

**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>		Pier 2/3
01:00-03:30	Board Meeting		Pier 9
04:00-05:00	Business Meeting: Open to everyone		Pier 4
05:00-07:00	Welcome Reception		Harbour Ballroom
Wednesday 05:30-07:00	POSTER SESSION I	Authors	Harbour Ballroom
1	<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	
2	<u>Effects of extensive reading on eye movements during second language reading</u>	Chi Yui Leung, Nagoya Gakuin University: sieileung@gmail.com ; Lisa Yoshikawa	
3	<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	
4	<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	
5	<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	
6	<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	
7	<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	
8	<u>Impact of symbol and child characteristics on akshara recognition</u>	Rauno Parrila, Macquarie University: rauno.parrila@mq.edu.au ; Marasinghe Wijayathilake; Okan Bulut; Sonali Nag	
9	<u>Novice teacher knowledge of dyslexia: A state by state comparison</u>	Tiffany Peltier, University of Oklahoma: tpeltier@ou.edu ; Erin Washburn; Emily Binks-Cantrell	
10	<u>The effects of post-secondary education on reading and component skills for native and non-native readers of English</u>	Sean McCarron, McMaster University: mccarrs@mcmaster.ca ; Victor Kuperman	

11	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
12	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
13	Role of phonological awareness and visual skills in Chinese character reading	Han Yuan, Radboud University: h.yuan@pwo.ru.nl ; Eliane Segers; Ludo Verhoeven
14	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
15	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
16	Longitudinal Predictors of Beginning Writing in Chinese	Yanyan Ye, The Chinese University of Hong Kong: yyyryann@link.cuhk.edu.hk ; Catherine McBride
17	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
18	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
19	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
20	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 Brassard, Alexandra Gottardo
21	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
22	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
23	Consonant Doubling in Elementary School Spellers	Ruth Altmiller, Washington University in St. Louis: ruth.altmiller@email.wustl.edu ; Rebecca Treiman
24	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

25	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	
26	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	
27	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	
28	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	
29	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	
30	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	
31	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	
32	Visual attention span in good and poor elementary school readers	Francesca Silla, University of Manitoba: sillaf@myumanitoba.ca ; Richard Kruk	
33	Relations of copying skills to Hangul word reading and writing among Korean kindergartners	Jeung-Ryeul Cho, Kyungnam University: jrcho@kyungnam.ac.kr	
34	A review of dyslexia online learning modules	Alida Anderson, American University: aanderso@american.edu ; Gabrielle Sarlo; Hannah Pearlstein; Lauren McGrath	
35	First-Grade Literacy Intervention Improves Reading Comprehension Through Science-Embedded Approach	Laura Mesite, Harvard University: lmm881@mail.harvard.edu ; Mary Burkhauser; Catherine Armstrong; James Kim	
36	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: wiamsaidi@outlook.com ; Boutheina Lassadi	
37	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	

38	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	
39	What can hesitation dysfluencies tell us about children's multisyllabic word reading?	Lindsay Heggie, Queen's University: heggie@queensu.ca ; Jonathan P. Rogers; Lesly Wade-Woolley; Linda Jarmulowicz	
40	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	
41	The associations between visual spatial attention, holistic processing and reading abilities in Chinese adolescents with and without dyslexia	Ricky Van-yip Tso, The Education University of Hong Kong: richie13@connect.hku.hk ; Ronald Tsz-chung Chan; Janet Hui-wen Hsiao; Chin-Wai Kwok; Dan Lin; Duo Liu	

THURSDAY, JULY 18, 2019

7:15 - 8:30	BREAKFAST		Harbour Ballroom
SESSION 1 (08:30AM - 10:10AM)			
Thursday 8:30- 10:10	<u>Challenges of learning to spell across orthographies</u>	CHAIR: Barbara Arfe	Pier 3
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: cammiemcbridetchang@gmail.com	
Thursday 8:30- 10:10	<u>Language and literacy development of bilingual children from diverse backgrounds</u>	CHAIR: Xi Chen	Pier 2
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	Pier 5

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	
Thursday 8:30- 10:10	Orthographic learning: How it happens and why it matters.	CHAIR: Rebecca Tucker	Pier 4
1	Feeep and then refeeep: 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	Stress guides spelling decisions independently of vowel quality: Untangling the Gordian knot	Erin Sparks, Saint Mary's University: erin.sparks@dal.ca ; S. Hélène Deacon	
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	Pier 7/8
1	The role of root awareness in reading Arabic: A development and validation study	Sana Tibi, Florida State University: stibi@cci.fsu.edu , Jamie L. Tock; John R. Kirby	
2	Development of word order and morphosyntactic skills in written composition in Chinese children	Pui-sze Yeung, The University of Hong Kong: patcyy@hku.hk ; Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung	
3	Addressing the presence of proper names in school texts	Elfrieda H. Hiebert, TextProject: hiebert@textproject.org ; William E. Nagy	
4	The contribution of morphological awareness to literacy-based resiliency in college students	Emily Farris, Middle Tennessee State University: emily.a.farris@gmail.com ; Theodore Cristan II; Stuart E. Bernstein; Timothy N. Odegard	

5	Morphological knowledge in language minority children compared with monolingual children: A meta-analysis	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		Harbour Ballroom
SESSION 2 (10:30AM – 12:10PM)			
Thursday 10:30-12:10	Literacy learning in adulthood: An examination of profile heterogeneity, intervention response, and reading comprehension	CHAIR: Maureen W. Lovett	Pier 5
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	Orthographic learning	CHAIR: Katharine Miles	Pier 2
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	

Thursday 10:30-12:10	Interventions 1	CHAIR: George Georgiou	Pier 3
1	Implementation of a small-group emergent literacy intervention by preschool teachers and community aides	Shayne Piasta, Ohio State University: piasta.1@osu.edu ; Jessica A.R. Logan; Leiah J. Groom; Lauren Barnes; Cynthia M. Zettler-Greeley; Laura L. Bailet; 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	Pier 7/8
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	Pier 4
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	
12:10-1:10	LUNCH		Harbour Ballroom
Thursday 1:10-2:40	POSTER SESSION II	Authors	Harbour Ballroom
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: john.ferrara@readingplus.com ; Alexandra Spichtig; Jeffrey Pascoe; Kristin M. Gehsman	

23	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	
24	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	
25	The relation between reading prosody and reading comprehension	Alissa Wolters, University of California, Irvine: awolters@uci.edu ; Young-suk G. Kim	
26	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	
27	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	
28	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	
29	Combination of reciprocal teaching with instruction in self-regulated learning: An intervention study in second grade	Piret Soodla, Tallinn University: piret.soodla@tlu.ee ; Kristi Simso	
30	Does digit RAN mediate reading and math fluency?	Rebecca Wiseheart, St. John's University: wisehear@stjohns.edu ; Karece Lopez	
31	Attention and the Executive Functioning-Reading Relationship	Jane McClure, Brock University: janemcclure02@gmail.com ; Jan C. Frijters; Joan Bosson-Heenan; Jeffrey R. Gruen	
32	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	
33	Second language learners who are at-risk for reading disabilities: A growth mixture model study	Siu Sze Yeung, The Education Universit of Hong Kong: siusze@eduhk.hk	
34	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	
35	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	
36	Developing an instructional sequence for teaching the alphabetic principle to children with intellectual disabilities	Kate Saunders, University of Kansas: ksaunders@ku.edu	
38	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	

39	Effects of an informational text structure intervention in grades 4-5	John Strong, University of Delaware: jzstrong@udel.edu	
40	Cognitive and metacognitive practices of first-graders during vocabulary learning tasks	Susan Chambre, Marist College: susan.chambre@marist.edu	
41	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	
42	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	
43	Structures writing: Classroom implementation pilot study	Pamela Bazis, University of Nebraska Lincoln: pbazis@huskers.unl.edu ; Michael Hebert; Janet Bohaty; Julia Roehling	
44	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	
SESSION 3 (02:40PM – 04:20PM)			
Thursday 2:40-4:20	How can we use meta-analysis in reading and language research? Possibilities and caveats	CHAIR: Monica Melby-Lervåg	Pier 4
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@fcrr.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	
Thursday 2:40-4:20	Reading development in linguistically diverse settings	CHAIR: Holly Joseph	Pier 5
1	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	

2	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	
3	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	
4	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	
5	DISCUSSANT	Holly Joseph & Daisy Powell	
Thursday 2:40-4:20	Early writing development across orthographies	CHAIR: Gary Bingham	Pier 2
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	
Thursday 2:40-4:20	Spelling	CHAIR: Rebecca Treiman	Pier 3
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 2:40-4:20	Reading Comprehension 1	CHAIR: Sophie Gruhn	Pier 7/8
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	
4:20-4:40	COFFEE BREAK		Harbour Ballroom
SESSION 4 (04:40PM-06:20PM)			
Thursday 4:40-6:20	Tracing the long threads connecting prosody to reading in children.	CHAIR: Lesly Wade-Woolley	Pier 5
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: xltong@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	
Thursday 4:40-6:20	Neural correlates of early reading development: Evidence from longitudinal neuroimaging studies	CHAIR: Nicole Landi	Pier 4

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 4:40-6:20	<u>The interaction of domain-general mechanisms and reading development: From word to text</u>	CHAIR: Katherine Aboud	Pier 2
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	Katherine Aboud	
Thursday 4:40-6:20	Bi- and multilingualism 1	CHAIR: Marc Goodrich	Pier 3
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: dgq@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 4:40-6:20	Reading around the world	CHAIR: Rob Davies	Pier 7/8
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 Alhusein; 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 Tsutomori, Hokkaido University of Education: tsutomori.eishi@a.hokkyodai.ac.jp ; Akira Uno; Taeko N. Wydell	

FRIDAY, JULY 19, 2019

7:15 - 8:30	BREAKFAST		Harbour Ballroom
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	Pier 4
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>Teacher knowledge across the globe: The more things change (plus ça change)...</u>	CHAIR: Alexandra Gottardo	Pier 2
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	
Friday 08:30-10:10	Dyslexia	CHAIR: Norberto Pereira	Pier 5
1	<u>Neuropsycholinguistic profiles of children with reading disabilities: A study with eye tracking</u>	Norberto Pereira, University of Lisbon, CLUL: 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: Jana Hasenäcker	Pier 3
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	Pier 7/8
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		Harbour Ballroom
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	Pier 4
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 A. Smith	Pier 2
1	Developing sensitivity to English phonemes among heterogeneous dual language learner preschoolers.	Sara A. 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	
Friday 10:30–12:10	Developmental perspectives on morphology: New insights on how morphological skills support language and literacy	CHAIR: Kyle Levesque	Pier 5
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	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	
Friday 10:30–12:10	Assessment	CHAIR: Natalie Förster	Pier 3
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	Pier 7/8
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; Elfrieda Hiebert	
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: yxi@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		Harbour Ballroom
Friday 01:10-02:40	POSTER SESSION III	Authors	Harbour Ballroom
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 Text Vocabulary in First-Grade Reading Accuracy, Rate, and Comprehension	Laura Tortorelli, Michigan State University: ltort@msu.edu ; Elfrieda Hiebert; Lori Bruner	
5	Effects of a science-literacy intervention on first graders’ argumentative writing	Mary Burkhauser, Harvard Graduate School of Education: mary_burkhauser@mail.harvard.edu	
6	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	

7	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	
8	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	
9	Exploring connections between plurilingual children's writing competence and writing motivation	Kelli Finney, Simon Fraser University: kfinney@sfu.ca ; Maureen Hoskyn	
10	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	
11	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	
12	Spelling ability and dyslexia: the case of lexical boundaries knowledge	Agnès Costerg, Université de Sherbrooke: agniesse1@hotmail.fr ; Daniel Daigle	
13	Orthographic consistency as a predictor of word readability	Victoria Whaley, University of Connecticut: victoria.whaley@uconn.edu ; Devin M. Kearns	
14	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	
15	Eye movements when reading novel words in text: The effect of reading purpose	Dawna Duff, University of Pittsburgh: dduff@pitt.edu ; Meghan Davidson	
16	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	
17	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	
18	Breakfast eaters and longer sleepers outperform L2-English academic performance	Lisa Yoshikawa, Toyohashi University of Technology: yosikawa@las.tut.ac.jp ; Chi Yui Leung	
19	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	
20	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	

21	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	
22	CBM maze tasks: Do they reflect comprehension?	Anne Helder, University of Pittsburgh: helder@pitt.edu ; Christine Espin; Elise Swart; Paul van den Broek; Arnout Koornneef	
23	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	
24	Early spelling and concept of word as predictors of reading comprehension	Kimberly Murphy, Old Dominion University: kamurphy@odu.edu ; Emily Diehm; Danielle Brimo	
25	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	
26	Vowel Dyslexia in a language with full and consistent vowel letter system: Turkish	Selçuk Güven, McGill University: oseguosegu@gmail.com ; Naama Friedmann	
27	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	
28	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	
29	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	
30	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	
31	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	
32	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	

33	Exploring reading skill profiles of multilingual adolescents with specific reading comprehension difficulties	Andrew Weaver, New York University: aww304@nyu.edu ; Michael Kieffer	
34	The performance of adolescents with developmental disabilities in reading comprehension	Badriah Basma, McGill University: badriah.basma@gmail.com ; Catherine Archambault; Domenico Tullo; Armando Bertone	
35	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	
36	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	
37	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	
38	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	
39	Multi-sensory integration and crossmodal correspondence in EFL reading: Individual case study.	Hing yi Wong, EDUHK: s1100102@s.eduhk.hk ; Susanna S.S.Yeung	
40	Beyond knowledge: Changes in self-perception by pre-service teachers	Kathleen Biddle, Juniata College: biddle@juniata.edu ; Katharine Donnelly Adams; Kathryn Westcott	
41	Reading prosody development : pausing and breathing while reading	Marie-Line Bosse, LPNC cnrs: marie-line.bosse@univ-grenoble-alpes.fr ; Erika Godde; Gérard Bailly	
42	The effects of test format on a computer-based decoding task	Amanda Kern, University of Nebraska Omaha: akern@unomaha.edu ; Michelle Hosp	
43	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	
44	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	
45	Adapting an online comprehension monitoring assessment for use with struggling adult readers	Chelsea Moodie, Georgia State University: cmoodie1@student.gsu.edu ; Elizabeth Tighe; Gal Kaldes	

SESSION 3 (02:40PM - 04:20PM)			
Friday 2:40-4:20	Teaching reading comprehension	CHAIR: Catherine Turcotte	Pier 4
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	
Friday 2:40-4:20	Building up meaning: Examining the relation between sentence-level language skills and reading comprehension	CHAIR: Tamara S. Duncan	Pier 2
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 S. Duncan, Dalhousie University, IWK Health Centre: t.sorensonduncan@dal.ca , Catherine Mimeau; Nikita Crowell; S. Hélène Deacon	
3	Building blocks of reading comprehension: The importance of syntactic awareness	Elizabeth MacKay, Dalhousie University: e.mackay@dal.ca , S. Hélène Deacon	
4	Syntactic awareness in reading comprehension among bilingual students.	Juwairia Sohail, OISE, University of Toronto: juwairia.sohail@mail.utoronto.ca , Xi Chen	
5	DISCUSSANT	Tamara S. Duncan	
Friday 2:40-4:20	Neuroscience of reading	CHAIR: Elizabeth Norton	Pier 5
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, Massachusetts 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	Pier 3
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	
Friday 2:40-4:20	Writing development: Predictors, profiles, and intervention	CHAIR: Hope Gerde	Pier 7/8
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		Harbour Ballroom
4:40-6:00	Award Presentation and Presidential Address		Frontenac Ballroom
6:10	CONFERENCE DINNER	Meet in Hotel Lobby	

SATURDAY, JULY 20, 2019			
7:15-8:30	BREAKFAST		Harbour Ballroom
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	Pier 5
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	
Saturday 8:30 - 10:10	<u>Characterizing responders to reading treatments.</u>	CHAIR: Eliane Segers	Pier 4
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	
Saturday 8:30 - 10:10	Basic Processes in Reading 2	CHAIR: Jacqueline Cummine	Pier 2
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	Emotion, Motivation, Writing	CHAIR: Michael Hebert	Pier 3
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		Harbour Ballroom
SESSION 2 (10:30AM – 12:10PM)			
Saturday 10:30–12:10	<u>Tell me something good: Concurrent and ongoing effects of positive literacy environments</u>	CHAIR: Sandra Martin-Chang	Pier 4
1	Shared writing: Learning to mark vowels, consonants, and silent letters	Ruth Mussar, Carleton University: ruth.mussar@carleton.ca ; Ashley Bildfell; Humeyra Celebi;; 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	<u>Bi- and multilingualism 2</u>	CHAIR: Jason Lon Anthony	Pier 5
1	<u>Dual language experience is associated with increased intra-individual variability in neural activation during an fMRI reading and language task</u>	Jeffrey Malins, 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	<u>Cognitive differences between Chinese-English bilingual and English monolingual children in Canadian classrooms: A closer examination of prosody, morphology, and phonemic awareness.</u>	Jessica S. Chan, Queen's University: jessica.chan@queensu.ca , Lesly Wade-Woolley; John R. Kirby	
3	<u>Growth Mixture Modeling of Bilingual Language Development and Literacy Outcomes</u>	Jason Lon Anthony, University of South Florida: jasonanthony@usf.edu , Matthew Foster; Yi-Jui Iva Chen ; Jeffrey Williams	
4	<u>Equivalence of a unidimensional model of reading comprehension across young monolingual English and Spanish-English dual-language learners</u>	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	Pier 2
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	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	
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 Harring; Yewon Lee; Renata Jones	
Saturday 10:30–12:10	Basic Processes in Reading 3	CHAIR: Anna Cunningham	Pier 3
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	Zuowei 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	Pier 7/8
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		Harbour Ballroom
Saturday 01:10-02:40	POSTER SESSION IV	Authors	Harbour Ballroom
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�everine 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 ; Åsa Elwér; 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	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	
11	Literacy and executive function gains in full day kindergarten	Noella Piquette, University of Lethbridge: noella.piquette@uleth.ca ; Olu Asowoga	
12	Assessment of text reading competency in early reading development in French: Preliminary results	Line Laplante, Université du Québec a Montreal: laplante.line@uqam.ca ; Marie-France Côté; Rihab Saidane; Carla Barroso Da Costa	
13	Are lexical and sublexical orthographic knowledge two sides of the same coin?	Carole Hanner, Université Grenoble Alpes: carole.hanner@univ-grenoble-alpes.fr ; Marie-Line Bosse; Maryse Bianco; Laurent Lima; Pascal Bressoux	
14	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	
15	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	
16	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	
17	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	
18	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	
19	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	

20	Message-framing in early literacy	Trelani Milburn-Chapman, University of Alberta: trelani@ualberta.ca	
21	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 Lupyman; Mark Seidenberg	
22	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	
23	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	
24	The text structure strategy to improve science knowledge and reading comprehension	Andrea Beerwinkle, Texas A&M University: abeerwinkle@gmail.com ; Kausalai Wijekumar; Shuai Zhang	
25	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	
26	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	
27	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	
28	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	
29	Measuring orthographic processing of polymorphemic words in adolescent English language learners	Zeinab Kahin, University of Toronto: zeinab.kahin@mail.utoronto.ca ; Esther Geva	
30	Is foreign language reading anxiety a subset of test anxiety?	Hitoshi Mikami, Chubu University: mikami_h@isc.chubu.ac.jp	
31	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 Wade-Woolley	
32	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	
33	Cohesion in deaf and hearing children's written texts: The case of referents and conjunctions in French	Marie-Pier Godin, Université de Montréal: godin.marie-pier@uqam.ca ; Amélie Bourcier; Rachel Berthiaume; Daniel Daigle	

34	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	
35	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	
36	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	
37	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	
38	Engagement in Early Literacy as a Predictor of Engagement in Conversations	Gabriella Reynolds, University of South Carolina: gir1@email.sc.edu ; Krystal L Werfel	
39	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	Pier 2
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: korinth@psych.uni-frankfurt.de ; Moshe Bar; Christian Fiebach	
3	Landing positions of eye-fixations reveal structural differences between writing systems: Evidence from English, German, Hebrew, and Russian	Victor Kuperman, McMaster University: vickup@mcmaster.ca ; Kelly Nisbet; Noam Siegelman; Ram Frost	
4	Global Precedence Effect disappears for letters but not for non-letters under reading-like conditions	Thomas Lachmann, University of Kaiserslautern: lachmann@rhrk.uni-kl.de ; Andreas Schmitt; Cees van Leeuwen	
5	DISCUSSANT	Jay Rueckl	
Saturday 2:40-4:20	Towards understanding the complex needs of refugee and immigrant children: Language, literacy and learning	CHAIR: Sana Tibi	Pier 4

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	Pier 3
1	Translating reading research to community practice: Improving the literacy skills of Indigenous Canadian children at high risk of reading failure	Karen Steinbach, The Hospital for Sick Children: karen.steinbach@sickkids.ca , Lea Lacerenza; Catherine Rutherford; Jan Frijters; Maureen Lovett	
2	Reading research to practice: Evaluating the translation of a Canadian evidence-based intervention program in India.	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	Pier 7/8
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	
5	Classroom Intervention to Enhance Reading Comprehension Skills in a Socioeconomically Disadvantaged School	Gabriela Silva-Maceda, Universidad Autónoma de San Luis Potosí: gabysilvamac@gmail.com , Blanca Flor Camarillo Salazar; Iliana Cecilia González Salazar	
Saturday 2:40-4:20	Homes, Parents, Genes, and Literacy	CHAIR: Peter F. de Jong	Pier 5
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	Heritability of Reading and Spelling in Finnish	Priyanka Patel, University of Jyväskylä, Finland: prpatel@student.jyu.fi , Minna Torppa ; Jaakko Kaprio	
4	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	
4:20-4:40	COFFEE BREAK		Harbour Ballroom
SESSION 4 (04:40PM – 06:20PM)			
Saturday 4:40-6:20	Diverse Learners	CHAIR: Nicole Patton-Terry	Pier 4
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: Michael Kieffer	Pier 2
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	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	
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: Kimberley Tsujimoto	Pier 5
1	Emotionality of context facilitates L1 and L2 explicit word learning: An eye tracking study	Nadia Kryvobok, McMaster University: kryvobon@mcmaster.ca , Bryor Sneffjella; Victor Kuperman	
2	Motivation matters: Reading-related attributions pre- and post-intervention and associations with reading achievement	Kimberley Tsujimoto, OISE, University of Toronto: kimberley.tsujimoto@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	
4	Heterogeneity in the sources of reading comprehension difficulties among 4th and 5th grade children: Implications for assessment and intervention	Michal Shany, University of Haifa: shany.michal7@gmail.com ; Shira Blicher; Tami Katzir; Orly Lipka; Anat Prior	
Saturday 4:40-6:20	Basic Processes in Reading 5	CHAIR: Ben Maassen	Pier 3

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 Irely, University of California at Berkeley: rirey6@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			

This conference was organized by Robert Savage (program chair) in collaboration with Amy Scarborough (program assistant) and Sean Day (registration assistant). The preconference program was organized by Fiona Kyle, Nicole Conrad, & Lee Branum-Martin.

The following members served as reviewer for the present program:

Kenn Apel	Lee Branum-Martin	Helen Breadmore
Wing-Yin Bonnie Chow	Nicole Conrad	Hélène Deacon
Alain Desrochers	Florina Erbeli	Jan Frijters
Marc Goodrich	Alexandra Gottardo	Gina Harrison
Tiffany Hogan	Devin Kearns	Nenagh Kemp
Young-Suk Kim	John Kirby	Paulina Kulesz
Mark Lauterbach	Jeannette Mancilla-Martinez	Sandra Martin-Chang
Catherine McBride	Ana Luiza Navas	Nicole Patton-Terry
Robert Savage	Amy C. Scarborough	Eliane Segers
Emily Solari	Laura Steacy	Jo S. H. Taylor
Jenny Thomson	Minna Torppa	Rebecca Treiman
Elsje van Bergen		