development: Evidence from longitudinal neuroimaging studies</u>	CHAIR: 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: xi.yu@childrens.harvard.edu ; Silvina Ferradal; Danielle Sliva; Jade Dunstan; Clarisa Carruthers; Joseph Sanfilippo; Jennifer Zuk; Lilla Zöllei; Emma Boyd; Borjan Gagoski; P. Ellen Grant; Nadine Gaab	
2	Functional connectivity in the developing language network predicts later reading ability	Kaja Jasińska, University of Delaware; Haskins Laboratories: jasinska@udel.edu ; Airey Lau; Hailey Mulder; Stephen Frost; Nicole Landi; Kenneth Pugh	
3	Cortical structure is associated with later reading skill in beginning readers	Meaghan V. Perdue, University of Connecticut; Haskins Laboratories: meaghan.perdue@uconn.edu ; Joshua Mednick; Katherine Foley; Kenneth Pugh; Nicole Landi	
4	White matter microstructure in infancy predicts language and pre-literacy abilities in preschool	Jennifer Zuk, Boston Children's Hospital; Harvard Medical School: jennifer.zuk@childrens.harvard.edu ; Michael Figuccio ; Xi Yu; Joseph Sanfilippo; Jade Dunstan; Clarisa Carruthers; Georgios Sideridis; Borjan Gagoski; P. Ellen Grant; Nadine Gaab	
5	DISCUSSANT	Nadine Gaab	
Thursday 04:40-06:20	<u>The interaction of domain-general mechanisms and reading development: From word to text</u>	CHAIR: Katherine Aboud	
1	Learning to read is tied to domain-general memory systems	F. Sayako Earle, University of Delaware: fsearle@udel.edu ; Stephanie N. Del Tufo; Tanya M. Evans; Jarrad A.G. Lum; Laurie E. Cutting; Michael T. Ullman	
2	Executive functions are recruited for oral reading fluency in complex texts	Tin Nguyen, Vanderbilt University: tin.nguyen@vanderbilt.edu ; Sage E. Pickren; Neena M. Saha; Laurie E. Cutting	

3	Differences in control engagement during sentence reading are related to intervention response in struggling readers	Tehila Nugiel, University of Texas at Austin: tnugiel@utexas.edu ; Mary Abbe Roe; Jessica A. Church	
4	Fairy tales versus facts: Genre matters to the developing brain	Katherine Aboud, Vanderbilt University: katherine.e.swett@vanderbilt.edu ; Stephen K. Bailey; Stephanie N. Del Tufo; Laura A. Barquero ; Laurie E. Cutting	
5	DISCUSSANT	DISCUSSANT: Katherine Aboud	
Thursday 04:40-06:20	Bi- and multilingualism 1	CHAIR:	
1	Can a highly-proficient L2 reader of English reach native-like proficiency?	Kelly Nisbet, McMaster University: nisbetk@mcmaster.ca ; Victor Kuperman; Raymond Bertram; Charlotte Erlinghagen; Aleksandra Pieczykolan	
2	Comparing shared book reading in first and second languages between Chinese mothers and pre-school children	Nan Chen, Sun Yat-sen University: chenn46@mail2.sysu.edu.cn ; Jing Zhao	
3	Effects of sentence types on reading in bilinguals and monolinguals: Evidence from eye-tracking	Guoqin Ding, Utah State University: dgg@outlook.com ; Kathleen A. J. Mohr; Ronald B. Gillam; Stephanie Juth; Carla I. Orellana; Allison Hancock; Rebekah Wada	
4	Cross-language relations of early literacy skills: An analysis of the developmental interdependence hypothesis using quantile regression.	Marc Goodrich, University of Nebraska-Lincoln: marcgoodrich5@gmail.com ; Christopher J. Lonigan	
5	Cross-linguistic transfer of word reading skills among Chinese-English bilingual children in Singapore	Xueyan Hu, Texas A&M University: brittanyhxy@outlook.com ; Poh Wee Koh	
Thursday 04:40-06:20	Reading around the world	CHAIR: Rob Davies	
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, The University of Hong Kong: qinlideng@gmail.com ; Shelley Xiuli Tong	
2	Reading in Arabic: the impact of vowelization uncertainty on word recognition	Rob Davies, Lancaster University: r.davies1@lancaster.ac.uk ; Ahmed Alhussein; Gert Westermann	
3	Letter transpositions in Hindi highlight its functionally alphabetic nature	Anurag Rimzhim, Central Connecticut State University & Haskins Laboratories: anurag.rimzhim@ccsu.edu ;	

4	Impact of phonological distance on dyslexia in dialect speakers: The case of Arabic diglossia	Elinor Saiegh-Haddad, Bar-Ilan University: elinorhaddad@gmail.com ; Hala Hanna Irsheid	
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, Hokkaido University of Education: tsutamori.eishi@a.hokkyodai.ac.jp ; Akira Uno; Taeko N. Wydell	

DRAFT

FRIDAY, JULY 19, 2019

7:15 - 8:30	BREAKFAST		
SESSION 1 (08:30AM - 10:10AM)			
Friday 08:30-10:10	<u>Language and literacy skills of bilingual and monolingual children with neurodevelopmental disorders</u>	CHAIR: Esther Geva	
1	Narrative abilities of English L2 learners with autism spectrum disorder, developmental language disorder and typical development	Krithika Govindarajan, University of Alberta: krithika@ualberta.ca , Johanne Paradis	
2	Bilingualism effects in the comprehension performance of children with Developmental Language Disorder and Autism Spectrum Disorder	Ianthi Maria Tsimpli, University of Cambridge: imt20@cam.ac.uk , Eleni Peristeri	
3	What characterizes the morphosyntax of Norwegian children with Developmental Language Disorder?	Jannicke Karlsen, University of Oslo: Jannicke.karlsen@isp.uio.no	
4	Developmental reading disorders in U.S. high school L2 learners?	Richard L. Sparks, University of Cincinnati: richard.sparks@msj.edu	
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: mli33@Central.UH.EDU , Esther Geva; Fataneh Farnia; Emiko Koyama	
Friday 08:30-10:10	<u>Building up meaning: Examining the relation between sentence-level language skills and reading comprehension</u>	CHAIR: Tamara Sorenson Duncan	
1	Syntax and reading comprehension: a meta-analysis of different spoken syntax assessments	Danielle Brimo, Texas Christian University: Danielle.brimo@tcu.edu , Emily Lund; Alysha Sapp	
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: t.sorensonduncan@dal.ca , Catherine Mimeau; Nikita Crowell; S. Hélène Deacon	
3	Syntactic comprehension in reading comprehension. A study of senior high school students	Mads Poulsen, University of Copenhagen: m.poulsen@hum.ku.dk , Carsten Elbro	
4	Building blocks of reading comprehension: The importance of syntactic awareness	Elizabeth MacKay, Dalhousie University: e.mackay@dal.ca , S. Hélène Deacon	
5	What mediates the relation between syntactic awareness and reading comprehension in bilingual students?	Juwairia Sohail, OISE, University of Toronto: juwairia.sohail@mail.utoronto.ca , Xi Chen	
Friday 08:30-10:10	Dyslexia	CHAIR:	
1	<u>Neuropsycholinguistic profiles of children with reading disabilities: A study with eye tracking</u>	Norberto Pereira, norberto.pereira@neurocog.pt , Maria Armanda Costa; Manuela Guerreiro	

2	Brain responses to morphosyntactic processing in Dutch adults with and without dyslexia: An event-related potential (ERP) reading study	Aida Salcic IDEALAB, Universities of Groningen, Newcastle, Potsdam & Macquarie University: a.salcic@rug.nl , Srdjan Popov; Wim Tops; Roelien Bastiaanse
3	Resting-state brain connectivity in individuals with dyslexia	Kulpreet Cheema University of Alberta: kulpreet@ualberta.ca , Amberley Ostevik; Lindsey Westover; Bill Hodgetts; Truc Huynh; Julia Craig; Jacqueline Cummine
4	Dyslexics produce inversion errors. Really?	Daniel Daigle, Universite de Montreal: daniel.daigle@umontreal.ca ; Anne Plisson; Rachel Berthiaume
5	Characterizing treatment response in a sample of children with dyslexia	Anna Middleton, Texas Scottish Rite Hospital for Children: anna.middleton@tsrh.org , Emily Farris; Timothy Odegard; Jeremiah Ring
Friday 08:30-10:10	Basic Processes in Reading 1	CHAIR:
1	Orthography-semantic links in word identification: automatic activation of embedded stem meaning in the presence or absence of pseudosuffixes	Jana Hasenäcker, SISSA: janahasenaecker@gmail.com , Olga Solaja; Davide Crepaldi
2	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	Laura Steacy, Florida Center for Reading Research, Florida State University: lsteacy@fcrr.org , Lesly Wade-Woolley; Jay Rueckl; Donald L. Compton
3	Impairments in reading subskills go beyond phonology in speech and language impaired children	Melissa Nichol, Brock University: mnichol@brocku.ca , Jan C. Frijters; Joan Bosson-Heenan; Jeffery R. Gruen
4	Cognitive Profiles Predicting the Overlap between Reading and Arithmetic Skills at Grades 1 and 7	Heidi Korpipää, University of Jyväskylä: heidi.m.korpipaa@jyu.fi , Kristina Moll; Kaisa Aunola; Asko Tolvanen; Tuire Koponen; Mikko Aro; Marja-Kristiina Lerkkanen
5	Developmental Stages and Matthew Effect in English Language Arts	Jwa Kim, Middle Tennessee State University: jwa.kim@mtsu.edu
Friday 08:30-10:10	Reading in High School	CHAIR: Amy Crosson
1	Improving secondary school students' text-learning strategies and performance through a strategy-focused program: A multilevel study	Amélie Rogiers, Ghent University: amelie.rogiers@ugent.be , Emmelien Merchie ; Hilde Van Keer

2	Early and Late Diagnosed High School Students with Dyslexia: Performance on Literacy and Underling Cognitive Correlates	Loes Bazen, University of Amsterdam: l.bazen@uva.nl , Madelon van den Boer; Elise de Bree; Peter F. de Jong	
3	An intervention study of metacognitively-oriented digital reading for high school learners	Byeong-Young Cho, University of Pittsburgh: choby@pitt.edu , Scott Fraundorf; Kole Norberg; Hyeju Han	
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, Penn State University: acc244@mail.harvard.edu , Hui Zhao; Puiwa Lei; Margaret G. McKeown	
5	Tracing Experimental Rigor in Adolescent Reading from 2008 to 2018	Dan Reynolds, John Carroll University: dreynolds@jcu.edu	
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	CHAIR: Ofra Korat	
1	A structural analysis of digital reading programs: Building foundations for evaluation	Kathleen Roskos, John Carroll University: roskos@jcu.edu	
2	Disentangling the effects of visual and auditory enhancements in digital picture storybooks	Xuan Li, University of Houston: shellylx9@gmail.com , Adriana Bus	
3	Supporting the continuum of early writing with high-quality digital storybooks	Karen Burstein, iTether Technologies, Inc: kburstein@itethertech.com , Renee Casbergue	
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: sbneuman@nyu.edu , Preeti Samudra, Kevin Wong, Tanya Kaefer	
5	Can e-books support low SES parental mediation to enrich children's vocabulary?	Ofra Korat, Bar Ilan University: korato@mail.biu.ac.il , Daphna Shneor	
Friday 10:30–12:10	Heterogeneity within Spanish-English bilingual children in the U.S.: Implications for literacy.	CHAIR: Sara Ashley Smith	
1	Developing sensitivity to English phonemes among heterogeneous dual language learner preschoolers.	Sara Smith, University of South Florida: sarasmith3@usf.edu , Sibylla Leon Guerrero; Sarah Surrain; Gigi Luk	
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: mefoster@usf.edu , Maria Carlo; Jason Anthony; Jeffrey Williams	

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: mariacarlo@usf.edu , Mary Avalos; Jeffrey Williams; Jason Anthony	
4	Language background and eye movement measures of natural reading predict text comprehension in bilingual Spanish-English middle-schoolers	Sibylla Leon Guerrero, Harvard University: sal320@mail.harvard.edu , Laura Mesite; Veronica Whitford; Gigi Luk	
5	DISCUSSANT	Gigi Luk, McGill University: gigiluk00@gmail.com	
Friday 10:30-12:10	Developmental perspectives on morphology: New insights on how morphological skills support language and literacy	CHAIR: Kyle Levesque	
1	MATRS (Morphological Awareness Test for Reading and Spelling): Initial findings	Kenn Apel, University of South Carolina: kennapel@sc.edu , Yaacov Petscher; Victoria S. Henbest	
2	Evaluating how morphological awareness supports the development of children's reading comprehension: Evidence from longitudinal and mediation analyses	Kyle Levesque, Dalhousie University: kyle.levesque@dal.ca , Michael J. Kieffer; S. Hélène Deacon	
3	Individual differences in morphological processing in developing and skilled readers	Nicola Dawson, Royal Holloway, University of London: nicola.dawson.2015@live.rhul.ac.uk , Kathleen Rastle; Jessie Ricketts	
4	The role of semantic context in early morphological processing of adults with dyslexia	Jeremy Law, University of Glasgow: Jeremy.Law@glasgow.ac.uk , Caroline Whiting	
5	Does development effect the time course of morphological processing during spelling?	Helen L. Breadmore, Centre for Advances in Behavioural Science, Coventry University: helen.breadmore@coventry.ac.uk , S. Hélène Deacon	
Friday 10:30-12:10	Assessment	CHAIR:	
1	Validation of the Systematic Assessment of Book Reading	Jill Pentimonti, American Institutes for Research: jpentimonti@air.org , Tricia Zucker; Ryan Bowles; Sherine Tambyraja; Laura Justice	
2	The Utility of Dynamic Assessment of Phonological Awareness for Bilingual Children in Singapore	Dorcas Yap, KK Women's & Children's Hospital: dorcas.yap@gmail.com , Anne Cunningham; Philip Prinz	
3	Development of a test series for learning progress assessment in reading using rule-based design	Natalie Förster, University of Münster: natalie.foerster@uni-muenster.de , Jörg-Tobias Kuhn; Jasmin Munske; Elmar Souvignier	
4	Group-specific versus Developmentally Consistent Approaches to Evaluating the Structure of Reading	Congying Sun, Georgia State University: csun6@student.gsu.edu , Lee Branum-Martin	

Friday 10:30-12:10	Vocabulary	CHAIR: David Dickinson	
1	Preschool children's retention of words of different form classes over 6 months	David Dickinson, Vanderbilt University: david.dickinson@vanderbilt.edu , M.E. Collins; K. Herbert; J. Lawson-Adams; E. Hopkins; J. Schatz; M. Shrilla; R. Golinkoff; K. Hirsh-Pasek	
2	Has the presence of first-grade core reading program academic vocabulary changed across six decades?	Jill Fitzgerald, UNC-CH: jfitzger@email.unc.edu , Jeff Elmore; Jackie E. Relyea; Jack Stenner	
3	The interactive relationship between vocabulary and syntax development among Grade 1 to 6 students	Yueming Xi, Ontario Institute for Studies in Education, University of Toronto: y.xi@mail.utoronto.ca , Esther Geva	
4	Identifying salient academic words in content-area texts using semantic network centrality measures	Jeff Elmore, MetaMetrics: jelmore@lexile.com , Jill Fitzgerald	
5	Research trends of technology and L2 vocabulary learning: A methodological review	Xinyuan Yang, Texas A&M University-College Station: yangxiy0809@gmail.com , Li-Jen Kuo; Zohreh Eslami	
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, SMU: mcollazo@smu.edu ; Doris Luft Baker ; Patricia Crespo ; Betsy Mc Coach	
2	Effects of kindergarten phonological awareness, vocabulary, and morphological awareness intervention on grade one vocabulary and reading	María Porta, CONICET: meporta@mendoza-conicet.gov.ar ; Gloria Ramirez	
3	Orthographic information facilitates L2 vocabulary memorization: evidence of early accurate L2 orthographic representation among third grade monolingual children.	Florian Salomé, SCALab: salome.florian@gmx.fr ; Eva Commissaire ; Séverine Casalis	
4	The role of orthography and morphology in vocabulary learning	Jie Zhang, University of Houston: jzhang64@uh.edu ; Jackie Relyea; Glenda Wui; Rosa Nam; Araceli Enriquez; Yan Yan; Xuan Li; Neha Anand; Lana Kharabi-Yamato; Huan Zhang	
5	The Role of Text Vocabulary in First-Grade Reading Accuracy, Rate, and Comprehension	Laura Tortorelli, Michigan State University: ltort@msu.edu ; Elfrieda Hiebert; Lori Bruner	
6	Effects of a science-literacy intervention on first graders' argumentative writing	Mary Burkhauser, Harvard Graduate School of Education: mary_burkhauser@mail.harvard.edu	

7	Mobile Games to Enhance Word Reading and Writing Skills in PreK public schools	Americo N. Amorim, Escribo Inovação para o Aprendizado: americo@escribo.com ; Amanda Christina Gomes Pereira Falcão; Emilia X. S. Albuquerque; Vanessa Cristina da Silva; Sheila	
8	Examining the relations of reading components, demographics, and numeracy behaviors to the numeracy performance of low-skilled adults	Gal Kaldes, Georgia State University: galkaldes@gmail.com ; Elizabeth L. Tighe	
9	Serial naming and reading tasks yield greater deficits in poor readers	Angeliki Altani, University of Alberta: altani@ualberta.ca ; Athanassios Protopapas; Megan Boonstra; Brooklyn Ryan; George K Georgiou	
10	Reading Comprehension Trade-Offs Between Shallow and Deep Orthographies: Seven Alphabetic Languages and Two International Literacy Assessments	P David Pearson, University of California, Berkeley: ppearson@berkeley.edu ; Nicola McClung	
11	Exploring connections between plurilingual children's writing competence and writing motivation	Kelli Finney, Simon Fraser University: kfinney@sfu.ca ; Maureen Hoskyn	
12	Effects from the teaching of visual aspects of words on the spelling acquisition in second-grade French-speaking children.	Noemia Ruberto, noemia.ruberto@umontreal.ca ; Daniel Daigle; Ahlem Ammar	
13	Allocation of cognitive and linguistic resources for reading comprehension by ELLs at different stages of English Language Proficiency.	Elena Zaretsky, Clark University: ezaretsky@clarku.edu	
14	Spelling ability and dyslexia: the case of lexical boundaries knowledge	Agnès Costerg, Université de Sherbrooke: agniesse1@hotmail.fr ; Daniel Daigle	
15	Orthographic consistency as a predictor of word readability	Victoria Whaley, University of Connecticut: victoria.whaley@uconn.edu ; Devin M. Kearns	
16	The role of oral and manual fine motor skills in predicting language and reading performance among dual language learners	Ashley Adams, University of California, Irvine: amadam13@asu.edu ; Maria Adelaida Restrepo; Beate Peter; Erin Walker; Arthur Glenberg	
17	A planning tool of content, pedagogy and motivation for teacher instruction	Yan Wei, Southern Connecticut State University: wei2@southernct.edu	
18	Eye movements when reading novel words in text: The effect of reading purpose	Dawna Duff, University of Pittsburgh: dduff@pitt.edu ; Meghan Davidson	
19	Exploring the psychometric properties of the PIAAC reading components and literacy scales for low-skilled adults in the United States	Elizabeth Tighe, Georgia State University: etighe@gsu.edu ; Yaacov Petscher; John Sabatini	
20	Parent-Child Shared-Reading Interactions Across Book Types and Kindergarten Children's Story Retelling Skills	Eleni Zgourou, New York University: ez464@nyu.edu ; Susan Neuman	

21	Mental verbs in Palestinian Arabic narratives across school age	Fadi Canaan, Tel Aviv University & Mandel School for Educational Leadership: fcanaan@mandel.org.il ; Dorit Ravid	
22	Breakfast eaters and longer sleepers outperform L2-English academic performance	Lisa Yoshikawa, Toyohashi University of Technology: yosikawa@las.tut.ac.jp ; Chi Yui Leung	
23	Mother-child shared reading: The use of an online module to enhance shared reading experiences	Hannah Rivard, Wilfrid Laurier University: riva0990@mylaurier.ca ; Alexandra Gottardo; Eileen Wood	
24	The Confluence of Reading Efficiency and Orthographic Knowledge in Proficient and Non-Proficient Fourth- and Fifth-Grade Readers	Kristin M. Gehsmann, East Carolina University: gehsmannk18@ecu.edu ; Alexandra Spichtig; Jeffrey Pascoe; John Ferrara; Elias Tousley	
25	Targeted deep sequencing of chromosome 13 identifies damaging variants linked to verbal trait disorders	Dongnhu Truong, Yale School of Medicine: dongnhu.truong@yale.edu ; Andrew K. Adams; Shelley D. Smith; Lawrence D. Shriberg; Jeffrey R. Gruen	
26	Reading development: Exploring the lived experiences of individuals with high functioning autism	Dawei Yang, Queen's University: dawei.yang@queensu.ca	
27	CBM maze tasks: Do they reflect comprehension?	Christine Espin, Leiden University: espinc@fsw.leidenuniv.nl ; Elise Swart; Paul van den Broek; Anne Helder; Arnout Koornneef	
28	Verbal inflectional morphology in deaf and hearing students' written texts: a corpus analysis	Amélie Bourcier, Mlle: amelie.bourcier@umontreal.ca ; Marie-Pier Godin; Rachel Berthiaume; Daniel Daigle	
29	Early spelling and concept of word as predictors of reading comprehension	Kimberly Murphy, Old Dominion University: kamurphy@odu.edu ; Emily Diehm; Danielle Brimo	
30	The contribution of a tri-factor model of morphological awareness to elementary-age students' word-level reading, spelling, and vocabulary knowledge	Victoria Henbest, University of South Alabama: vhenbest@southalabama.edu ; Yaacov Petscher; Kenn Apel	
31	Vowel Dyslexia in a language with full and consistent vowel letter system: Turkish	Selçuk Güven, McGill University: oseguosegu@gmail.com ; Naama Friedmann	
32	Phonological processing skills in adults with different levels of reading competence	Ana Luiza Navas, Faculdade de Ciencias Medicas da Santa Casa: analunavas@gmail.com ; Nathalia Ribeiro de Brito; Fraulein Vidigal de Paula; Bruna de Almeida Silva; Regine Kolinsky	

33	Observing individual children in early childhood classrooms using OLOS: Optimizing Learning Opportunities for Students	Elham Zargar, University of California, Irvine: elhamz@uci.edu ; Carol Connor; Ashley Adams; Taffeta Wood; Belinda Hernandez; Deborah Vandell	
34	An examination of mindset instruction, self-regulation, and writer's workshop on kindergartener's writing performance and motivation: A mixed methods study	Katie Schrodtt, Middle Tennessee State University: katie.schrodtt@mtsu.edu ; Amy Elleman	
35	Literacy instruction and phonological awareness in preschool age children with developmental disabilities	Andrea Barton-Hulsey, Florida State University: abartonhulsey@fsu.edu ; Rose A. Sevcik; MaryAnn Romski	
36	Effectiveness of adapted self-regulated strategy development and feedback instruction with second language adolescents	R. Stacy Fields, Middle Tennessee State University: stacy.fields@mtsu.edu ; Amy M. Elleman; Eric L. Oslund; Laura B. Clark; Zahya Ahmed; Collin Olson	
37	What cognitive processes contribute to superior reading and math performance?	Kristy Dunn, University of Alberta: kld@ualberta.ca ; George Georgiou; Jack Naglieri; J. P. Das	
38	Exploring reading skill profiles of multilingual adolescents with specific reading comprehension difficulties	Andrew Weaver, New York University: aww304@nyu.edu ; Michael Kieffer	
39	The performance of adolescents with developmental disabilities in reading comprehension	Badriah Basma, McGill University: badriah.basma@gmail.com ; Catherine Archambault; Domenico Tullo; Armando Bertone	
40	Early literacy profile: a latent profile analysis with distal outcome	Nuria Gutierrez, Universidad de La Laguna: ngutierr@ull.edu.es ; Valeria Rigobon; Jocelyn Weiner; Daniel Abes; Laura M. Steacy; Donald L. Compton	
41	Effect of phoneme variability on audio and audiovisual nonword repetition by children with language or reading impairment	Anna Ehrhorn, University of South Carolina: anna.ehrhorn90@gmail.com ; Suzanne Adlof; Daniel Fogerty	
42	Relationship between English language arts skills and math achievement using latent growth curve analysis	Qian Wang, Middle Tennessee State University: qw2e@mtmail.mtsu.edu ; Jwa K. Kim; Eric L. Oslund	
43	Bilinguals' orthographic representations: How does shared cognate knowledge contribute to accurate English word spelling?	Valeria Rigobon, Florida State University: vmr97@hotmail.com ; Jocelyn Weiner; Daniel Abes; Laura Steacy; Donald Compton	

44	Assessing the possibility of cross-modal working memory binding in preliterate children as a cognitive predictor of later literacy development	Shinmin Wang, National Taiwan Normal University: s.wang.psy@gmail.com	
45	Multi-sensory integration and crossmodal correspondence in EFL reading: Individual case study.	Hing yi Wong, EDUHK: s1100102@s.eduhk.hk ; Susanna S.S.Yeung	
46	Beyond knowledge: Changes in self-perception by pre-service teachers	Kathleen Biddle, Juniata College: biddle@juniata.edu ; Katharine Donnelly Adams; Kathryn Westcott	
47	Reading prosody development : pausing and breathing while reading	Marie-Line Bosse, LPNC cnrs: marie-line.bosse@univ-grenoble-alpes.fr ; Erika Godde; Gérard Bailly	
48	The effects of test format on a computer-based decoding task	Amanda Kern, University of Nebraska Omaha: akern@unomaha.edu ; Michelle Hosp	
49	The unique predictive value of dynamic assessment of ideogram characters learning for chinese children learning to read	Yan Gan, Beijing Normal University: ganyan@mail.bnu.edu.cn , Yi Hui; Jiawen Zhang; Yueyao Jiang; Yongqiang Su; Hong Li	
50	Targeting literacy and self-concept in New Zealand students with low levels of literacy acquisition	Amanda Denston, University of Canterbury: amanda.denston@canterbury.ac.nz ; John Everatt; Jane Prochnow; Tufulasi Taleni	
SESSION 3 (02:40PM - 04:20PM)			
Friday 2:40-4:20	Teaching reading comprehension	CHAIR: Catherine Turcotte	
1	Does reading-writing articulation helps reading comprehension of informative texts ?	Catherine Turcotte, Université du Québec à Montréal: turcotte.catherine@uqam.ca , Pier-Olivier Caron	
2	Efficacy of an innovative inference making intervention in Grades 1-2	Panayiota Kendeou, University of Minnesota: kend0040@umn.edu , Kristen McMaster	
3	Metacognition, word knowledge, and third through fifth graders' reading comprehension: A randomized controlled trial	Carol McDonald Connor, University of California, Irvine: connorcm@uci.edu , Stephanie Day; Elham Zargar; Taffeta Wood; Osman Umarji; Masha Jones	
4	The relation of social perspective-taking to reading comprehension: A pointer to effective instruction?	Catherine Snow, Harvard Graduate School of Education: Catherine_snow@gse.harvard.edu , Lisa B. Hsin	
5	DISCUSSANT	Hugh Catts, Florida State University:	
Friday 2:40-4:20	Teacher knowledge across the globe: The more things change (plus ça change)...	CHAIR: Alexandra Gottardo	

1	Teachers navigating the turbulent reading classroom – ecological factors affecting student outcomes	Kausalai (Kay) Wijekumar, Texas A&M: K.Wijekumar@tamu.edu , Andrea L. Beerwinkle; R.M. Joshi	
2	Knowledge of components of phonological processing: Teachers in Africa, and preservice teachers and students in Canada	Eileen Wood, Wilfrid Laurier University: ewood@wlu.ca , Alexandra Gottardo; Luka Zimmer; Philip C. Abrami; Anne Wade	
3	Effectiveness of Professional Development Workshops in Pakistan: An Essential Component of Comprehensive Teaching and Learning System	Amna Mirza, Brock University: mirz5320@gmail.com , Alexandra Gottardo	
4	Increasing Filipino teachers' knowledge of beginning reading instruction	Portia Padilla, Wilfrid Laurier University: padi5260@mylaurier.ca , Michelle Agas	
5	DISCUSSANT	R. Malt Joshi, Texas A&M:	
Friday 2:40-4:20	Neuroscience of reading	CHAIR: Elizabeth Norton	
1	White matter correlates of reading subskills in children	Alexandra Cross, University of Western Ontario: across22@uwo.ca , Jessica Lammert; Christine Stager; Maureen Lovett; Karen Steinbach; Jan Frijters; Lisa Archibald; Marc Joanisse	
2	Magnocellular pathway and reading rate: an equivalence test analysis	Ashley Edwards, Florida State University: aedwards@psy.fsu.edu , Chris Schatschneider	
3	Spoken language proficiency predicts brain development for literacy in 5-6 year old emerging readers	Rebecca Marks, University of Michigan: marksre@umich.edu , Yuuko Uchikoshi; Ioulia Kovelman; Fumiko Hoeft	
4	Atypical neural correlates of letter-sound integration in dyslexia	Elizabeth Norton, Northwestern University: elizsn@gmail.com , Silvia Siu-Yin Lam; Theresa Gillespie; Emily Harriott; Kamila Postolowicz	
5	Distinct patterns of hypoactivation during naturalistic reading in low comprehenders and decoders	Ola Ozernov-Palchik, Michigan Institute of Technology: oozernov@mit.edu , Tracy M. Centanni; Sara D. Beach; Sidney C. May; John D. E. Gabrieli	
Friday 2:40-4:20	The cognitive architecture of reading	CHAIR: Erik Reichle	
1	How the reading architecture accommodates writing systems: Two examples from Chinese	Lili Yu, Macquarie University: lili.yu@mq.edu.au , Yanping Liu	
2	How the reading architecture adapts to dynamic multimodal contexts	Jan-Louis Kruger, Macquarie University: janlouis.kruger@mq.edu.au , Sixin Liao; Lili Yu; Stephen Doherty; Erik D. Reichle	

3	Plausibility preview effects in online reading: A window on the cognitive architecture of reading	Sally Andrews, University of Sydney: sally.andrews@sydney.edu.au , Aaron Veldre	
4	Towards a model of the reading architecture	Erik D. Reichle, Macquarie University: erik.reichle@mq.edu.au	
5	DISCUSSANT	Charles Perfetti, University of Pittsburgh:	
Friday 2:40-4:20	<u>Writing development: Predictors, profiles, and intervention</u>	CHAIR: Hope Gerde	
1	Level and growth of children's language and decoding skills predict later writing achievement	Sonia Cabell, Florida State University: scabell@fcr.org , Hope Gerde; HyeJin Hwang; Ryan Bowles; Lori Skibbe; Shayne Piasta	
2	Do bedtime stories build the foundation for later reading preferences, spelling skills, and vocabulary?	Sandra Martin-Chang, Concordia University: s.martin-chang@concordia.ca , Brittany Tremblay; Gene ouellette	
3	Profiles of preschool writers: Addressing emergent writing with attention to transcription, composing, and executive function	Margaret Quinn, University of Tennessee, Knoxville: mquinn10@utk.edu , Ryan Bowles; Gary Bingham; Hope Gerde	
4	Diagnostic profiles of written expression in middle grades	Adrea Truckenmiller, Michigan State University: atruck@msu.edu , Ryan Bowles; Margaret Quinn	
5	Teacher and child-level outcomes of the iWRITE professional development intervention	Hope Gerde, Michigan State University: hgerde@msu.edu , Gary Bingham; Ryan Bowles; Alexa Meier; Xiao Zhang	
04:20-4:40	COFFEE BREAK		
4:40-5:40	PLENARY SESSION		
6:00	CONFERENCE DINNER		

SATURDAY, JULY 20, 2019

7:15-8:30	BREAKFAST		
SESSION 1 (08:30AM - 10:10AM)			
Saturday 8:30 - 10:10	<u>Literacy in students who are deaf or hard of hearing: A journey across communication modalities and the academic lifespan</u>	CHAIR: 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: werfel@sc.edu	
2	Reading comprehension and written narrative ability in deaf children	Fiona Kyle, University of London: Fiona.Kyle.1@city.ac.uk , Emmanouela Terlektsi; Margaret Harris	
3	Spelling skills of children who are deaf or hard of hearing and use amplification	Jillian McCarthy, University of Tennessee: jmccar21@uthsc.edu	
4	Reading and academic language abilities of middle and high school deaf children who use ASL	Jessica Scott, Georgia State University: jscott96@gsu.edu	
5	DISCUSSANT	Gabriella Reynolds, University of South Carolina:	
Saturday 8:30 - 10:10	<u>Characterizing responders to reading treatments.</u>	CHAIR: Eliane Segers	
1	Brain network changes in response to intervention	William Einar Mencl, Haskins Laboratories: einar@haskins.yale.edu	
2	Refining estimation of intervention response using developmental information provided by control groups: Benefits to reducing nonresponse rates	Jan C. Frijters, Brock University: jan.frijters@brocku.ca , Maureen W. Lovett; Karen A. Steinbach; Maria De Palma; Jennifer Goudey; Maryanne Wolf; Daphne Greenberg; Rose A. Sevcik; Robin D. Morris	
3	Responsiveness to a game-based intervention to enhance reading efficiency	Eliane Segers, Radboud University: e.segers@pwo.ru.nl , Anne van Uittert; Ludo Verhoeven	
4	RTI as predictor for long-term reading outcomes in children with dyslexia	Sanne van der Kleij, Aston University: s.vanderkleij@pwo.ru.nl , Margriet Groen; Eliane Segers; Ludo Verhoeven	
5	DISCUSSANT	Rose Ann Sevcik – Georgia State University:	
Saturday 8:30 - 10:10	Basic Processes in Reading 2	CHAIR:	

1	Does performance on a visual statistical learning test correlate with L2 spelling? Sample size matters, a lot.	Matthew HC Mak, University of Oxford: matthewmak2003@yahoo.com.hk , Chen Qiu; Kathy KM Shum	
2	Self-teaching in orthographic learning among learners of English as a second language	Annie Yixun Li, University of Maryland, College Park: yixunli@umd.edu , Min Wang; Daniel Sherlock	
3	Effects of selective attention on novel word learning in L1 and L2 readers: an eye-tracking study.	Melda Coskun, McMaster University: coskunks@mcmaster.ca , Nadia Kryvobok; Victor Kuperman	
4	Predicting word knowledge from age of acquisition ratings and age-related variables derived from grade-level frequencies	William Nagy, Seattle Pacific University: wnagy@spu.edu , Elfrieda Hiebert	
5	From brains to behaviours: The role of somatosensory feedback in the print-to-speech model	Jacqueline Cummine, University of Alberta: jcummine@ualberta.ca , Angela Cullum; Amberley Ostevik; Daniel Aalto; Caroline Jeffrey; William Hodgetts	
Saturday 8:30 -10:10	Reading in Chinese	CHAIR:	
1	Contributions of linguistic awareness to Chinese reading and spelling in young Chinese language learners	Yu-ka Wong, The Chinese University of Hong Kong: yukawong@gmail.com	
2	Development of argumentative writing in Chinese fourth, sixth and eighth graders: effects of different writing prompts	Yan Yan, University of Houston: yyan9@uh.edu , Yumei Li; Jie Zhang; Hong Li; Jin Wang	
3	Examining student and home factors leading to successful Chinese reading achievement in the International PIRLS	Wai Ming Cheung, University of Hong Kong: ming338@gmail.com , Hector W. H. Tsang	
Saturday 8:30 - 10:10	Emotion, Motivation, Writing	CHAIR: Michael Hebert	
1	Influence of Writing, Mathematics, Attitude, and Self-Efficacy on Mathematics Writing: An Exploratory Study at Third, Fourth, and Fifth Grade	Michael Hebert, University of Nebraska-Lincoln: michael.hebert@unl.edu , Sarah Powell; Sergio Levia-Cardona; Julia Roehling	
2	Don't Worry Mum, Read a Book with Me: Pathways of Parenting Stress toward Home Literacy Practices in China	Peizhi Wen, Harvard Graduate School of Education: peizhiwen@gse.harvard.edu , Si Chen	
3	Exploring the Variability of a Reading Block in First through Third Grade: Teacher Demeanor, Student Engagement, and Student Achievement	Shawna Durtschi, Florida State University: sad13e@my.fsu.edu , Chelsea Funari; Beth M. Phillips; Carol Connor	
4	Matthew Effects in written language	Carla Wood, Florida State University: carla.wood@cci.fsu.edu , Christopher Schatschneider; Jeanne Wanzek	

5	Relationships between spelling, motor skills, and attention in the prediction of handwriting fluency and legibility	Cameron Downing, Bangor University: cameron.downing@bangor.ac.uk , Markéta Caravolas	
10:10-10:30	COFFEE BREAK		
SESSION 2 (10:30AM – 12:10PM)			
Saturday 10:30–12:10	Tell me something good: Concurrent and ongoing effects of positive literacy environments	CHAIR: Sandra Martin-Chang	
1	Shared writing: Learning to mark vowels, consonants, and silent letters	Ashley Bildfell, University of Western Ontario: abildfel@uwo.ca , Humeyra Celebi; Ruth Mussar; Monique Sénéchal	
2	“I’ll read one page, you read the other”: Shared reading quality goes both ways	Shaneha Patel, Concordia University: shaneha.patel@concordia.ca , Sandra Martin-Chang ; Aviva Segal	
3	Importance of reading motivation and self-concept for the gender gap in reading digitally	Franziska Schwabe, TU Dortmund: franziska.schwabe@tu-dortmund.de , Nele McElvany	
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: Kim.VanAmmel@UGent.be , Hilde Van Keer; Koen Aesaert	
5	Language of instruction in Grades 1 & 2 and print exposure in adulthood	Monyka L. Rodrigues, Concordia University: rodrigues.monyka@gmail.com ; Stephanie Kozak ; Sandra Martin-Chang	
Saturday 10:30–12:10	Bi- and multilingualism 2	CHAIR: Jason Lon Anthony	
1	Dual language experience is associated with increased intra-individual variability in neural activation during an fMRI reading and language task	Jeffrey Malins, Yale University School of Medicine & Haskins Laboratories: jeffrey.malins@yale.edu , Hailey D’Silva; Gigi Luk; Arturo E. Hernandez; Stephen J. Frost; Kenneth R. Pugh; W. Einar Mencl; Chintan Mehta; Joan Bosson-Heenan; Jeffrey R. Gruen; The Genes, Reading, and Dyslexia Study Consortium	
2	Cognitive differences between Chinese-English bilingual and English monolingual children in Canadian classrooms: A closer examination of prosody, morphology, and phonemic awareness.	Jessica S. Chan, Queen's University: jessica.chan@queensu.ca , Lesly Wade-Woolley; John R. Kirby	
3	Growth Mixture Modeling of Bilingual Language Development and Literacy Outcomes	Jason Lon Anthony, University of South Florida: jasonanthony@usf.edu , Matthew Foster; Yi-Jui Iva Chen ; Jeffrey Williams	

4	Equivalence of a unidimensional model of reading comprehension across young monolingual English and Spanish-English dual-language learners	Shelley Gray, Arizona State University: shelley.gray@asu.edu , Language and Reading Research Consortium; Marilyn Thompson	
5	Cross-Language Transfer of Narrative Language Skills in English/French Bilingual Children	Michelle Huo, University of Toronto: michelleryh@gmail.com , Diana Burchell ; Janani Selvachandran ; Patricia L. Cleave ; Xi Becky Chen	
Saturday 10:30–12:10	Interventions 2	CHAIR: Rebecca Silverman	
1	Effects of first-grade content-area literacy intervention on reading, writing, domain knowledge, and reading motivation for English learners and English-proficient students	Jackie Eunjung Relyea, Harvard University: jackie_relyea@gse.harvard.edu , Laura Marie Mesite; Mary Alexis Burkhauser; James Kim; Catherine Armstrong	
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, Harvard University: james_kim@gse.harvard.edu , Catherine Armstrong; Mary Burkhauser; Laura Mesite; Diana Leyva	
3	Classroom Intervention to Enhance Reading Comprehension Skills in a Socioeconomically Disadvantaged School	Gabriela Silva-Maceda, Universidad Autonoma de San Luis Potosi: gabysilvamac@gmail.com , Blanca Flor Camarillo Salazar; Iliana Cecilia González Salazar	
4	Reading for All: A Tier 1 Reading Intervention	Meghan Vollebregt, Western University: mvollebr@uwo.ca , Sherry Raffalovitch; Jana Leggett; Lisa Archibald	
5	The effect of academic language intervention on argumentative writing with 4th and 5th grade bilingual students	Rebecca Silverman, Stanford University: rdsilver@stanford.edu , C. Patrick Proctor; Jeffrey Haring; Yewon Lee; Renata Jones	
Saturday 10:30–12:10	Basic Processes in Reading 3	CHAIR: Anna Cunningham	
1	What matters more for reading: the quality of your phonological representations, or your ability to access them?	Anna Cunningham, Coventry University: anna.cunningham@coventry.ac.uk , Adrian Burgess; Caroline Witton; Joel Talcott; Laura Shapiro	
2	Processing time difference between poor and normal decoders and its consequence on decoding development and vocabulary growth	Zuwei Wang, Educational Testing Service: zwang@ets.org , John Sabatini; Tenaha O'Reilly	
3	Assessing dimensions of orthographic word knowledge across the upper primary grades	Iris Monster, Radboud University: iris@monsterinc.nl , Agnes Tellings; William Burk; Jos Keuning; Eliane Segers; Ludo Verhoeven	

4	Toward a New Standard Theory of Learning to Read	Mark Seidenberg, UW-Madison: seidenberg@wisc.edu , Matthew Cooper Borkenhagen	
5	Model specification and empirical validation of the not-so-simple view of writing	Shawn Kent, University of Houston: sckent@uh.edu , Yusra Ahmed; Paul Cirino	
Saturday 10:30-12:10	Reading Comprehension 2	CHAIR: Shireen Al-Adeimi	
1	Examining the predictive relationship between dialogic classroom talk and reading comprehension	Shireen Al-Adeimi, Michigan State University: aladeimi@msu.edu	
2	Comprehension monitoring in grade 6: the influence of text and reader characteristics	Kate Cain, Lancaster University: k.cain@lancaster.ac.uk , Nicola Currie; Rob Davies; Shelley Gray; Mindy Bridges; Laida Restrepo; Marilyn Thompson	
3	Beyond fluency, the relationship between reading prosody and reading comprehension from 2nd to 7th grade in French speaking children	Erika Godde, CNRS - Gipsa-Lab: erika.godde@univ-grenoble-alpes.fr , Marie-Line Bosse; Gérard Bailly	
4	Comparing predictors of reading comprehension development in first-grade at-risk and not at-risk English language learners	Ryan Grimm, University of Virginia: rpg5hu@virginia.edu , Emily Solari; Carolyn Denton	
5	Within- and Cross-Language Contributions of Syntactic Awareness to Chinese and English Reading Comprehension in Hong Kong Chinese-English Bilingual Children	Xiuhong Tong, The Education University of Hong Kong: tongxiuhong@gmail.com , H�el�ene Deacon; Xiuli 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, University College of London: robert.savage@mcgill.ca ; Badriah Basma	
2	Frequency and semantic-transparency effect of Chinese words processing: An eye-tracking investigation	Hsuan-Hui Wang, National Taiwan Normal University: 80309002e@gapps.ntnu.edu.tw ; Li-Yu Hung	
3	‘It “text” two to tango’: Video-based analysis of interaction in 6th grade peer-assisted writing dyads	Fien De Smedt, Ghent University: fien.desmedt@ugent.be ; Hanne Steurtewagen; Liesje De Backer; Hilde Van Keer	
4	Concreteness effect in the character reading of Chinese-speaking children with and without ASD	Lirong Luo, The University of Hong Kong: u3003524@connect.hku.hk ; Nan Yan; I-Fan Su	
5	Differential instruction is needed in language arts classroom: Case of Taiwan	Hwawei Ko, National Tsing Hua University: hwawei@cc.ncu.edu.tw	

6	Modality effect in L1 and L2 word recognition among French late learners of English.	Camille Cornut, SCALab: camille.cornut@gmail.com ; Gwendoline Mahe ; S��verine Casalis	
7	Uncovering interactive book reading processes in first and second grade: A closer look into children’s input and interaction patterns	Silke Vanparys, Ghent University: silke.vanparys@ugent.be ; Hilde Van Keer	
8	Meta-analysis of cognitive and linguistic variables associated with decoding and reading comprehension in individuals with intellectual disabilities	Karin Nilsson, Linkoping University: karin.a.nilsson@liu.se ; ��sa Elw��r; David Messer; Henrik Danielsson	
9	The developing role of text (oral) reading fluency in reading development: evidence from a 2-year Chinese longitudinal study	Mengge Yan, Beijing Normal University: yanmengge@mail.bnu.edu.cn ; Hong Li	
10	Structures writing: Classroom implementation pilot study	Pamela Bazis, University of Nebraska Lincoln: pbazis@huskers.unl.edu ; Michael Hebert; Janet Bohaty; Julia Roehling	
11	Experimental Neurocognitive Approaches to Emerging Bilingual Chinese-English Literacy	Kehui Zhang, University of Michigan: kehui@umich.edu ; Xin Sun; Yicheng Li; Qiaohan Yang; Lu Qu; Rebecca Marks; Jessica Kim; Frank Hu; Tai-Li Chou; Twila Tardif; Ioulia Kovelman	
12	Vertical alignment of PALS espa��ol-PreK with PALS espa��ol-K	Marcia Invernizzi, University of VirginiaPALS: mai@virginia.edu ; Karen Ford; Patrick Meyer	
13	Literacy and executive function gains in full day kindergarten	Noella Piquette, University of Lethbridge: noella.piquette@uleth.ca ; Olu Asowoga	
14	Assessment of text reading competency in early reading development in French: preliminary results	Line Laplante, Universite du Quebec a Montreal: laplante.line@uqam.ca ; Marie-France C��t��; Rihab Saidane	
15	Are lexical and sublexical orthographic knowledge two sides of the same coin?	Carole Hanner, Universit�� Grenoble Alpes: carole.hanner@univ-grenoble-alpes.fr ; Marie-Line Bosse; Maryse Bianco; Laurent Lima; Pascal Bressoux	
16	Matching readers and texts: How similar are Guided Reading’s assessment- and instructional- texts in their features?	Yukie Toyama, University of Californai, Berkeley: yukie.toyama@gmail.com ; Elfrieda Hiebert	
17	Code-related Correlates of Early Word Reading in Zambian Second Graders in Bemba	Sylvia Chanda Kalindi, Mount Saint Vincent University: skalindi@hotmail.co.uk ; Catherine McBride	
18	Investigating differences in bi-literacy skills of Singaporean Chinese-English bilingual children: A latent profile analysis	Pohwee Koh, pohwee.koh@gmail.com ; Xi Chen; Alexandra Gottardo,	

19	The effects of single-sex compared with coeducational schooling on reading comprehension performance in elementary Chilean students	Kattia Munoz, Universidad de los Andes: kmunoz@miuandes.cl ; Pelusa Orellana ; Marianela Navarro; Annjeanette Martin; M. Francisca Valenzuela
20	Assessing vocabulary depth and breadth and their role in young children's listening comprehension	HsinYing Chien, National Taitung University : linyu8888@nttu.edu.tw ; Chi Shun Lien ; Yuhtsuen Tzeng
21	Beyond the IEP: Using Machine learning to identify groupings of special needs learners	Mark Lauterbach, Brooklyn College: markl@brooklyn.cuny.edu ; Katherine Pace Miles; Ginny Dembek; Dana Murano; Francis Tabone
22	THE DISADVANTAGES OF ADULT ILLITERACY IN VERBAL MEMORY TASKS	Rosangela Gabriel, Universidade de Santa Cruz Do Sul: rgabriel@unisc.br ; Régine Kolinsky; Marilane Maria Gregory; Kadine Saraiva de Carvalho; José Morais
23	Message-framing in early literacy	Trelani Milburn-Chapman, University of Alberta: trelani@ualberta.ca
24	Children's books are an early source of gender knowledge	Ellen Converse, University of Wisconsin-Madison: econverse@wisc.edu ; Molly Lewis; Matt Cooper Borkenhagen; Gary Lupyan; Mark Seidenberg
25	Introducing Early Literacy Programs in Kenya: Teacher Perceptions and Pedagogical Considerations	Cristiana Vica, Wilfrid Laurier University: vica2560@mylaurier.ca ; Eileen Wood; Alexandra Gottardo; Costanza Uirbe-Banda
26	Teaching fiction in the age of measurability: Teachers' perspectives on the hows and whats in Swedish L1 classrooms	Spoke Wintersparv, Umeå University: spoke.wintersparv@umu.se ; Kirk P. H. Sullivan; Maria Lindgren Leavenworth
27	The text structure strategy to improve science knowledge and reading comprehension	Andrea Beerwinkle, Texas A&M University: abeerwinkle@gmail.com ; Kausalai Wijekumar; Shuai Zhang
28	Effects of text type and reading proficiency on students' text structure awareness and passage recall	Yu-Min Ku, National Central University: kuyumin@gmail.com ; Shi-Ting Huang
29	Longitudinal relationships of cognitive-linguistic skills and Chinese written composition in Grades 1 to 6	Kevin Shing-Chi Chan, The University of Hong Kong: kevinsc@connect.hku.hk ; P-S Yeung
30	Somatosensory feedback modulates silent word reading performance in children and adults	Angela Cullum, University of Alberta: acasson@ualberta.ca ; Daniel Aalto; Cassidy Fleming; Alesha Reed; Aadya Thapliyal; Amberley Ostevik; William Hodgetts; Jacqueline Cummine
31	The contribution of executive function to writing in 3rd grade children learning French as a second language	Gina Harrison, University of Victoria: harrison@uvic.ca ; Tosca van Duijnen

32	Effects on third graders' writing of SRSD versus SRSD combined with sentence writing instruction	Leslie Laud, leslielaud@gmail.com ; Charles Haynes; Emilie Lavarie	
33	Measuring orthographic processing of polymorphemic words in adolescent English language learners	Zeinab Kahin, University of Toronto: zeinab.kahin@mail.utoronto.ca ; Esther Geva	
34	Is foreign language reading anxiety a subset of test anxiety?	Hitoshi Mikami, Chubu University: mikami_h@isc.chubu.ac.jp	
35	Awareness of prosodic cues in text mediates the relationship between prosodic sensitivity and reading comprehension in young readers	Alexandra Ryken, Dalhousie University: alex.ryken@dal.ca ; Helene Deacon; Lesly Woolley	
36	Universal and Unique Correlates of Spelling in Chinese and English Poor Spellers	Ying Wang, Tsinghua University: ying.wang1986@gmail.com ; Catherine McBride; Connie Suk Han Ho	
37	Cohesion in deaf and hearing children's written texts: The case of referents and conjunctions in French	Marie-Pier Godin, Universite de Montreal: godin.marie-pier@uqam.ca ; Amélie Bourcier; Rachel Berthiaume; Daniel Daigle	
38	Examining how teachers study a multimedia model of reading development: Do eye movement patterns affect what teachers learn?	Pamela Beach, Queen's University: pamela.beach@queensu.ca ; John Kirby; Pamela McDonald; Jen McConnel	
39	Measurement invariance between classical test theory (CTT) and item response theory (IRT) on reading comprehension	Ping Wang, Middle Tennessee State University: pwang@mtmail.mtsu.edu ; Jwa K. Kim; Casey F. Brasher; Amy M. Elleman	
40	Cognitive-linguistic profiles of English and Chinese language among Chinese adolescents with dyslexia: A cluster analysis study	Kevin Kien Hoa Chung, The Education University of Hong Kong: kevin@eduhk.hk ; Chun Bun Lam ; Xiaomin Li; Wesley Wai Fung Kwok	
41	Leer+: An Individual Computer-Based Spanish Reading Practice Platform for Grades Three through Sixth	Pelusa Orellana, Universidad de los Andes: porellan@uandes.cl ; Maria Francisca Valenzuela; Kattia Muñoz; Carolina Melo; Marianela Navarro	
42	Engagement in Early Literacy as a Predictor of Engagement in Conversations	Gabriella Reynolds, University of South Carolina: gir1@email.sc.edu ; Krystal L Werfel	
43	What an incorrect use of a character tells us about the organization of Chinese mental lexicon: a combined EEG & eye-tracking study	Gaisha Oralova, McMaster University: oralovag@mcmaster.ca ; Rober Boshra; Aki Kyröläinen; John Connolly; Victor Kuperman	
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	CHAIR: Sebastian Korinth	
1	Statistical learning and reading: An information-theoretical perspective	Noam Siegelman, Haskins Laboratories: noam.siegelman@gmail.com , Victor Kuperman; Ram Frost	

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: korinth@psych.uni-frankfurt.de , Moshe Bar; Christian Fiebach	
4	Global Precedence Effect disappears for letters but not for non-letters under reading-like conditions	Thomas Lachmann, University of Kaiserslautern: vickup@mcmaster.ca , Kelly Nisbet; Noam Siegelman; Ram Frost	
5	DISCUSSANT	Jay Rueckl, University of Connecticut: lachmann@rhrk.uni-kl.de , Andreas Schmitt; Cees van Leeuwen	
Saturday 2:40-4:20	<u>Towards understanding the complex needs of refugee and immigrant children: Language, literacy and learning</u>	CHAIR: Sana Tibi	
1	Reading comprehension in English and Arabic among Syrian refugee children	Redab Al Janaideh, OISE-University of Toronto: redab.aljanaideh@mail.utoronto.ca , Johanne Paradis; Alexandra Gottardo; Xi Chen	
2	Word reading in English and Arabic in children who are Syrian refugees in Canada	Alexandra Gottardo, Wilfrid Laurier University: alexandra.gottardo@gmail.com , Norah Amin; Asma AMin; Redab Al Janaideh; Xi Chen; Johanne Paradis	
3	Exploring the development of math skills and academic math vocabulary in ELLs	Deborah Benhamu, OISE-University of Toronto: deborah.benhamu@mail.utoronto.ca , Esther Geva	
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: abirshamim@gmail.com , Patricia Cleave; Redab Al Janaideh; Xi Chen	
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: jase7190@mylaurier.ca , Alexandra Gottardo; Leah Brassard	
Saturday 2:40-4:20	Research to practice	CHAIR: Karen Steinbach	
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, The Hospital for Sick Children: karen.steinbach@sickkids.ca , Lea Lacerenza; Catherine Rutherford; Jan Frijters; Maureen Lovett	
2	<u>Reading research to practice: Evaluating the translation of a Canadian evidence-based intervention program in India.</u>	Maria De Palma, The Hospital for Sick Children: mdepalma@sickkids.ca , Maureen W. Lovett; Uma Kulkarni; Sushama Nagarkar	

3	Delayed school entry and NAPLAN achievement	Callie Little, University of New England: calliew01@gmail.com , Sally Larsen; William Coventry; Brian Byrne; Richard Olson	
4	Using quantile regression to examine teacher confidence and graph literacy in data-based decision making	Eric Oslund, Middle Tennessee State University: eric.oslund@mtsu.edu , Amy Elleman; Kelli Wallace; Jwa Kim; Collin Olson	
5	Larger anterior hippocampi predict better adult reading comprehension and passage gist recall	Julie Tseng, Queen's University: julie.tseng@queensu.ca , Lindsay Lo; John R. Kirby; Jordan Poppenk	
Saturday 2:40-4:20	Intervention 3	CHAIR: Theresa Roberts	
1	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	Theresa Roberts, Oregon Research Institute: robertst@csus.edu , Patricia Vadasy	
2	Efficient learning and maximal generalization: A new view of the early development of basic reading skills	Matthew Cooper Borkenhagen, University of Wisconsin - Madison: cooperborken@wisc.edu , Christopher R. Cox; Mark Seidenberg	
3	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	Margaret (Peggy) Dubeck, RTI International / University of Virginia: mmd8f@virginia.edu	
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, Université du Québec à Montréal: cote.mariefrance@gmail.com , Robert Savage; Yaacov Petscher	
Saturday 2:40-4:20	Homes, Parents, Genes, and Literacy	CHAIR:	
1	Home Literacy Practices and Kindergarten Children's Early Writing Development	Ying Guo, University of Cincinnati: guoy3@ucmail.uc.edu , Ben Kelcey; Cynthia Puranik; Jing Sun; Allison Breit-Smith	
2	Can parental abilities explain the comorbidity between reading and arithmetic?	Peter F. de Jong, University of Amsterdam: p.f.dejong@uva.nl , Elsje van Bergen	
3	Home Literacy Environment and Preschool Emergent Literacy Skills: Norwegian Bilingual, First- and Second-language learners	Zahra Esmaeeli, University of Stavanger: zahra.esmaeeli@uis.no	
4	Heritability of Reading and Spelling in Finnish	Priyanka Patel, University of Jyväskylä, Finland: prpatel@student.jyu.fi , Minna Torppa ; Jaakko Kaprio	
5	Genetic and Environmental foundations of phonological awareness, morphological awareness, first and second language vocabulary abilities	Qiuzhi Xie, The University of Hong Kong: qiuzhi710@gmail.com , Mo Zheng; Connie Suk-Han Ho; Catherine McBride	

04:20-04:40	COFFEE BREAK		
SESSION 4 (04:40PM - 06:20PM)			
Saturday 4:40-6:20	Diverse Learners	CHAIR: Nicole Patton-Terry	
1	Language Instruction for Poor Readers who Speak Nonmainstream American English	Nicole Patton-Terry, Florida State University: npattonterry@fsu.edu , Brandy Gatlin	
2	Examining patterns of component reading skill performance among struggling adult readers	Mary Fernandes, Georgia State University: marycandyfernandes@gmail.com , Amani Talwar; Elizabeth Tighe	
3	Language and reading in Benign partial epilepsy of childhood with centrotemporal spikes (BECTS)/ Rolandic epilepsy (RE)	Gillian Francey, Lancaster University: g.francey@lancaster.ac.uk , Nicola Currie; Kate Cain; Adina Lew	
4	Predicting Listening Comprehension Abilities in a Higher-Functioning Elementary Students with Autism	Alyssa Henry, University of California, Davis: arhenry@ucdavis.edu , Emily Solari	
5	Frequency of intense interest in letters and print in autistic preschoolers	Alexia Ostrolenk, Université de Montréal - Laboratoire des troubles envahissants du développement: alexiaostrolenk@hotmail.fr ; Laurent Mottron	
Saturday 4:40-6:20	Basic Processes in Reading 4	CHAIR:	
1	Automaticity and control: How do executive functions and reading fluency interact in predicting reading comprehension?	Michael Kieffer, New York University: michael.kieffer@nyu.edu , Joanna Christodoulou	
2	Is self-regulation associated with specific reading-related skills or general academic abilities?	Christopher Lonigan, Florida State University: lonigan@psy.fsu.edu	
3	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, Edmond J. Safra Brain Research Center for the Study of Learning Disabilities University of Haifa: msharv02@gmail.com , Amalia Bar-On; Michal Shany	
4	Antecedents and consequences of home literacy activities in highly transparent orthography	Gintas Silinskas, University of Jyväskylä: gintautas.silinskas@jyu.fi , Minna Torppa; Marja-Kristiina Lerkkanen; Jari-Erik Nurmi	
Saturday 4:40-6:20	Emotion and Motivation	CHAIR:	
1	Emotionality of context facilitates L1 and L2 explicit word learning: An eye tracking study	Nadia Kryvobok, McMaster University: kryvobon@mcmaster.ca , Bryor Snefjella; Victor Kuperman	

2	Motivation matters: Reading-related attributions pre- and post-intervention and associations with reading achievement	Kimberley Tsujimoto, OISE, University of Toronto: kimberleytsujimoto@mail.utoronto.ca , Jan C. Frijters; Maureen W. Lovett	
3	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, Department of Special Needs Education, Oslo: enrica.donolato@gmail.com , Ramona Cardillo; Irene C. Mammarella; Monica Melby-Lervag	
Saturday 4:40-6:20	Basic Processes in Reading 5	CHAIR:	
1	The Benefits of a Polytomous Item Response Model: A Comparison of Scoring Methods of the Semantic Association Test	Kaity Kao, Harvard University: kaok@g.harvard.edu , James Kim	
2	Text complexity at the word level: Comparison of morphologically complex words in general education and special education texts	Robin Irej, University of California at Berkeley: riry6@berkeley.edu , Eric Claravall	
3	Normalization or compensation in fluent readers with familial risk of dyslexia: An Event-Related Potential study	Ben Maassen, University of Groningen: b.a.m.maassen@rug.nl , Ellie van Setten; Natasha Maurits	
4	Measuring growth in L2 English reading acquisition for students in Grade 1 in Bangalore, India	Sunaina Shenoy, University of New Mexico: shenoy@unm.edu , Richard K. Wagner; Nisha Menzies Rao	
SEE YOU NEXT YEAR			