

Society for the Scientific Study of Reading

Halifax, Nova Scotia
Conference Program

WEDNESDAY, JULY 12, 2017

9:00–4:00	Student and Early Careers Preconference		
2:00-4:30	Board Meeting		
5:00-7:00	Welcome Reception		
5:30-7:00	POSTER SESSION I	Authors	
1	Global Perspectives of Dyslexia	Peggy Anderson, Metropolitan State University of Denver: andersop@msudenver.edu ; Wennås Brante	
2	Teaching fourth-grade students to read biological illustrations and integrate text information: An empirical study	Yu-Cin Jian, National Taiwan Normal University: jianyucin@gmail.com	
3	Why do we read? Investigating reading motivations in undergraduate students	Stephanie Kozak Concordia University: s_kozak@education.concordia.ca ; Raymond Mar; Sandra Martin-Chang	
4	Spelling pronunciations help college students too!	Turkan Ocal, University of Minnesota Duluth: ocalx001@dumn.edu	
5	Morphological awareness is a prominent predictor of early reading comprehension levels	Erin Robertson Cape Breton University: erin_robertson@cbu.ca ; Helene Deacon	
6	The reading comprehension and Oral Language Skills of Children with Poor Reading Comprehension despite Adequate Decoding: Evidence from a Regression-Based Approach	Mercedes Spencer, Florida State University: spencer@psy.fsu.edu ; Richard K. Wagner	
7	Why is RAN related to reading?	George Georgiou, University of Alberta: georgiou@ualberta.ca	
8	What language and literacy assessments do early childhood teachers use and how do these inform practice?	Rachel E. Schachter, University of Nebraska: rschachter2@unl.edu	
9	Does the Simple View of Reading (SVR) Apply to Children with Intellectual Disabilities? Evidence from Children with Williams Syndrome (WS)	Cláudia Cardoso-Martins, Universidade Federal de Minas Gerais: cardosomartins.c@gmail.com ; Carolyn B. Mervis	
10	Supporting Vocabulary Acquisition and Comprehension with Conceptually Coherent Test Sets	Tanya Wright, Michigan State University: tswright@msu.edu ; Gina Cervetti	
11	Connecting early oral language comprehension and narrative skills with later reading achievement: a 9 year prospective longitudinal study	Selma Babayigit, University of the West of England, Bristol: selma.babayigit@uwe.ac.uk ; Sue Roulstone; Yvonne Wren	

12	Profiles of emergent writing skills among preschool children	Ying Guo University of Cincinnati: guoy3@ucmail.uc.edu ; Shuyan Sun; Cynthia Puranik; Allison Breit-Smith	
13	Reading Comprehension and Strategy use in Bilingual Pre-service Teachers	Deanna Friesen, University of Western Ontario: deanna.friesen@uwo.ca ; Bailey Frid; Katrina Haug	
14	The effects of morphological awareness training in reading and spelling of Portuguese	Silvia Guimaraes, Universidade Salgado de Oliveira: silvia_brilhante@yahoo.com.br ; Helene Deacon; Márcia Mota	
15	The effect of music interventions on children's phonological awareness	Jessica S. Chan, Queen's University: jessica.chan@queensu.ca ; Lindsay Heggie; Lesly Wade-Woolley	
16	What are the cognitive-linguistic skills that influence reading in English for Chinese adolescent readers with dyslexia?	Kevin Kien Hoa Chung, The Education University of Hong Kong: kevin@eduhk.hk	
17	"A Hidden Letter is Missing": Factors That Contribute to Parental Feedback During Children's Writing	Shaneha Patel, Concordia University: shaneha.patel@mail.concordia.ca ; Aviva Segal; Sandra Martin-Chang	
18	Addressing the Lexical Quality Hypothesis and Language Comprehension in First and Second Language Learners	Megan O'Connor, University of Toronto: mb.oconnor@mailutoronto.ca ; Esther Geva	
19	Growth in Inference Abilities of Higher-Functioning Children with ASD: Associations with Reading Comprehension, Verbal Ability, and ASD Symptom Severity	Nancy McIntyre, University of California, Davis: nsmcintyre@ucdavis.edu ; Emily Solari; Jaclyn Dynia; Nicole Sparapani; Ryan Grimm; Matthew Zajic	
20	Different Brain Responses to Letter-Sound Integration for English Reading : The effects of language background and proficiency	Cuicui Wang, Beijing Normal University: 778925247@qq.com ; Zhen Yang; Sha Tao	
21	The role of visual display complexity on computerized learning tasks	Bahar Amani, Wilfrid Laurier University: aman3590@mylaurier.ca ; Alexandra Gottardo	
22	Associations of Narrative Skill with Emergent Literacy and Later Reading Skills	Leiah Groom, Ohio State University: groom.33@buckeyemail.osu.edu ; Shayne Piasta; Kiren Khan; Lori Skibbe; Ryan Bowles; Laura Justice	
23	Language Arts Instruction: Where Does the Time Go?	Brittany Tremblay, Concordia University: brittany_tremblay@hotmail.com ; Stephanie Kozak; Sandra Martin-Chang	
24	What were you thinking? Orthographic processing strategies in word reading by children in French immersion and English instruction	Krystina Raymond, Concordia University: kryssy_3000@hotmail.com ; Xi Chen; Diane Pesco	
25	The role of phonological recoding in Japanese-as-a-foreign-language reading	Ying-Hua Guan, National Taiwan Normal University: yhguan@ntnu.edu.tw ; Hsien-Yuan Hsu	

26	Relationship of Diagnostic Factors and Higher-Order Skills on Narrative Writing Performance in High-Functioning, School-Age Children with Autism Spectrum Disorder	Matthew Zajic, University of California, Davis: mczajic@ucdavis.edu ; Nancy McIntyre; Lindsay Swain-Lerro; James McCauley; Hillary Schiltz; Tasha Oswald; Peter Mundy	
27	Relationship of Rapid Automatized Naming and Attentional Networks	Hsin-Chin Chen, National Chung Cheng University: hsinchin.chen@gmail.com ; Jia-May Tay; Zih-Yun Yang	
28	L2 Reading Disabilities in U.S. High School Learners: The Simple View	Alicia Sparks, Zaner-Bloser: alicia.sparks@zaner-bloser.com ; Richard L. Sparks; Julie Luebbers	
29	Mother-Child Shared Reading: The use of an Online Module to Enhance Their Shared Reading Experiences	Hannah Rivard, Wilfrid Laurier University: riva0990@mylaurier.ca ; Alexandra Gottardo; Eileen Wood	
30	Cross-Language Phonological Activation in Different Scripts: The Case of Hindi-English Bilinguals	Anisha Singh, University of Maryland: asingh8@terpmail.umd.edu ; Min Wang; Yasmeen Shah	
31	Visuo-spatial cueing in children with differential reading and spelling profiles	Chiara Banfi, Karl Franzes University: banfi.chiara8@gmail.com ; Kristina Moll; Karin Landerl	
32	Who benefits from contextual facilitation?	Sandra Martin-Chang, Concordia University: s.martin-chang@concordia.ca ; Monyka Rodrigues; Helene Deacon	
33	The roles of various attention on temporal processing deficits in Chinese children with and without dyslexia	Li-Chih Wang, The Education University of Hong Kong: wanglca@eduhk.hk ; Hsien-Ming Yang	
34	Selective impairment in word reading and reading comprehension among Chinese elementary school children	Connie Suk Han Ho, The University of Hong Kong: shhoc@hku.hk ; Cathy Yui-chi Fong; Suk-man Tsang; David Wai-ock Chan; Kevin Kien-hoa Chung; Suk-Han Lee	
35	The role of grain size and orthographic transparency in word learning	Rosa Kwok, Coventry University: rosa.kwok.wan@gmail.com ; Andy Ellis; Milena Kaestner; Mattia Gerin; Rrezarta Avdyli; Beatriz Bermúdez; Fernando Cuetos	
36	An examination of seductive details in scientific text and its affects on cognitive and emotional interest	Krystle-Lee Turgeon, University of Alberta: krystlel@ualberta.ca ; Caralyn Purvis; Kristy Dunn; Rauno Parrila	
37	Neurophysiological differences between children with different literacy profiles in a delayed naming ERP-task	Sarolta Bakos, University Hospital of the University of Munich: sarolta.bakos@med.uni-muenchen.de ; Heike Mehlhase; Gerd Schulte-Körne; Kristina Moll	

38	The Development of Orthographic Knowledge and Its Relation to Reading and Spelling	Kenn Apel, University of South Carolina: kennapel@mailbox.sc.edu ; Victoria Henbest	
39	The Role of Fluency in Predicting Cross-Language Reading Proficiency among early French Immersion students in Canada	Kathleen Lee, University of Toronto: kathleen.wy.lee@gmail.com ; Xi Chen	
40	Multi-site Randomized Control Trial- Strengths and Challenges	Aishwarya Nair, McGill University: aishwarya.nair@mail.mcgill.ca ; Miriam McBreen; Robert Savage; Kristina Maiorino; Eileen Wood; Alexandra Gottardo; Noella Piquette; Helene Deacon	
41	Measuring English Reading Skills Using Progress-Monitoring Tools in Middle-High Cost Private Schools in Bangalore, India	Sunaina Shenoy, Florida State University: shenoy@psy.fsu.edu ; Richard Wagner	
42	Educational technology can effectively differentiate instruction for reader profiles	Lauren Baron, MGH Institute of Health Professions: lbaron@mghihp.edu ; Tiffany Hogan; Rachel Schechter; Elizabeth Brooke	
43	E2L Status and 1st Grade CCSS Reading Comprehension Assessment through Differential Item Functioning (DIF)	Zahya Ahmed, MTSU: zfa2b@mtmail.mtsu.edu ; Daren Li; Jwa Kim	
44	Relation between children's knowledge of their own name writing in kindergarten and their ability in phoneme transcription at the end of 1st grade	Nathalie Prévost, UQAM: prevost.nathalie@uqam.ca ; Catherine Turcotte	
45	Neural Signatures in Reading and Reading Comprehension for Typical, Bilingual, and Students with Reading Disabilities: An fNIRS and Eye-tracking Examination of Syntactic Processing	Stephanie Juth, Utah State University: sjuth13@hotmail.com ; Kathleen Mohr; Ron Gillam	
46	Investigating the relationships between polysemous word knowledge, reading comprehension, and executive function skills among bilingual adolescents: evidence from a longitudinal study	Kenneth Logan, New York University: jkl395@nyu.edu ; Michael Kieffer	
47	Contributions of Parental Expectations and Home Literacy to EOs' and ELLs' Reading Achievement	Tien Thuy Ho, University of California, Irvine: tienth@uci.edu ; Penelope Collins	
48	Child Language and Literacy Outcomes Following Positive Parenting Training	Joanne Arciuli, University of Sydney: joanne.arciuli@sydney.edu.au ; Kylie Gray; Bruce Tonge; Stewart Einfeld	
49	Analysis of Instructor-Student Interactions within a Listening Comprehension Intervention for Children with Autism: Implications for Instructional Effectiveness	Nicole Sparapani, University of California, Davis: njsparapani@ucdavis.edu ; Emily Solari; Nancy McIntyre; Matthew Zajic; Alyssa Henry	
50	A comparison of a rapid automatic naming and syllable awareness to predict word reading in Chichewe	Margaret (Peggy) Dubeck, RTI International, University of Virginia: mmd8f@virginia.edu	

THURSDAY, JULY 13, 2017			
7:15 - 8:30	BREAKFAST		Gardens
Thursday 8:30- 10:10	Symposium: <u>Unpacking language demands of reading</u>	CHAIR: Young-Suk Kim	
1	Co-development of early working memory and oral language abilities and prediction of reading comprehension	Hugh Catts, Florida State University: hugh.catts@cci.fsu.edu ; Kate Cain; Yaacov Petscher	
2	Academic language – dimensionality and relation to reading comprehension	Young-Suk Kim, University of California, Irvine: young.kim@uci.edu ; Yaacov Petscher	
3	Longitudinal trajectories of academic language proficiency predict reading comprehension	Emily Galloway, Vanderbilt University: emily.phillips.galloway@vanderbilt.edu ; Paola Uccelli; Christopher Barr	
4	Conceptual Complexity of Vocabulary in Elementary Science Textbooks: Final Results	Jeff Elmore, Metametrics: jelmore@lexile.com ; Jill Fitzgerald; Melody Kung; Jackson Stenner	
5	DISCUSSION	DISCUSSANT: Catherine Snow, Harvard Graduate School of Education: catherine.snow@gse.harvard.edu	
Thursday 8:30- 10:10	Symposium: <u>Dynamic learning and assessment - a window into the language and literacy skills of young emerging bilinguals</u>	CHAIR: Esther Geva	
1	The role of lexical specificity in the impact of form based kindergarten vocabulary instruction on early literacy	Eliane Segers, Radboud University: e.segers@bsi.ru.nl ; Caressa Janssen; James McQueen; Ludo Verhoeven	
2	The use of dynamic assessment to predict language learning in students in French Immersion: Similarities and differences between first and second graders	Alexandra Bellissimo, Wilfrid Laurier University: bell9710@mylaurier.ca ; Alexandra Gottardo, Klaudia Krenca, Sharry Shakory, Xi Chen, Esther Geva	
3	Dynamic Assessment and Literacy Success: An Early Screening Battery for Predicting At-Risk Status for Future Reading Difficulty in Emerging Bilinguals Attending French Immersion Programs	Klaudia Krenca, OISE, University of Toronto: kkrenca@gmail.com ; Sharry Shakory, Becky Xi Chen, Jeffrey Steele, Alexandra Gottardo	
4	Literacy development in the French Immersion context: An investigation of orthographic and semantic learning of novel words during shared storybook reading	Sharry Shakory, OISE, University of Toronto: sharry.shakory@mailutoronto.ca ; Hélène Deacon, Becky Xi Chen	
5	Dynamic Assessment of Morphological Awareness and Early Literacy Achievement	Frances Gibson, Utah State University: atlsip@gmail.com ; Julie Wolter	
Thursday 8:30- 10:10	Symposium: <u>Quality of the Home Literacy Environment: An International Perspective</u>	CHAIR: Deborah Bergman Deitcher	
1	Long-term effects of BookStart on the home literacy environment	Adriana Bus, Universiteit Leiden: a.g.bus@vu.nl ; Merel de Bondt	

2	Impact of book genre on shared book reading interactions: Informational texts and alphabet books	Deborah Bergman Deitcher, Kibbutzim College of Education: deb@deitcher.net ; Helen Johnson; Dorit Aram; Adva Goldberg	
3	The HLE and children's literacy skills: Parent-child interactions during prompting boards and shared reading	Sanekke De la Rie, Hogeschool Rotterdam: s.de.la.rie@hr.nl ; Roel Van Steensel; Amos Van Gelderen; Sabine Severiens	
4	Home literacy environment from junior to senior kindergarten and relation to parent values	Mary Ann Evans, University of Guelph: mevans00@uoguelph.ca ; Brooke Koblinsky	
5	Children's early language skills, parents' attitudes, and home literacy environment among low-income families in the Philippines	Katrina Dulay, Chinese University of Hong Kong: kdulay@psy.cuhk.edu.hk ; Sum Kwing Cheung; Catherine McBride	
Thursday 8:30- 10:10	Spoken papers: Orthographic learning processes		
1	Incidental orthographic learning during a color detection task	Athanassios Protopapas, University of Oslo: protopap@gmail.com ; Anna Mitsi; Miltiadis Koustoumbardis; Sofia M. Tsitsopoulou; Marianna Leventi; Aaron R. Seitz	
2	Modelling Orthographic Learning, Reading, and Spelling	Victor H.P. van Daal, Edge Hill University: vandaalv@edgehill.ac.uk ; Malin Wass; Herman J Adèr	
3	Do abstract orthographic features affect auditory speech perception?	Sophie Schlöffel, BCBL: s.schloeffel@bcbleu ; Marie Lallier; Manuel Carreiras; Clara Martin	
4	Concept of Word in Text as a Predictor of Spanish Sight Word Development in First Grade	Karen Ford, University of Virginia: kfp2t@virginia.edu ; Marcia Invernizzi; Sonia Cabell; Jamie DeCoster	
5	Neurophysiological changes of phonological and visual processing after exposure to computerized literacy training.	Toivo Glatz, University of Groningen: t.k.glatz@rug.nl ; Wim Tops; Natasha Maurits; Ben Maassen	
Thursday 8:30- 10:10	Spoken papers: Working memory and reading		
1	Longitudinal Association Among Executive Functioning, Self-Control, and Reading Skills	Christine Meng, Edgewood College: christinemeng@gmail.com ; Tien Thuy Ho	
2	The relationship between implicit and explicit memory skills and language-related attainment in children	Gillian West, University College London: g.west@ucl.ac.uk ; Charles Hulme	
3	Incorporating Working Memory in the Direct and Inferential Mediated Effects (DIME) Model of Reading Comprehension	Jamie Quinn, University of Texas at Austin: jquinn@austin.utexas.edu ; Gregory J. Roberts; Philip Capin; Marcia Barnes; Johny Daniel; Paul K. Steinle	

4	Validation of a new tool for assessing lexical-orthographic memory in French-speaking elementary school children	Brigitte Stanké, Université de Montréal: brigitte.stanke@umontreal.ca ; Stefano Rezzonico; Alain Desrochers; Alexandra Des Groseilliers	
5	Executive Functions and English Writing of Young, Multilingual Children	Maureen Hoskyn, Simon Fraser University: mhoskyn@sfu.ca ; Julie Sture ; Kelli Finney	
10:10-10:25	COFFEE BREAK		
Thursday 10:25-12:05	Symposium: Linking Literacy and Language to Support Reading for Understanding	CHAIR: Carol McDonald Connor	
1	A Latent-Variable Quantile-Regression Approach to the Simple View of Elementary-School Students' Reading Comprehension	Christopher Lonigan, Florida State University: lonigan@psy.fsu.edu ; Christopher Schatschneider; Stephen R. Burgess	
2	Does the longitudinal stability of literacy skills differ for children who enter school with varying levels of literacy skills? A quantile regression approach	J. Marc Goodrich, University of Nebraska-Lincoln: marc.goodrich@unl.edu ; Christopher J. Longan	
3	Conceptualization, Design, Implementation, and Efficacy Testing of Content Area Literacy Instruction (CALI)	Carol McDonald Connor, University of California, Irvine: connorcm@uci.edu ; Taffeta S. Wood; Elham Zagar	
4	Fidelity Moderation of an Integrated Language and Reading Comprehension Intervention with High-Risk Second Grade Students	Beth M Phillips, Florida State University: bphillips@fcrr.org ; Karlie B. Willis; Carol McDonald Connor	
5	DISCUSSION	DISCUSSANT: Frederick J. Morrison, University of Michigan: fjmorris@umich.edu	
Thursday 10:25-12:05	Symposium: Multimodal Explorations of Linguistic Processes in Poor Comprehenders	CHAIR: Nicole Landi	
1	Poor comprehenders' sensitivity to syntactic and semantic distractors during dependency formation	Julie A. Van Dyke, Haskins Laboratories: jvandyke@haskins.yale.edu ; Kazunaga Matsuki, Nicole Landi	
2	Imitated prosodic fluency predicts reading comprehension ability in good and poor high school readers	Mara Breen, Mount Holyoke College: mbreen@mtholyoke.edu ; Lianne Kaswer, Julie A. Van Dyke, Nicole Landi	
3	Cortical networks supporting reading comprehension skill for single words and passages	Nicole Landi, University of Connecticut: nicole.landi@uconn.edu ; Kayleigh Ryherd ,Kaja Jaskinska,Yi-Hui Hung,Emily Baron,W. Einar Mencl,Laurie Cutting ,Jason Zevin	
4	Characterizing novel word and concept learning in poor comprehenders	Kayleigh Ryherd, University of Connecticut: kayleigh.ryherd@uconn.edu ; Nicole Landi	

5	Mechanisms of discourse coherence in poor and good comprehenders	Clint Johns, Haskins Laboratories: johns@haskins.yale.edu ; Ashley G. Lewis ,Julie A. Van Dyke , Nicole Landi	
Thursday 10:25-12:05	Symposium: <u>Studies of writing systems and their implications for reading and writing</u>	CHAIR: Rebecca Treiman	
1	Spelling as a self-organizing system	Kristian Berg, Carl von Ossietzky Universität Oldenburg: kristian.berg@uni-oldenburg.de ; Mark Aronoff	
2	Graphotactic and phonological influences on spellers' choices between single and double consonants in English	Rebecca Treiman, Washington University at St. Louis: rtreiman@wustl.edu	
3	GraphCom: A multi-dimensional measure of graphic complexity applied to 131 written languages	Wendy Li-Yun Chang, National Taiwan Normal University: liyunchang@ntnu.edu.tw ; Charles Perfetti	
4	Stroke Patterns in Written Letter Production: An Optimality Theory Analysis	Michael McCloskey, Johns Hopkins University: michaelmccloskey@jhu.edu ; Gali Ellenblum	
5	DISCUSSION	DISCUSSANT: Charles Perfetti, University of Pittsburgh, perfetti@pitt.edu	
Thursday 10:25-12:05	Symposium: <u>Prosodic aspects of reading fluency</u>	CHAIR: Markus Linnemann	
1	Quantifying prosodic reading skills – ratings vs. phonetic measures with longitudinal audio data from grade 3 and 4	Christopher Sappok, University of Cologne: csappok@uni-koeln.de	
2	Measuring prosodic aspects of reading fluency in first and second language reading	Marion Krause-Wolters, University of Cologne: mkraus11@uni-koeln.de ; Sabine Stephany; Necla Bulut; Pia Claes; Valerie Lemke; Michael Becker-Mrotzek	
3	Genre's Impact on Reading Fluency	Paula Schwanenflugel, University of Georgia, Athens GA: pschwan@uga.edu	
4	The Role of Oral and Silent Reading Fluency in Supporting Reading Comprehension in Students with Reading Disabilities	Elizabeth B. Meisinger, University of Memphis: bmsinger@memphis.edu ; Lyle Davis; Ashley Mayhew; Melissa Robinson	
5	DISCUSSION	DISCUSSANT: Markus Linnemann, University of Koblenz: mlinnemann@uni-koblenz.de	
Thursday 10:25-12:05	Spoken papers: Modeling reading comprehension		
1	<u>In the context: Context clue types and prevalence in texts for 3rd and 4th graders</u>	Hanne Trebbien Daugaard, University of Copenhagen: trebbien@hum.ku.dk ; Anne-Mette Veber Nielsen; Holger Juul	

2	How deep is your cloze? Levels of reading comprehension captured in a deep cloze test	Carsten Elbro, University of Copenhagen: ce@hum.ku.dk ; Katrine L. Jensen	
3	Validating and Extending Pearson and Johnson's (1978) Inferential Thinking Model	Alexander Blum, University of California, Berkeley: alexander.m.blum@berkeley.edu	
4	The skills behind early comprehension of narrative and expository texts	Macarena Silva, Universidad de Chile: macarena.silva@ciae.uchile.cl	
5	Predictors of Reading Comprehension across Alphabetic Orthographies	Marketa Caravolas, Bangor University: m.caravolas@bangor.ac.uk ; Arne Lervag ; Charles Hulme	
12:05-12:35	LUNCH		
12:35-2:05	POSTER SESSION II	Authors	
1	Teachers' Implementation of a Language-Focused Comprehension Curriculum	Lauren Barnes, Ohio State University: barnes.517@osu.edu ; Shayne B. Piasta; Mindy Sittner Bridges	
2	Investigating the concurrent validity of an experimental assessment of vocabulary in context	Anna Gellert, University of Copenhagen: agellert@hum.ku.dk	
3	Intensive summer reading intervention drives linear growth of reading skill in dyslexic children	Patrick Donnelly, University of Washington: pdonne@uw.edu	
4	A latent profile analysis examination of longitudinal reading achievement differences in elementary grade students	Eric Oslund, Middle Tennessee State University: ericoslund@yahoo.com ; Tim Odegard; Amy Elleman	
5	The roles of phonological awareness and rapid naming in Arabic: A latent variable study of third-grade Arabic readers	Autumn McIlraith, Florida State University: autumnlorayne@gmail.com ; Sana Tibi; Hugh W. Catts	
6	Are Reading Interventions for English Language Learners Effective? A Meta-Analysis	Caralyn Ludwig, University of Alberta: caralyn@ualberta.ca ; Heather Brown; George Georgiou	
7	Orthographic Support to Aid the Learning of Non-native Phonemic Contrasts	Adeetee Bhide, University of Pittsburgh: arb135@pitt.edu ; Charles Perfetti	
8	Relations between elementary-school children's reading-related skills and general versus specific dimensions of disruptive behavior problems	Colleen Osborne, Florida State University: osborne@psy.fsu.edu ; Christopher J. Lonigan	
9	Added Effects of READ 180 on Comprehension Growth in Upper Elementary Grades	John Strong, University of Delaware: jzstrong@ude.edu ; Adrian Pasquarella; Sharon Walpole; Michael McKenna	
10	The Experimental Study of Multimedia Instruction on Junior High School Students' Reading Attitude and Reading Comprehension In Taiwan	Li-yun Hsu, National University of Tainan: vickytolly@hotmail.com ; Li-yun Hsu; Hsiu-shuang Huang; Mon-long Gan; Ya-ying Tseng	

11	Exploring Interactive processes of Explanation and Argumentation in Reading Scientific Texts	Yuhtsuen Tzeng, National Chung Cheng University: ttcytt@gmail.com ; Wanshin Chang	
12	An exploratory study of children's knowledge of simple and complex letter-sound correspondences	Linda Larsen, University of Oslo: ikastbording@gmail.com	
13	Effects of Orthographic Opacity on Word Recognition Skills: A Cross-Linguistic Comparison of Nyanja and English Orthographies	Bestern Kaani, University of Zambia: besternkaani@gmail.com ; R Malatesha Joshi; Sylvia C. Kalindi; Veronica Mulenga	
14	The impact of a structured reading intervention program on the development of adult literacy in India.	Alain Desrochers, University of Ottawa: alain.desrochers@uottawa.ca ; Christopher Ksoll; Abu S. Shonchoy	
15	The Development of an Individual Computer-Based Spanish Vocabulary Assessment for Preschool Through Eighth Grade	Pelusa Orellana, Universidad de los Andes: porellan@uandes.cl ; Melody Kung; Jack Stenner; Maria Francisca Valenzuela; Jeff Elmore; Jill Fitzgerald	
16	Phonology and oral language abilities of Polish EAL children compared to their native speaking peers	Marta Wesierska, University of York: mw700@york.ac.uk ; Emma Hayiou-Thomas; Claudine Bowyer-Crane	
17	Superordinate precision and the academic writing of deaf/hard of hearing students	Jessica Scott, Georgia State University: jscott96@gsu.edu	
18	Dyslexics Children's Knowledge of Derivational Morphology	Amélie Bourcier, University of Montreal: amelie.bourcier@umontreal.ca ; Mélanie Rouleau; Rachel Berthiaume; Daniel Daigle	
19	Visual-orthographic knowledge, RAN or working memory : which relates best to reading and spelling in primary school children ?	Anne Plisson, Université de Montréal: anne.plisson@umontreal.ca ; Daniel Daigle	
20	The Predictability of CCSS Categories in the 3rd Grade Reading Comprehension Test for E2L and Non-E2L Status through Discriminant Analysis	Qian Wang, Middle Tennessee State University: qw2e@mtmail.mtsu.edu ; Zheng Peng; Jwa Kim	
21	Cognitive Abilities in Predicting Word Recognition and in Aiding Academic Performance in College Students with Dyslexia	Linda J. Lombardino, University of Florida: lombard@ufl.edu ; Kendra Saunders; Kara Dawson; Pasha Antonenko; Albert Ritzhaupt	
22	Reading disabled Spanish-speaking children benefit from accelerated reading training.	Fabiola Reveca Gomez-Velazquez, University of Guadalajara: fabiolargomez@gmail.com ; Andrés Antonio González-Garrido; Mónica García-Ochoa; Malatesha Joshi	
23	Variables related to word reading in Arabic: Vowelized and unvowelized words and pseudowords	Norah Amin, Wilfrid Laurier University: amin0230@mylaurier.ca ; Asma Amin; Alexandra Gottardo	

24	Reading comprehension in Arabic: A diglossic language	Asma Amin, Wilfrid Laurier University: amin1410@mylaurier.ca ; Norah Amin; Alexandra Gottardo	
25	Shared book reading: do reading skills influence visual attention on print?	Monyka Rodrigues, Concordia University: rodrigues.monyka@gmail.com ; Jean Saint-Aubin	
26	Orthographic learning in Chinese with and without phonological recoding, in and out of context	Yixun Li, Beijing Normal University: 64011816@qq.com ; Yu Wang; Hong Li	
27	Cross-lagged relations between word reading fluency in syllabic Hiragana and morphographic Kanji	Tomohiro Inoue, Seigakuin University: t_inoue@seigakuin-univ.ac.jp ; George Georgiou; Naoko Muroya; Takako Oshiro; Hirofumi Imanaka; Hisao Maekawa; Rauno Parrila	
28	Phonological Training and Word Learning in a Novel Language	Min Wang, University of Maryland: minwang@umd.edu ; Chuchu Li; Man Li	
29	Educational Needs and Best Practices to Support the Language and Literacy of Syrian Refugee Children	Redab Al Janaideh, University of Toronto: redab.aljanaideh@mail.utoronto.ca ; Becky Xi Chen; Norah Amin; Alexandra Gottardo	
30	Decoding Accuracy and Fluency: A Study of Mode Effect	Amanda Kern, University of Massachusetts Amherst: amkern@umass.edu ; Michelle Hosp; John Hosp	
31	Growth in Oral Narrative Retells for Spanish-English Dual Language Learners	Claribelle Gabas, Florida State University: chris.lau@cci.fsu.edu ; Mary Claire Wofford; Carla Wood	
32	Sensing is spelling: The effect of imageability on spelling	Richard Drake, Saint Mary's University: rationalrichard@gmail.com ; Nicole Conrad	
33	Predicting Response to Intervention for Students with Significant Reading Deficits	Shawn Kent, University of Houston: sckent@uh.edu ; Stephanie Al Otaiba; Francesca Jones	
34	Investigations of factors that influence word difficulty for beginning readers	Yukie Toyama, University of California Berkeley: yukie.toyama@gmail.com ; Elfrieda H. Hiebert; Mark Wilson	
35	“Oh my Goodness did you Just Read That?” Parents’ Teaching Behaviors During Child Reading	Aviva Segal, Concordia University: aviva.segal@concordia.ca ; Sandra Martin-Chang	
36	Say-Tell-Do-Play: Improving Breadth and Depth of Word Learning at Preschool	Lisa Lenhart, University of Akron: lenhar1@uakron.edu ; Jeremy Brueck; Kathleen Roskos	
37	Lexical boundaries knowledge among children from kindergarten to 1st grade: a longitudinal point of view	Agnès Costerg, Université de Montréal: agniesse1@hotmail.fr ; Daniel Daigle; Elisabeth Demont	

38	On-line, word-level ERP effects of discourse inconsistencies	Joseph Stafura, University of Pittsburgh: jzs48@pitt.edu ; Charles Perfetti	
39	Understanding the Frequency and Use of Logical Connectives in Science Texts : Implications for Students and Teachers	Francesca Jones, Southern Methodist University: fjones@smu.edu ; Deni Basaraba; Diego Roman	
40	How important are L and D to RC for bilingual adolescents? Contrasting evidence from variable-centered and person-centered models	Michael Kieffer, New York University: michaelkieffer@nyu.edu ; J. Kenneth Logan	
41	The crack in the pavement; Detecting subtle linguistic weaknesses for Adolescents with and without LLD	Shannon Hall-Mills, Florida State University: shannon.hall-mills@cci.fsu.edu	
42	Pragmatic Language in School-Aged Children with ASD: Effects of a Listening Comprehension Intervention	Alyssa Henry, University of California, Davis: arhenry@ucdavis.edu ; Emily Solari; Nancy McIntyre; Matthew Zajic; Nicole Sparapani; Ryan Grimm; Peter Mundy	
43	What makes it hard for adolescents to use bound roots for morphological problem-solving?	Amy Crosson, Penn State University: acc244@mail.harvard.edu ; Puiwa Lei; Margaret McKeown; Weiyi Cheng; Ruth Newhouse	
44	Comparing English Learners and Non-English Learners with Reading Comprehension Difficulties within the Simple View of Reading	Eunsoo Cho, Michigan State University: escho@msu.edu ; Philip Capin; Greg Roberts; Sharon Vaughn	
45	Early Identification of Dyslexia Using a Parent Survey	Weon Kim, Middle Tennessee State University: weon.kim@mtsu.edu ; Amy Elleman	
46	The Effect of Ebook Vocabulary Instruction on Spanish-English Speaking Children	Carla Wood (previously Jackson), Florida State University: chris.lau@ccu.fsu.edu ; Lisa Fitton; Yaacov Petscher	
47	Examining Predictors of Word Reading with a Sample of Adult Literacy Students	Elizabeth Tighe, Georgia State University: etighe@gsu.edu	
48	Prephonological spellers' knowledge of the graphic properties of writing	Lan Zhang, Washington University, St. Louis: lan.zhang@wustl.edu ; Rebecca Treiman	
49	The effect of computerized reading acceleration in Chinese and English among Grade 5 students with and without reading disability – An exploratory study	Yueming Xi, University of Toronto: y.xi@mailutoronto.ca ; Esther Geva; Miao Li	
50	Understanding Beginning Writers' Genre knowledge in Narrative and Descriptive Writing	Huijing Wen, University of Saint Joseph: hjwen@usj.edu	
Thursday 2:05-3:45	Symposium: Brain processes in orthographic learning	CHAIR: Ludo Verhoeven	
1	Neural networks in beginning orthographic learning	Ludo Verhoeven, Radboud University: L.Verhoeven@pwo.ru.nl ; Iris Hulzink; Barbara Wagensveld; Atsuko Takashima	

2	Laboratory investigations of artificial orthographic learning	Jay Rueckl, Haswkins Laboratories and the University of Connecticut: Jay.Rueckl@Uconn.edu	
3	Neurobiological correlates of structural and functional networks related to word and text	Laurie Cutting, Vanderbilt University: laurie.cutting@vanderbilt.edu	
4	Understanding the phonological deficit in orthographic learning	Mark van den Bunt, Radboud University: m.vandenbunt@pwo.ru.nl ; Margriet Groen; Ana Alves Francisco; Atsuko Takashima; Rogier Mars; Ludo Verhoeven	
5	DISCUSSION	DISCUSSANT: Kenneth Pugh, Haskins Laboratories: Kenneth.pugh@yale.edu	
Thursday 2:05-3:45	Symposium: <u>Factors related to reading development in Chinese children</u>	CHAIR: Xi Chen	
1	Examining the Longitudinal Relationships between Morphological Awareness and Vocabulary in Chinese	Poh Wee Koh, Florida State University: koh@psy.fsu.edu ; Hong Li; James Quinn; Richard K. Wagner; Xi Chen	
2	The Effect of Visual Search among Similar Stimuli on Chinese Children's character reading and reading comprehension: A two-year longitudinal study	Duo Liu, The Education University of Hong Kong: duoliu@eduhk.hk ; Xi Chen; Kevin K.H. Chung; Alan C.N. Wong	
3	Acquisition of Chinese Characters: The Effects of Character Properties and Individual Differences among Learners	Li-Jen Kuo, Texas A & M University: lijenkuo@tamu.edu ; Yu-Min Ku; Zhuo Chen; Ying Li	
4	Autonomous Motivation for Literacy Learning: A Case From Chinese Adolescents	Qiuying Wang, Oklahoma State University: qiuying.wang@okstate.edu ; Yu-Ling Hsiao ; Ze Wang	
5	Variables Related to English Reading in Children Learning English as a Foreign Language in China	Alexandra Gottardo, Wilfrid Laurier University: alexandra.gottardo@gmail.com ; PohWee Koh; Xi Chen; Miao Li; Jin Xue; Rong Yan; Esther Geva	
Thursday 2:05-3:45	Symposium: <u>Teacher perception and teacher knowledge about literacy skills</u>	CHAIR: Kausalai Wijekumar	
1	Teacher perception and teacher knowledge about reading and writing at upper elementary grade levels	Kausalai Kay Wijekumar, Texas A&M University: K_Wijekumar@tamu.edu ; Steve Graham; Karen Harris; Bonnie J.F. Meyer	
2	Neuromyths: Perceptions and predictors among educators and the general public	Kelly Macdonald, University of Houston: kellymacdonald96@gmail.com ; Laura Germine; Alida Anderson; Joanna Christodoulou; Lauren M. McGrath	
3	Pre-Service Teachers' Knowledge of Assessment for Providing Differentiated Instruction to Struggling Readers and How it Relates to Their Perceptions for the Use of Retention	Brenda Taylor, Texas A&M University: taylorbk@tamu.edu ; R. Malatesha Joshi; Emily Cantrell	

4	Teacher Knowledge of EFL Teachers in China and Korea: A Cross Cultural Comparison	Malatesha Joshi, Texas A&M University: mjoshi@tamu.edu ; Han Suk Bae; Li Yin	
5	Teacher knowledge and the effect on instructional practices in New Zealand	Alison Arrow, Massey University: a.w.arrow@massey.ac.nz ; Christine Braid; James Chapman	
Thursday 2:05-3:45	Symposium: <u>Early and later writing development: An examination of important contexts across time</u>	CHAIR: Hope Gerde	
1	Characteristics of random letters appearing in preschoolers' Hebrew writing	Dorit Aram, Tel Aviv University: dorita@post.tau.ac.il ; Michal Zohar	
2	Investigating the role of executive functioning in Chinese preschoolers' writing development	Chenyi Zhang, Georgia State University: czhang15@gsu.edu ; Gary Bingham; David Purpura; Sara Schmitt; Fuyi Yang	
3	Examining children's early composing skills: Conceptual, methodological, and developmental considerations	Margaret Quinn, Georgia State University: Mquinn6@student.gsu.edu ; Gary Bingham	
4	Examining the links between home literacy practices and preschool children's emergent writing skills	Cynthia Puranik, Georgia State University: cpuranik@gsu.edu ; Erin Gibson; Beth Phillips; Christopher Lonigan	
5	Changes over time in student writing in response to reading: Grades 3-9	Adrea Truckenmiller, Michigan State University: struck@msu.edu ; Laura Tortorelli	
Thursday 2:05-3:45	Spoken papers: Robust reading intervention effects		
1	<u>The relative effects of a code- and meaning-focused intervention vs. general storybook exposure on preschoolers' emergent literacy skills</u>	Lorenz Grolig, Max Planck Institute for Human Development Berlin: grolig@mpib-berlin.mpg.de ; Caroline Cohrdes; Sascha Schroeder	
2	<u>Long-term effects of an invented writing intervention in Grade 1.</u>	Bente E. Hagtvet, University of Oslo: b.e.hagtvet@isp.uio.no ; Jan-Eric Gustafsson	
3	<u>Intervention Effects Across Multiple Outcomes: The Nature of Treatment Upons Complex Student Reading Abilities</u>	Mary Beth Calhoon, University of Miami: bethcalhoon@miami.edu ; Lee Branum-Martin; Cogying Sun	
4	<u>A Language and Reading Intervention for a Rural and Isolated Population: A Randomised Controlled Trial</u>	Carol Mesa, University of Oxford: carol.mesa@psy.ox.ac.uk ; Margaret Snowling ; Dianne Newbury; Charles Hulme	
5	<u>Acceleration or Maintenance? A Cluster Randomized Study of Intensive Summer Reading Programs</u>	Deborah Reed, University of Iowa, Iowa Reading Research Center: dkreadspec@yahoo.com	
3:45-4:00	COFFEE BREAK		
Thursday 4:00-17:40	Symposium: <u>Orthographic facilitation for vocabulary acquisition</u>	CHAIR: Jessie Ricketts	

1	Orthographic mapping explains facilitation of vocabulary learning: Theory and evidence	Linnea C. Ehri, Graduate Center of the City University of New York: LEhri@gc.cuny.edu	
2	The role of orthography in oral vocabulary learning in Chinese as a first and second language	Jie Zhang, University of Houston: jzhang64@uh.edu ; Hong Li; Yu Chen	
3	Facilitative effects of orthography on vocabulary acquisition in L2	Alexander Krepel, University of Amsterdam: a.krepel@uva.nl ; Elise de Bree; Peter de Jong	
4	Orthographic regularity of words on high frequency lists and word walls	Katharine Pace Miles, Brooklyn College: kpmiles@brooklyn.cuny.edu ; Selenid Gonzalez Frey	
5	DISCUSSION	DISCUSSANT: Jessie Ricketts, Royal Holloway, University of London: jessie.ricketts@rhul.ac.uk	
Thursday 4:00-17:40	Symposium: <u>Across the Spectrum: The Role of Morphological Awareness in Reading in Alphabetic Orthographies with a range of Transparency.</u>	CHAIR: Márcia da Mota	
1	Interactions between morphological awareness, fluency in reading and word comprehension in Brazilian children	Fraulein Vidigal de Paula, University of São Paulo: fraulein@usp.br ; Maria Célia Lima-Hernandes	
2	Evaluating Models of How Morphological Awareness Connects to Reading Comprehension in Portuguese	Márcia Maria Peruzzi Elia da Mota, Universidade Salgado de Oliveira: mmotapsi@gmail.com ; Márcia Oliveira; Marlene Antonia Brandão Pires; Dalva Alves dos Santos; Helene Deacon	
3	The benefits of learning a second language on the development of morphological awareness and reading among students of 3rd and 5th grade living in Brazil	Anne-Sophie Besse, University of Strasbourg: anne-sophie.besse@unistra.fr ; Carolina Roganti Leite Moreira; Fraulein Vidigal de Paula	
4	The effect of input variability on generalization of morphological knowledge	Janne von Koss Torkildsen, University of Oslo: j.v.k.Torkildsen@isp.uio.no ; Kari-Anne Bottegaard Næss; Bente Eriksen Hagtvet; Ona Bø Wie; Hanne Røe-Indregård; Siri Steffensen Bratlie; Solveig-Alma Halaas Lyster	
5	LexMorph: A derivational morphological database for 40,000 English words	Claudia H. Sánchez Gutiérrez, University of California, Davis: chsanchez@ucdavis.edu ; Hugo Mailhot; Hélène Deacon; Maximiliano Wilson	
Thursday 4:00-17:40	Symposium: <u>Scaling-Up a First Grade Reading Intervention for English Learners</u>	CHAIR: Coleen Carlson	
1	Scaling-Up a First Grade Reading Intervention for English Learners	Paulina Kulesz, University of Houston: Paulina.Kulesz@times.uh.edu	
2	Identifying At-Risk Students in an Uncontrolled Study	Coleen Carlson, University of Houston: Identifying At-Risk Students in an Uncontrolled Study ; Elsa Cardenas-Hagan	

3	Comparing Scale-up and Efficacy sample up identification and performance levels	Colleen Reutebusch, University of Texas - Austin: ckreutebuch@austin.utexas.edu ; Chris Barr	
4	Removing Controls from a Controlled Intervention: Impact on Implementation	Alison Boardman, University of Colorado, Boulder: Alison.Boardman@colorado.edu ; Diane Haager	
5	DISCUSSION	DISCUSSANT: David Francis, University of Houston: david.francis@times.uh.edu	
Thursday 4:00-17:40	Spoken Papers: Spelling and orthographic learning		
1	Spelling skills and attentional control. An fMRI study.	Andrés González-Garrido, University of Guadalajara: gonzalezgarrido@gmail.com ; Fabiola Gómez-Velázquez; Alicia Martínez-Ramos; Geisa B. Gallardo-Moreno	
2	English Spelling Errors Among English Language Learners: A Latent Class Analysis Study	Amanda Lindner, Texas A&M University: mlindner48@tamu.edu ; Kay Wijekumar; R. Malatesha Joshi	
3	Spelling strategies of French-speaking children: a fine-grained typology	Noemia Ruberto, Univeristy of Montreal: noemia.ruberto@umontreal.ca ; Daniel Daigle; Ahlem Ammar	
4	Learning to spell specific words from reading : effects of number of exposures and of spelling pattern frequencies	Marie-Line Bosse: marie-line.bosse@univ-grenoble-alpes.fr ; Michel Fayol	
5	Reading or spelling? The best way to acquire detailed orthographic representations.	Eva Staels: estaels@vub.ac.be ; Wim Van den Broeck; Katrien Koolen	
Thursday 4:00-17:40	Spoken Papers: Role of morphosyntax in reading		
1	Unpacking the Relationship Between Morphological Awareness and Word Learning in First and Second Language: Mediating Role of Cognitive and Word-Level Reading Skills	Jackie Eunjung Relyea, University of Houston: jackie.relyea@gmail.com ; Jie Zhang	
2	(Where) Is There Overlap Between Morphological, Orthographic, and Phonological Knowledge?	Robin Irey, University of California at Berkeley: rirey6@berkeley.edu ; Yi-Jui Chen	
3	The relationship among semantics, morphological awareness, and reading comprehension	Elizabeth MacKay, Dalhousie University: e.mackay@dal.ca ; Helene Deacon	
4	Language differences in the benefit of morphology instruction for improving spelling: Comparing English and French	Kendall Kolne, McGill University: kendall.kolne@mail.mcgill.ca ; Laura Gonnerman	
5	Ability to ignore syntactic and semantic distractors during sentence reading: Evidence from neural oscillations	Ashley Lewis, Haskins Laboratories: lewis@haskins.yale.edu ; Julie Van Dyke	
5:45-6:45	BUSINESS MEETING	All welcome	
FRIDAY, JULY 15, 2017			

7:15 - 8:30	BREAKFAST		
Friday 08:30-10:10	Symposium: <u>Multimedia as Bridges for Language and Literacy for Young Children</u>	CHAIR: Ofra Korat	
1	Background Music and Content Expansion Support Story Comprehension in e-Book Reading of Preschoolers	Anat Ben Shabat, Bar Ilan University: anatbensha@gmail.com ; Ofra Korat	
2	Do multimedia in digitized storybooks support vocabulary development and which features are particularly supportive?	Burcu Sari, Uludag University: burcusari87@gmail.com ; Zsofia Takacs; Handan Asûde Başal; Adriana Bus	
3	A Short-Term Longitudinal Study of Primary Grade Online Independent Reading: Implications for Will and Skill	Kathleen Roskos, John Carroll University: roskos@jcu.edu ; Yi Shang; Allison Taylor	
4	A Typology for Technology in Elementary English Language Arts (ELA) Instruction	Karen Burstein, University of Louisiana at Lafayette: Karen.burstein@louisiana.edu ; Renee Casbergue	
5	The educational strategies inside preschool educational television	Deborah Nichols Linebarger, Purdue University: dlinebar@purdue.edu	
Friday 08:30-10:10	Symposium: <u>Bilingualism and reading: Part I, Reading development</u>	CHAIR: Pierre Cormier	
1	Individual Differences in Language and Literacy Outcomes in English-Speaking Students in French Immersion Programs	Corinne Haigh, Bishop's University: chaigh@ubishops.ca ; Caroline Erdos; Robert Savage; Fred Genesee	
2	Language and reading skills in bilinguals Urdu-English speakers: The role of exposure to print in cross-linguistic relations	Amna Mirza, Wilfrid Laurier University: mirz5320@mylaurier.ca ; Alexandra Gottardo	
3	Syntactic structures across languages: How bilingual children process word order and its relation to reading comprehension	Hélène Deacon, Dalhousie University: sdeacon@dal.ca ; Catherine Mimeau; Janani Selvachandran; Stefka Marinova-Todd; Xi Chen	
4	Graphophonemic processing in deaf readers of French as a second language	Daniel Daigle, Université de Montréal: daniel.daigle@umontreal.ca ; Rachel Berthiaume	
5	DISCUSSION	DISCUSSANT: Debra Jared, University of Western Ontario: dijared@uwo.ca	
Friday 08:30-10:10	Symposium: <u>Text Judging - Text quality</u>	CHAIR: Ann-Kathrin Hennes	
1	Assessing text quality using different approaches to text-ratings - findings of an intervention study	Sabine Wilmsmeier, University of Cologne: sabine.wilmsmeier@mercator.uni-koeln.de ; Michael Becker-Mrotzek	

2	Assessing writing competencies in German. First results of the development of a writing test for 4th to 9th grade students	Jörg Jost, University of Cologne: joerg.jost@uni-koeln.de ; Markus Linnemann; Ann-Kathrin Hennes; Barbara M. Schmidt; Sabine Zeptnik; Alfred Schabmann; Christian Rietz; Michael Becker-Mrotzek	
3	Validating a holistic rubric for scoring short answer reading questions	Sara Cushing, Georgia State University: sweigle@gsu.edu	
4	Teacher's expertise in assessing written composition	Ann-Kathrin Hennes, University of Cologne: ann-kathrin.hennes@uni-koeln.de ; Barbara M. Schmidt; Alfred Schabmann; Christian Rietz	
5	DISCUSSION	DISCUSSANT: Johannes Naumann, University Frankfurt	
Friday 08:30-10:10	Spoken paper: Neurocognitive factors in dyslexia		
1	Auditory Steady-State Responses indicate atypical neural processing of speech-related cues in adults with dyslexia	Tilde Van Hirtum, ExpORL: tilde.vanhirtum@kuleuven.be ; Pol Ghesquière; Jan Wouters	
2	Pre-reading & early reading neuroanatomical anomalies in developmental dyslexia	Caroline Beelen, KU Leuven: caroline.beelen@kuleuven.be ; Pol Ghesquière; Jan Wouters; Maaike Vandermosten; Jolijn Vanderauwera	
3	Brain mechanisms underlying visuo-orthographic deficits in children with developmental dyslexia	Fan Cao, Michigan State University: fcao@msu.edu	
4	Atypical Structural Asymmetry of the Planum Temporale is Related to Family History of Dyslexia	Jolijn Vanderauwera, KU Leuven: jolijn.vanderauwera@ppw.kuleuven.be ; Irene Altarelli; Maaike Vandermosten; Astrid De Vos; Jan Wouters; Pol Ghesquière	
5	Neurocognitive correlates of treatment response in children with dyslexia across SES	Joanna Christodoulou, MGH Institute Of Health Professions: joanna22c@gmail.com ; Rachel R. Romeo; Kelly K. Halverson; Abigail B. Cyr; Jack Murtagh; Patricia Chang; Allyson P. Mackey; Pamela E. Hook; John D. E. Gabrieli	
Friday 08:30-10:10	Spoken papers: Language, literacy, and numeracy		
1	Evaluating individual variability of growth in children's language and reading skills across the elementary grades	Kyle Levesque, Florida State University: kyle.levesque@dal.ca ; Christopher J. Lonigan; Beth M. Phillips	
2	The SVR in Arabic - Is it so simple?	Shaimaa Abdelsabour, University of Canterbury: shima_mahmoud@hotmail.com ; John Everatt	

3	Sentence reading fluency as a separate aspect of text comprehension	Holger Juul, University of Copenhagen: juul@hum.ku.dk ; Mads Poulsen	
4	The role of language and reciprocity in the reading-writing connection	Patrick Proctor, Boston College: proctoch@bc.edu ; Paul Xu; Rebecca Louick; Samantha Daley	
5	The Covariates of Reading and Arithmetic Fluency at First Grade	Riikka Heikkilä, University of Jyväskylä: riikka.heikkila@nmi.fi ; Tuire Koponen; Jonna Salminen; Mikko Aro	
10:10-10:25	COFFEE BREAK		
Friday 10:25-12:05	Symposium: Cracking Orthographic Codes across Languages	CHAIR: Shelley Xiuli Tong	
1	Statistical Learning Account of Chinese Orthographic Learning in Chinese Children with and without Dyslexia	Shelley Xiuli Tong, The University of Hong Kong: xtong@hku.hk ; Xiejie He	
2	Orthographic learning in Chinese: if and how children self-teach?	Hua-Chen Wang, Macquarie University: huachen.wang@mq.edu.au ; Luan Li ; Anne Castles ; Eva Marinus	
3	Exploring relations between implicit learning, orthographic processing, and reading skill	Nicole J. Conrad, Saint Mary's University: nicole.conrad@smu.ca	
4	Digging through the early years of school: Uprooting the precursors of orthographic learning and word reading	Gene Ouellette, Mount Allison University: gouellette@mta.ca	
5	DISCUSSION	DISCUSSANT: Catherine McBride, The Chinese University of Hong Kong, cmcbride@psy.cuhk.edu.hk	
Friday 10:25-12:05	Symposium: Investigating reading disability: The intersection of neuroimaging and genetics.	CHAIR: Stephanie Del Tufo	
1	Developing new phenotypes for reading disability genetics using comorbidity patterns	Lauren McGrath, University of Denver: Lauren.McGrath@du.edu	
2	Relations Between Reading Skills and Differences in Brain Structure and Function	Madeline Doran, The Ohio State University: doran.101@osu.edu ; Daniel Leopold; Sarah Lukowski; Stephen A Petrill	
3	Mediating the genetic influence of reading ability: A longitudinal neuroimaging	Stephanie Del Tufo, Vanderbilt University: stephanie.del.tufo@vanderbilt.edu ; Laurie Cutting	
4	Common genetic factors for temporo-parietal structure and decoding	Roeland Hancock, University of California: Roeland.Hancock@ucsf.edu ; Fumiko Hoeft	
5	Brain endophenotypes and imaging genetics	Elena Grigorenko, University of Houston: elena.grigorenko@times.uh.edu	
Friday 10:25-12:05	Symposium: Bilingualism and reading: Part II, reading difficulties and instruction	CHAIR: Pierre Cormier	

1	Longitudinal Predictors of English Language Learners (ELL) Poor Comprehenders with Different Profiles	Esther Geva, OISE, University of Toronto: esther.geva@utoronto.ca ; Christine Fraser; Alexandra Gottardo	
2	Bilingualism and Dyslexia: The Case of Children Learning English as an Additional Language (EAL)	Linda Siegel, University of British Columbia: linda.siegel@ubc.ca	
3	The impact of a remedial small-group intervention on French word reading skills of bilingual students enrolled in French immersion programs	Marie-France Côté, McGill University: cote.mariefrance@gmail.com ; Robert Savage	
4	Disabilities in French Immersion: A parental perspective of supports and challenges	Janani Selvachandran, OISE, University of Toronto: janani.selvachandran@utoronto.ca ; Jessica Desousa; Elizabeth Kay-Raining Bird; Becky Xi Chen	
5	DISCUSSION	DISCUSSANT: Pierre Cormier, Université de Moncton: Pierre.Cormier@Umoncton.ca	
Friday 10:25-12:05	Spoken papers: Profiling children with dyslexia		
1	Investigating Lexical and Perceptual Learning Effects on Phonetic Processing in Young Children with Dyslexia	Ola Ozernov-Palchik, Tufts University: ola.ozernov_palchik@tufts.edu ; Meredith Brown; Elizabeth Norton; Wendy Georgan; Tyler Perrachione; Sara Beach; Maryanne Wolf; Gina Kuperberg; Nadine Gaab; John Gabrieli	
2	Is language associated with decoding and reading comprehension in the same way for children with low and average language abilities?	Trelani Milburn, Florida Center for Reading Research: tfchapman@fsu.edu ; Christopher Lonigan	
3	The cost of spelling errors upon writing fluency for students with and without dyslexia: An eye movement study.	Scott Beers, Seattle Pacific University: sbeers@spu.edu	
4	Pathways into Literacy: The Effects of Early Oral Language Abilities and Family Risk for Dyslexia	Peter F. de Jong, University of Amsterdam: p.f.dejong@uva.nl ; Sietske van Viersen; Ben Maassen; Elise de Bree; Aryan van der Leij	
5	When diglossia meets dyslexia: The effect of diglossia on vowel and unvowel word reading among native Arabic-speaking dyslexic children	Rachel Schiff, Bar-Ilan University: rschiff@mail.biu.ac.il ; Elinor Saiegh-Haddad	
Friday 10:25-12:05	Spoken Paper: Early literacy variation		
1	Development of children's identity and position processing for letter, digit, and symbol strings: A cross-sectional study of the primary school years	Teresa Schubert, Macquarie University: teresa.schubert@mq.edu.au ; Nicholas Badcock; Saskia Kohnen	

2	The acquisition of different kinds of print-to-sound rules	Eva Marinus, Macquarie University/ ARC Centre of Excellence in Cognition and its Disorders (CCD): eva.marinus@mq.edu.au ; Xenia Schmalz; Anne Castles	
3	The role of early speech and language in predicting literacy outcomes: Secondary analysis of the ALSPAC dataset	Julia Carroll, Coventry University: ab8107@coventry.ac.uk	
4	The emergence of automatic letter-sound integration and its role in learning to read: Results from a longitudinal study	Francina Clayton, University College London: f.clayton.12@ucl.ac.uk ; Charles Hulme; Claire Sears	
5	Sound-symbol learning in 4-5 year old children predicts word reading performance three years later	Josefine Horbach, University Hospital of the RWTH Aachen: jhorbach@ukaachen.de ; Felicitas Karbach; Kathrin Weber; Stefan Heim; Thomas Günther	
12:05-12:35	LUNCH		
12:35-2:05	POSTER SESSION III	Authors	
1	Syndrome of Hyperlexia: Can We Bridge Different Perspectives for More Accurate Diagnosis?	Leily Ziglari, Texas A&M University: leily.ziglari@tamu.edu ; Malt Joshi	
2	Profiles of Poor Comprehenders across Different Orthographies: A Meta-analytic Review	Luxi Feng, Texas A&M University: sarah.feng.89@gmail.com ; Daibao Guo, Wei Jiang, Malt Joshi	
3	The Influence of Morphological Complexity on Spelling Accuracy in Students with Specific Learning Disabilities	Stephanie Lebby, USF: skreis@mailusf.edu ; Ruth H. Bahr	
4	Segmental and Suprasegmental Phonological Skills in Chinese-English Bilingual Children with Reading Comprehension Difficulties	Qinli Deng, The University of Hong Kong: qinlideng@gmail.com ; Xiuli Tong; William Choi	
5	The Role of Imageability in Word Learning Efficiency and Transfer	Laura Steacy, Florida State University: laurasteacy@hotmail.com ; Donald Compton	
6	Growth of phonemic awareness and spelling in a second language	Susanna Yeung, The Education Universit of Hong Kong: siusze@eduhk.hk ; Yingyi Liu	
7	Text macrostructure: knowledge, comprehension and writing	Catherine Turcotte, Universite du Quebec a Montreal: turcotte.catherine@uqam.ca ; Amélie Gendron; Marie-Julie Godbout	
8	Developing a reading and writing difficulties scale for students in higher education.	Tomone Takahashi, Shinshu University: tomonet@shinshu-u.ac.jp ; Ene Mitani	
9	Students' SES and growth trajectories on narrative and informative/explanatory text: a latent growth curve analysis.	Laura Clark Briggs, Middle Tennessee State University: lcc2a@mtmail.mtsu.edu ; Jwa K. Kim	

10	Reading Comprehension across Three Languages: Tagalog, Filipino, and English	Portia Padilla, Wilfrid Laurier University: padi5260@mylaurier.ca ; Nicole Ong ; Poh Wee Koh ; Alexandra Gottardo	
11	Catch 22: A disconnect between statistical validity and instructional utility in latent profile analysis	Steve Amendum, University of Delaware: amendum@udel.edu ; Kristin Conradi; Bong Gee Jang	
12	The effect of semantic gap on the morphological processing abilities of Hebrew-speaking students with dyslexia	Miki Cohen, David Yellin College, The Hebrew University of Jerusalem: mikico24@gmail.com ; Reut Marton; Shani Levy-Shimon, Rachel Schiff	
13	Children's Engagement During Shared Reading	Ryan Bowles, Michigan State University: bowlesr@msu.edu ; Jill Pentimonti; Tricia Zucker; Sherine Tambyraja; Laura Justice	
14	Readers' representation of reading contexts and tasks	Anne Britt, Northern Illinois University: britt@niu.edu ; Jean-François Rouet; Colin Lescarret; Katheryn Rupp; Christian Steciuch	
15	Development of a speech synthesis designed to provide feedback on kindergarten children's invented spellings.	Stine Engmose, University of Copenhagen: lxk494@hum.ku.dk	
16	How working memory and advance organizer affected children's comprehension	HsinYing Chien, National Taitung University: linyu8888@nttu.edu.tw ; Chi-Shun Lien	
17	The Effects of Peer-led Study Skill Training on Learning Strategies and Academic Achievement for First Year University Students with and without a History of Reading Difficulties	Adrienne O'Neil, Dalhousie University: adrienne.oneil@dal.ca ; Jessica Soley	
18	Morphological Awareness as a Predictor of Adult Reading Comprehension	Maddie Kotzer, Queens University: 11mnk3@queensu.ca ; John Kirby	
19	From early words to literacy: A longitudinal study	Laura Alaria, UNIGE: laura.alaria@unige.ch ; Tamara Patrucco-Nanchen; Céline Béguin; Diane Poulin-Dubois; Margaret Friend; Pascal Zesiger	
20	Beyond the simple view of reading – grammatical competencies and reading comprehension in German	Barbara M. Schmidt, University of Cologne: barbara.schmidt@uni-koeln.de ; Inga Wiedemuth; Doris Vahlhaus-Aretz; Alfred Schabmann	
21	Using Big Data to Understand Reading Growth	Elfrieda H. Hiebert, TextProject: hiebert@textproject.org ; Collin Sellman	
22	Concurrent and predictive validity of the Renfrew bus story test	Jannicke Karlsen, University of Oslo: karlsenjannicke@hotmail.com ; Hanne Næss Hjetland; Bente Eriksen Hagtvet; Monica Melby-Lervåg	

23	Predicting Reading Comprehension Test Scores Across Different Response Formats	Alyson Collins, Texas State University: alysonacollins@txstate.edu ; Donald L. Compton; Jennifer K. Gilbert; Esther R. Lindström	
24	Searching for Compensated Dyslexics: Adult Reading History Questionnaire Revisited	Rauno K. Parrila, University of Alberta: rauno.parrila@ualberta.ca ; Helene Deacon; Bradley Bergey; Annie Laroche	
25	Internal Structure of the Phonological Awareness Literacy Screening in Spanish for Preschoolers	Marcia Invernizzi, University of Virginia: mai@virginia.edu ; Patrick Meyer; Karen Ford	
26	SAIL Intervention: Leveraging Opportunity to Advance Young Children's Orthographic and Vocabulary Knowledge	Kathy Ganske, Vanderbilt University: kathy.ganske@vanderbilt.edu	
27	Orthographic learning via self-teaching in children learning to read French: Effects of previous knowledge about word-specific spelling and graphotactic regularities	Sebastien Pacton, Paris Descartes University: mlbcigales@laposte.net ; Gaëlle Borchardt; Marie-Line Bosse	
28	Semantic Fluency as a Predictor of Reading Comprehension	Amanda C. Miller, Regis University: amiller@regis.edu ; Melissa Heronema; Emily Adam; Analyse DeSousa; Abigail Simpson	
29	Adolescents' inference generation: The role of knowledge and working memory	Amy Barth, Buena Vista University: barth@bvua.edu ; Sharon Vaughn; Marcia Barnes; Greg Roberts	
30	Do Visuo-motoric Aspects of Orthographic Characters Influence Writing Fluency in Children with Dyslexia?	Cameron Downing, Bangor University: psuc0b@bangor.ac.uk ; Markéta Caravolas	
31	Significant Enrichment of Putatively Damaging Rare Variants in Reading and Language Genes	Andrew Adams, Yale University: andrew.adams@yale.edu ; Dongnhu Truong; Mellissa Demille; Bruce Pennington; Shelley Smith; Richard Olson; Jeffrey Gruen	
32	Visual Processing and Orthographic Growth in Young Children: A Longitudinal Study	Richard S. Kruk, University of Manitoba: richard.kruk@umanitoba.ca ; Carmen Taylor	
33	Molecular genetic examination of nonword repetition in a multigenerational family with a history of verbal trait disorders	Dongnhu Truong, Yale School of Medicine: dongnhu.truong@yale.edu ; Andrew Adams; Mellissa DeMille; Shelley Smith; Lawrence Shriberg; Jeffrey Gruen	
34	Differential Contributions of Specific Executive Functions to Word- versus Comprehension Level Reading	Neena Hudson, Vanderbilt University: neena.m.saha@vanderbilt.edu ; Laurie E. Cutting; Stephanie Del Tufo	
35	Reading related skills and brain structure are associated with variation in the SETBP1 gene	Meaghan Perdue, University of Connecticut: meaghan.perdue@uconn.edu ; Sergey Kornilov; Kaja Jasinska; Kayleigh Ryherd; W. Einar Mencl; Ken Pugh; Elena Grigorenko; Nicole Landi	

36	Development and prediction of context-dependent vowel pronunciation in typical developing and struggling elementary English readers	Donald Compton, Florida State University: dcompton@fcrr.org ; Laura Steacy; Yaacov Petscher; Jay Rueckl; Stephen Frost; Ken Pugh	
37	Growth in Emergent Literacy Skills of Preschool Children with and without Hearing Loss	Krystal Werfel, University of South Carolina: werfel@sc.edu	
38	The Effects of Native Language Instruction on the Language and Literacy Achievement of PreK-6th Grade Language Minority Students	Gladys Aguilar, Harvard University: gaguilar@g.harvard.edu ; Sarah Surraín	
39	Knowledge Related to English Reading among Pre-Service Teachers in Malaysia	Zhuo Chen, Texas A&M University: zhuoyue87@tamu.edu ; Zihan Geng; Ruoqiao Chang; Xueyan Hu; Shaun Ko; Mahjabin Chowdhury; Lobat Asadi; Angelica Ribeiro; L. Quentin Dixon; Shakiba Razmeh; Amin Davoodi; Juliana Othman; Hooi-Lin Lau; Salasiah Che Lah; Jing Zhao; R. Malatesha Joshi	
40	Comparing Grammatical Complexity in Classroom Talk and Academic Texts	Laurel Teller, Vanderbilt University: laurel.j.teller@vanderbilt.edu ; Sylvia Liang; Melanie Schuele; Stephen Camarata	
41	A Comparison of Relations Among Word Reading, Vocabulary Knowledge and Phonological Awareness in Chinese-English Bilinguals From Canada and China	Michelle Huo, Wilfrid Laurier University: michelleryh@gmail.com ; Alexandra Gottardo; Xi Chen; PohWee Koh; Rong Yan; Jin Xue; Esther Geva	
42	Remediation and Double-Deficit Children	Virginia Cronin, George Washington University: virginiascronin@gmail.com ; Krati Jain	
43	Speech sound production in preschoolers later diagnosed with reading disability.	Susan Lambrecht Smith, MGH Institute of Health Professions: slambrechtsmith@mghihp.edu ; Jenny Roberts; John Locke	
44	Evaluating a K-3 multi-tier, or RTI, reading reform initiative using a regression discontinuity design	Michael Coyne, University of Connecticut: mike.coyne@uconn.edu	
45	Is children's comprehension of complex sentences malleable? Exploring dynamic assessment as a means of identifying children at risk for comprehension difficulties	Shih-Yuan Liang, Vanderbilt University: nachten@gmail.com ; C. Melanie Schuele	
46	Reading skills, hyperactivity, and inattention as functions of attribution latent class profiles	Kimberley Tsujimoto, Brock University: kimberley.tsujimoto@mailutoronto.ca ; Jan Frijters; Joan Bosson-Heenan; Jeffrey Gruen	
47	A Non-Speech Dynamic Assessment of the Alphabetic Principle	Kate Saunders, University of Kansas: k Saunders@ku.edu ; Lesa Hoffman; R. Michael Barker; Kandace Fleming; Carol Cummings; Mindy Sittner Bridges	

48	Morphological awareness and reading in Portuguese	Mr. Pedro Viana, Salgado de Oliveira University: pedrodoutorando@gmail.com ; Márcia Elia da Mota	
49	Spelling in parent-child conversations	Molly Farry-Thorn, Washington University, St. Louis: mfarry-thorn@wustledu ; Rebecca Treiman	
50	Summarizing and Main Idea Interventions for Upper Elementary and Secondary Students: A Meta-Analysis of Research from 1978 to 2016	Elizabeth Stevens, University of Texas at Austin, Elizabeth.stevens@utexas.edu ; Sunyoung Park	
51	Retention of orthographic and semantic learning: A one year follow-up study with elementary school children.	Rebecca Tucker, Dalhousie University: rebecca.tucker@dal.ca ; Catherine Mimeau; Hélène Deacon	
Friday 2:05-3:45	Symposium: Morphological Awareness: A Key Driver of Literacy and Biliteracy Acquisition	CHAIR: William Choi	
1	The Role of Morphological Awareness in Chinese and English Word Reading: Language Constraints on Transfer	William Choi, The University of Hong Kong: choitm@hku.hk ; Xiuli Tong	
2	Direct and Indirect Effects of Compounding Morphological Awareness in Reading Comprehension of Korean Children	Jeung-Ryeul Cho, Kyungnam University: jrcho@kyungnam.ac.kr	
3	Morphological Awareness in Childhood and Early Adolescence: Prediction of Reading Comprehension	Kate Cain, Lancaster University: k.cain@lancaster.ac.uk ; Emma James; Nicola Currie	
4	Morphological Awareness in Biliteracy Development: Evidence from Korean EFL Learners in Grades Five and Six	Han Suk Bae, Seoul National University of Education: hsb.readologist@gmail.com ; R. Malatesha Joshi	
5	DISCUSSION	DISCUSSANT: William Nagy, Seattle Pacific University: wnagy@spu.edu	
Friday 2:05-3:45	Symposium: Development of reading comprehension in primary school	CHAIR: Minna Torppa	
1	Development of language and reading comprehension ability from 4 years to 4th grade	Monica Melby-Lervåg, University of Oslo: monica.melby-lervag@isp.uio.no ; Hanne Næss Hjetland, Arne Lervåg, Solveig-Alma Halaas Lyster, and Bente Eriksen Hagtvet	
2	Stability of Reading Development and Difficulties	Maria Psyridou, University of Jyväskylä: maria.m.psyridou@jyu.fi ; Minna Torppa, Asko Tolvanen, Anna-Maija Poikkeus, Marja-Kristiina Lerkkanen, & Jari-Erik Nurmi	
3	Development of reading comprehension during elementary school in two transparent orthographies	Piret Soodla, Tallinn University: piret.soodla@tlu.ee ; Minna Torppa, Eve Kikas, Marja-Kristiina Lerkkanen, Jari-Erik Nurmi	
4	The long-term contribution of emergent literacy and early behavioral self-regulation to reading and math: The moderating role of gender	Freyja Birgisdottir, University of Iceland: freymbi@hi.is ; Steinunn Gestsdottir & John Geldhof	

5	DISCUSSION	DISCUSSANT: Jessie Ricketts	
Friday 2:05-3:45	Symposium: <u>Individual Differences in Word Learning</u>	CHAIR: Dawna Duff	
1	Morphology and Word Learning	Nicola Dawson, Royal Holloway, University of London: nicola.dawson.2015@live.rhul.ac.uk ; Kathy Rastle; Jessie Ricketts	
2	Home language environment as a predictor of Incidental word learning during reading in children who speak English as an additional language: Evidence from eye movements	Holly Joseph, University of Reading: h.joseph@reading.ac.uk	
3	The Effect of Comprehension Skill and Reader-Text Matching on Word Learning While Reading Text	Dawna Duff, University of Pittsburgh: dduff@pitt.edu	
4	Examining the Effects of DictionarySquared on High School Students' Vocabulary and Reading Comprehension: A Randomized Control Trial	Suzanne M. Adlof, University of South Carolina: sadlof@mailbox.sc.edu ; Adam Kapelner; Yaacov Petscher; Margaret McKeown; Charles Perfetti	
5	Individual Differences in Word Learning	DISCUSSANT: Margaret McKeown, University of Pittsburgh: mckeown@pitt.edu	
Friday 2:05-3:45	Spoken Paper: Gene-environment interaction in literacy development		
1	<u>Twins without genes: Using twin data to explore environmental influences on literac</u>	Brian Byrne, University of New England: bbyrne@une.edu.au ; Katrina Grasby; William Coventry; Richard Olson	
2	<u>Using twins to explore environmental influences on academic achievement: Estimating the size of the "teacher effect" on literacy and numeracy in Australian school children</u>	Katrina Grasby, Society for the Scientific Study of Reading: kgrasby2@une.edu.au ; William Coventry; Brian Byrne; Richard Olson	
3	<u>Key Deficits of Reading Disability Share Common Genetic, Shared, and Non-shared Environmental Effects</u>	Florina Erbeli, Florida Center for Reading Research: ferbeli@fcrr.org ; Sara A. Hart; Jeanette Taylor	
4	<u>Ecological Profiles of Pre-K Children's Home Environment and their Relationship to Early Language and Reading Skills</u>	Ann A. O'Connell, The Ohio State University: oconnell.87@osu.edu ; Gloria Yeomans-Maldonado; Nivedita Bhaktha; Kimberly Murphy; LAARC	
5	<u>Relations among intrinsic and extrinsic reading motivation, reading amount, and comprehension</u>	James Kim, Harvard University: james_kim@gse.harvard.edu ; Margaret Troyer	
Friday 2:05-3:45	Spoken Paper: Chinese literacy practices		
1	<u>Sensitivity to symmetry in Chinese characters and early literacy: A longitudinal study</u>	Li Yin, Tsinghua University: yinl@tsinghua.edu.cn ; Catherine McBride	

2	Chinese Character Segmentation Strategies and the Use of Orthographic Knowledge: A Study on Ethnic Minority Adolescent CSL Learners	Elizabeth Ka Yee Loh, The University of Hong Kong: ekyloh@hku.hk	
3	Automatic phonological activation at lexical and sub-lexical levels in visual Chinese character recognition: evidence from backward-masking	Lin Zhou, Chinese University of Hong Kong: zoe.zhoul@gmail.com ; Ling-po Shiu	
4	Effects of Peer-Assisted Learning Strategies (PALS) on Reading Literacy of Chinese-Speaking Students : Tier I & II Students	Shu-Hsuan (Linda) Kung, National Tsing Hua University: shkung@mail.nhcue.edu.tw	
5	Contribution of dialect transformation skills to Chinese written composition among Cantonese-speaking children	Pui-sze Yeung, The University of Hong Kong: patcy@hku.hk ; Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung	
3:45-4:00	COFFEE BREAK		
4:00-5:00	Plenary Session		
06:00-10:00	CONFERENCE DINNER		
7:15-8:30	BREAKFAST		
Saturday 8:30 - 10:10	Symposium: Resistors versus Responders to Intervention for Reading Disability: Bringing Together Multiple Perspectives to Inform Theory and Practice	CHAIR: Jeffrey Malins	
1	(Brain) Response To Intervention	W. Einar Mencl, Haskins Laboratories: einar@haskins.yale.edu	
2	Trial-by-Trial Variability in Neural Activation to Print: Relations to Reading Skill and Remediation	Jeffrey Malins, Haskins Laboratories & Yale University: malins@haskins.yale.edu	
3	Division of Labor in Word Naming Predicts Response to Intervention	Stephen Frost, Haskins Laboratories: frosts@haskins.yale.edu	
4	Parametrically Modeling Individual Differences in Developmental Dyslexia	Henry Wolf VII, University of Connecticut: henry.wolf_vii@uconn.edu ; Jay Rueckl	
5	DISCUSSION	DISCUSSANT: Robin Morris, Georgia State University: robinmorris@gsu.edu	
Saturday 8:30 - 10:10	Symposium: Factors impacting spelling in an additional language	CHAIR: Janina Kahn-Horwitz	
1	Reading and spelling processes in EFL among Hebrew and Arabic speakers of differing ability levels: Similarities and differences	Susie Russak, Beit Berl Academic College: susie.russak@gmail.com	
2	The influence of spelling skills on English as a foreign language (EFL) writing	Barbara Arfé, DPSS-University of Padova: barbara.arfe@unipd.it ; Robin Danzak	

3	L1 Word Decoding and L2 Phonological Awareness Predict L2 Spelling in U.S. Foreign Language Learners	Richard L. Sparks, Mt. St. Joseph University: richard.sparks@msj.edu	
4	Acquisition of English Spelling Among low SES English Language Learners from Spanish Speaking Background	Elena Zaretsky, Clark University: ezaretsky@clarku.edu	
5	Explicit teaching of orthographic conventions to English as an Additional Language Adolescents: Individual differences	Janina Kahn-Horwitz, Oranim Academic College of Education: janina.kahn.horwitz@gmail.com	
Saturday 8:30 - 10:10	Spoken papers: Reading vocabulary learning		
1	Encoding: A Playful Introduction to Kindergarten Literacy	Marjorie Gillis, Haskins Laboratories: gillis@haskins.yale.edu ; Jeannine Herron	
2	On the Quality of Phonological Representations, Phoneme Awareness, and Vocabulary Learning	Monique Sénéchal, Carleton University: monique.senechal@carleton.ca ; Gene Ouellette	
3	Word learning from reading and listening to stories: an eye-tracking study	Alessandra Valentini, University of Reading: alessandra.valentini4@gmail.com ; Julie Kirkby; Rachel Pye; Carmel Houston-Price; Jessie Ricketts	
4	Differential incidental vocabulary acquisition by person- and item-level factors in secondary students	Jennifer Cooper, Middle Tennessee State University: jcooper@live.com ; Amy M. Elleman, Ph.D.; Jwa Kim, Ph.D.; Aleka Blackwell, Ph.D.	
5	The Development of Academic Vocabulary among Arabic Native Speaking Middle School Pupils: How Much Do They Really Know	Baha Makhoul, Oranim Academic College: baham@cet.ac.il ; Elite Olshtain	
Saturday 8:30 - 10:10	Spoken Papers: Cross-linguistic aspects of bilingual reading		
1	Enhancing Learning of Multilingual Children from a Linguistic Minority: A Randomised Controlled Trial in Portuguese-Speaking Children from Luxembourg.	Ariana Loff, University of Luxembourg - ECCS: mailloff@gmail.com ; Pascale Engel de Abreu; Carolina Nikaedo; Rute Tomás; Romain Martin	
2	The Importance of First Language Phonological Mediation in Second Language Visual Word Recognition: Evidence from Late Mandarin-English and French-English Bilinguals	Joanna Guohong Zeng, The University of British Columbia: joannagz@alumni.ubc.ca ; Marion Porath	
3	Predicting word reading in French among emergent bilinguals in French immersion	Sheila Cira Chung, University of Toronto: sheila.chung@mailutoronto.ca ; Xi Chen; Helene Deacon	
4	The Relationship of Spanish Spelling to English Writing Two Years Later among Spanish-English Bilingual Children	L. Quentin Dixon, Texas A&M University: qdixon@tamu.edu ; Leily Ziglari; Zhuo Chen; Angelica Ribeiro; Roya Pashmforoosh; Xueyan Hu; Angela Wang; Mahjabin Chowdhury; Amin Davoodi; Shakiba Razmeh; Ruoqiao Chang; Zihan Geng	

5	Modeling the academic year growth and summer loss variability in language proficiency of bilingual children using longitudinal models of change	Yusra Ahmed, University of Houston: yusra.ahmed@times.uh.edu ; David Francis	
Saturday 8:30 - 10:10	Spoken papers: Precursors of reading development		
1	Relation between early language exposure and vocabulary size with literacy development in a computational model of reading	Ya-Ning Chang, Lancaster University: y.chang5@lancaster.ac.uk ; Padraic Monaghan; Stephen Welbourne	
2	Phonological processing and the acquisition of reading in Arabic speaking school children across grades 2 to 9	Abir AlSharhan, Centre for Child Evaluation and Teaching: a.sharhan@ccetkuwait.org ; Abdessattar Mahfoudhi; John Everatt	
3	Preschool language abilities and their impact on reading comprehension: A 9 year longitudinal study	Solveig-Alma Lyster, Department of Special Needs Education: sollyster@isp.uio.no ; Maggie Snowling; Charles Hulme; Arne Ola Lervaag	
4	Growth of Reading Test Scores from 6th through 8th Grades: A Longitudinal Data Analysis	Jwa Kim, Middle Tennessee State University: jwa.kim@mtsu.edu ; Daren Li; Zahya Ahmed; Qian Wang; Nancy Peng	
5	A longitudinal investigation of French and English reading comprehension in multilingual students enrolled in French immersion programs in Canada	Daniel Berube, Université de Saint-Boniface: danielberube1@hotmail.com ; Stefka H. Marinova-Todd; Yuuko Uchikoshi	
10:10-10:25	COFFEE BREAK		
Saturday 10:25-12:05	Symposium: Reading Ability and Print Exposure	CHAIR: Elsje van Bergen	
1	Development of reading interest from age 4 to 9: The roles of shared reading and vocabulary	Minna Torppa, University of Jyväskylä: minna.p.torppa@jyu.fi ; Kati Vasalampi; Kenneth Eklund; Pekka Niemi	
2	Digital reading miles as a way to improve Grade 1 children's reading level	Maria T. Sikkema - de Jong, Leiden University : jongtm@fsw.leidenuniv.nl ; Deborah N. van Duijn ; Kirsten Dol	
3	Genetic correlations between reading ability and print exposure	Richard Olson, University of Colorado Boulder: Richard.Olson@Colorado.EDU ; Jacqueline Hulslander; Janice Keenan	
4	Unravelling the link between reading ability and print exposure	Elsje van Bergen, Vrije Universiteit Amsterdam: e.van.bergen@vu.nl ; Maggie Snowling; Eveline de Zeeuw; Toos van Beijsterveldt; Conor Dolan; Dorret Boomsma	
5	DISCUSSION	DISCUSSANT: Anne Cunningham, University of California, Berkeley: acunning@berkeley.edu	

Saturday 10:25-12:05	Symposium: <u>Exploring Intervention Effects on Students' Argument Writing</u>	CHAIR: Margaret McKeown	
1	Using Quality Talk Language Arts to Enhance Fifth-Grade Students' Argumentation and Writing	P. Karen Murphy, The Pennsylvania State University : pkm15@psu.edu ; Jeffrey A. Greene; Carla M. Firetto	
2	Understanding Argument Writing as Situated Practice	Margaret Sheehy, University at Albany: msheehy@albany.edu ; Donna Scanlon	
3	Cognitive and Linguistic Features of Adolescent Argumentative Writing: Do Connectives Signal More Complex Reasoning?	Karen S. Taylor, University of California, Irvine: taylorks@uci.edu ; Joshua F. Lawrence; Carol M. Connor	
4	Enhancing Students' Argument Writing: Effects of an Instructional Intervention	Margaret G. McKeown, University of Pittsburgh: mckeown@pitt.edu ; Amy C. Crosson; Richard J. Correnti; Lindsay Clare Matsumura; Rafael Quintana Umana; Mary Sartoris	
5	DISCUSSION	DISCUSSANT: Anne Britt, Northern Illinois University	
Saturday 10:25-12:05	Symposium: <u>Critical Evaluation of the Conceptualizations and Operationalizations of Letter Knowledge</u>	CHAIR: Jason Lon Anthony	
1	Dimensionality of letter knowledge across names, sounds, case, and response modalities.	Jason Anthony, University of Texas Health Science Center at Houston: jason.L.Anthony@uth.tmc.edu	
2	Which sounds should be scored as correct on an English test of letter sounds?	Janelle Montroy, University of Texas Health Science Center at Houston: janelle.J.Montroy@uth.tmc.edu ; Jason Anthony; Jeffrey Williams	
3	Bias in the assessment of English letter name and English letter sound knowledge: Group differences by gender, racial, and language status groups.	Matthew Foster, University of Texas Health Science Center at Houston: Matthew.E.Foster@uth.tmc.edu ; Jason Anthony; Janelle Montroy; Jeffrey Williams	
4	Psychometric evaluations of the letter knowledge tests on the School Readiness Curriculum Based Measurement System (SRCBM).	Jeffrey Williams, University of Texas Health Science Center at Houston: Jeffrey.Williams@uth.tmc.edu ; Jason Anthony	
5	DISCUSSION	DISCUSSANT: Shayne Piasta, Ohio State University: piasta.1@osu.edu	
Saturday 10:25-12:05	Spoken Paper: Digital reading development		
1	Enhancing Children's Comprehension Monitoring Using e-Books: An Eye-Movement Study	Elham Zargar, University of California, Irvine: elhamz@uci.edu ; Ashley Adams; Carol Connor	

2	An Investigation of Publication Bias in the Assistive Technology Literature for Students with Reading Disabilities Using a P-Curve Analysis	Sarah Wood, Sarah Wood: wood@psy.fsu.edu ; Jerad H. Moxley; Sunaina Shenoy ; Richard K. Wagner	
3	Literacy skills predict performance in online research and comprehension	Laura Kanniainen, University of Jyväskylä: laura.k.kanniainen@jyu.fi ; Carita Kiili; Asko Tolvanen; Mikko Aro; Paavo H. T. Leppänen	
4	In digital reading, good comprehenders adapt their reading times to task difficulty	Johannes Naumann, Goethe-University: j.naumann@em.uni-frankfurt.de	
5	Pay attention to digital text: Print and digital text comprehension in adults with and without ADHD	Gal Ben-Yehudah, The Open University of Israel: galby@openu.ac.il ; Adi Brann	
Saturday 10:25-12:05	Spoken Paper: reading and developmental disorders		
1	Far Too Few Literacy Interventions for Students with Autism Spectrum Disorder: A meta-analysis	Julie Thompson, Texas A&M University: jthompson@tamu.edu ; Eun Hye Ko	
2	Predictors of Word Reading for Children with ASD	Jaclyn Dynia, The Ohio State University: jdynia@ehe.osu.edu ; Matt Brock; Laura Justice	
3	Aspects of Inference Making: A Comparison of Sighted Children and Children with Visual Impairments	Jane Oakhill, University of Sussex: j.oakhill@sussex.ac.uk ; Susan Sullivan	
4	Predictors of Intervention Response by Children with Attention Deficit/Hyperactivity Disorder (ADHD) and Reading Difficulties (RD): The Contributions of ADHD Symptoms and Sluggish Cognitive Tempo	Carolyn A. Denton, University of Texas Health Science Center - Houston: carolyn.a.denton@uth.tmc.edu ; Leanne Tamm; Chris Schatschneider; Jeffery Epstein	
5	At home with PA: A comparison of outcomes from parent- and therapist-led interventions for pre-schoolers with hearing loss	Megan Gilliver, National Acoustic Laboratories: megan.gilliver@nal.gov.au	
12:05 - 12.35	LUNCH		
12:35-2:05	POSTER SESSION IV	Authors	
1	<u>Examining the relationships among comprehension and other contributing factors of reading ability across multiple measures</u>	Jane Radaj, Cardinal Stritch University: jmradaaj@gmail.com ; Molly Drake Shiffler	
2	<u>Features of words that influence test difficulty: Differences between EO and EL students</u>	Judy Scott, University of California, Santa Cruz: jascott@ucsc.edu ; Ruben Castaneda; Jack Vevea; Susan Leigh Flinspach	
3	<u>Instructional Practices for Scaffolding Meaning-Making: Text-Based Discussions with Emergent Bilinguals</u>	Carrie Symons, Michigan State University: csymons@msu.edu	
4	<u>Examining the Impact of Spanish Immersion on Young Native English Speakers' English Literacy Skills</u>	Kate Brayko, University of Montana: katebrayko@gmail.com ; Jingjing Sun	
5	<u>Supporting early language and literacy practices through teacher professional development</u>	Noella Piquette, University of Lethbridge: noella.piquette@uleth.ca	

6	The effect of emotions on word decoding	Stephanie Buono, The University of Toronto: stephanie.buono@mailutoronto.ca ; Tina Waring; Earl Woodruff	
7	Acoustic Properties of Fourth-Graders' Statement-Question Contrasts in Speaking and Reading	Wanda Kent, Eastern Michigan University: wkent2@emich.edu ; Heather L. Balog	
8	Lexical-level Predictors of Reading Comprehension in Third Grade: Is Spelling a Unique Contributor?	Kimberly Murphy, Old Dominion University: kamurphy@odu.edu ; Laura Justice	
9	Lexical and Morpho-Syntactic Complexity of Verbal Free-Recall Relate to Individual Differences in Oral Language and Working Memory Ability Among Bilinguals	Veronica Whitford, Massachusetts Institute of Technology & Harvard University: vwhitfor@mit.edu ; Sibylla Leon Guerrero; Valerie Woxholdt; Carolynn Ianello; Laura Mesite; Gigi Luk	
10	Effects of Task Instructions on Memory of Topic Structure Among Second-Language Readers	Yoshinobu Mori, University of Tsukuba: yoshinobu.mori0305@gmail.com	
11	Examining the Role of Self-correction in Beginning Reading	Robert Kelly, The Ohio State University: kelly.1039@osu.edu	
12	Guidelines for the Assessment of Written Language in young adults in Brazilian-Portuguese	Ana Luiza Navas, Faculdade de Ciencias Medicas da Santa Casa: analunavas@gmail.com ; Juliana Postigo Amorina Borges	
13	Speed also matters for phonological awareness	Pierre Cormier, Universite de Moncton: Pierre.Cormier@Umoncton.ca ; Madeleine Léger; Jonathan Cormier; Janelle Mazerolle; Josée Boudreau	
14	The comprehension monitoring abilities of fifth-grade Chinese students	Yu-Min Ku, National Central University, Taiwan: kuyumin@cc.ncu.edu.tw	
15	Is remedial reading intervention in first grade more effective than remedial reading intervention in second grade?	Fiona Kyle, University of London: fiona.kyle.1@city.ac.uk ; Kjersti Lundetræ; Knut Schwiipert; Oddny Judith Solheim; Per Henning Uppstad	
16	Where reading meets math: The impact of reading skill on solving math story problems	Matt Cooper Borkenhagen, University of Wisconsin-Madison: cooperborken@wisc.edu ; Mark S. Seidenberg	
17	Relationships between self-perception of classroom communication abilities and direct testing of language and reading abilities in school-age children who are DHH	Bonita Squires, Dalhousie University: bonita.squires@dal.ca ; Elizabeth Kay-Raining Bird; Lori Moore	
18	Are Different Types of Miscues During Oral Passage Reading Related to Executive Function?	Tin Nguyen, Vanderbilt University: tin.nguyen@vanderbilt.edu ; Laurie Cutting	

19	fMRI of Single-Letter Mental Imagery	Laura Barquero, Vanderbilt University: laura.barquero@vanderbilt.edu ; Sheryl Rimrodt-Frierson; Laurie Cutting	
20	Investigating the Self-Teaching Hypothesis Within the Adult Population	Teba Hamodat, Dalhousie University: tb209216@dal.ca ; Rebecca Tucker; Hélène Deacon	
21	Examining The Effects of a Reading Intervention for Struggling Fourth Graders	Philip Capin, University of Texas at Austin: pcapin@utexas.edu ; Jamie M. Quinn; Gregory J. Roberts; Sharon Vaughn; Johnny Daniel; Paul K. Steinle	
22	‘Ramping Up’ to Faster Tempos: Rhythm Production and Phonological Awareness in First Grade Students from the United States and Norway	Emily Guertin, Brock University: emily.guertin@brocku.ca ; Carolyn Finlayson; Jan C. Frijters; Kjersti Lundetræ; GRaD Consortium; Joan Bosson-Heenan; Jeffrey R. Gruen	
23	How the Language and Format of Instruction Impact English Language Learners’ Reading Growth	Mark Lauterbach, Brooklyn College: markl@brooklyn.cuny.edu ; Katharine Pace Miles; Karen McFadden	
24	Parental reading and learning factors: Relations with children's attention and hyperactivity.	Nicole Banach, Brock University: nb13zp@brocku.ca ; Jan C. Frijters; Joan Bosson-Heenan; Jeffrey R. Gruen	
25	Phonological Awareness Professional Development: An Experimental Study of Adult Teaching Practices and the Impact on Educator Knowledge	Melissa M. Weber-Mayrer, The Ohio State University: weber-mayrer.1@osu.edu ; Shayne B. Piasta	
26	Cross-linguistic serial advantage in rapid naming tasks	Angeliki Altani, University of Alberta: altani@ualberta.ca	
27	Morphological Interventions with Typically Developing and Specific Language Impaired Children: A Meta-analysis	Ruth Mussar, Carleton University: ruth.mussar@gmail.com	
28	Teacher and Student Moves and Language in Math Classrooms	Taffeta Wood, University of California, Irvine: tswood@uci.edu ; Sarah Siegal; Carol Connor	
29	An IRT analysis of struggling adult readers’ performance on orthographic and phonological word reading assessments	Elena Nightingale, Georgia State University: elenanightingale@gmail.com ; Lee Branum-Martin; Daphne Greenberg	
30	Development of English Writing of Young, Multilingual Children	Julie Sture, Simon Fraser University: jsture@sfu.ca ; Kelli Finney; Maureen Hoskyn	
31	Feedback for adolescent ELL writers: A meta-analysis	Stacy Fields, Middle Tennessee State University: stacy.fields@mtsu.edu ; Victoria Gay; Summer Talbert; Amy M. Elleman; Collin Olson	

32	Learning to read and write in a foreign language: A four-wave longitudinal study of children from immigrant families	Cíntia Ertel Silva, University of Luxembourg: cintia.ertel@uni.lu ; Ariana Loff; Pascale Engel de Abreu	
33	Procedural learning is associated with reading development in children with and without dyslexia	Sanne van der Kleij, Radboud University: s.vanderkleij@pwo.ru.nl ; Margriet A. Groen; Eliane Segers; Ludo Verhoeven	
34	Using corpus methods to identify teacher strategies in guided reading	Liam Blything, Lancaster University: lblything@lancaster.ac.uk ; Andrew Hardie; Kate Cain	
35	The Role of Executive Function in Predicting Reading Skills: A Longitudinal Examination of Preschool Language Minority Children	Sarah V. Alfonso, Florida State University: alfonso@psy.fsu.edu ; Christopher J. Lonigan	
36	Orthographic Profiles in Specific Language Impairment: Working Memory Insights	Marie-Pier Godin, Université du Québec à Montréal: godin.marie-pier@uqam.ca ; Andréanne Gagné; Nathalie Chapleau	
37	Rapid Automatized Naming Predicts More than Grapheme-Phoneme Fluency: Evidence from Simultaneous French-English Bilinguals	Miriam McBreen, McGill University: mcbreenmiriam@gmail.com ; Robert Savage; Fred Genesee; Caroline Erdoes; Corinne Haigh; Aishwarya Nair	
38	The Impact of Summer Slide on Reading Growth for Low SES Students Across Two Years	Elizabeth Crawford-Brooke, Lexia Learning: lbrooke@lexialearning.com ; Paul Macaruso; Rachel L. Schechter	
39	White Matter Differences Reflect Second Language History Among Bilinguals	Laura Mesite, Harvard University: lm881@mail.harvard.edu ; Sibylla Leon Guerrero; Valerie Woxholdt; Veronica Whitford; Gigi Luk	
40	Monitoring the Coherence of Three Situational Dimensions of Comprehension During L2 Narrative Reading	Yuji Ushiro, University of Tsukuba: ushiro.yuji.gn@u.tsukuba.ac.jp ; Masaya Hosoda; Yoshinobu Mori; Kentaro Suzuki; Go Tada; Yamato Sasaki; Tomoko Ogiso; Rika Mandokoro	
41	Teachers' Use of Literal and Inferential Extratextual Talk During Shared Reading	Jill Pentimonti, American Institutes for Research: jpentimonti@air.org	
42	The Relationship between Common Core State Standards (CCSS) Categories and Item Structure	Zheng Peng, Middle Tennessee State University: zp2i@mtmail.mtsu.edu ; Jwa Kim; Qian Wang	
43	Handwriting Chinese characters: Data from Normal Children and Children with Developmental Dyslexia	Dustin Kai-Yan Lau, Hong Kong Polytechnic University: dustin.lau@polyu.edu.hk ; Candice Wai-Sze Tam; Tempo Po-Yi Tang	

44	The Role of Morphological Awareness in Word Reading Skills in Japanese	Naoko Muroya, Tokiwa Junior College: muroya@tokiwa.ac.jp ; Tomohiro Inoue; Miyuki Hosokawa; George K. Georgiou; Hisao Maekawa; Rauno Parrila	
45	Who smiled? Do the temporal characteristics of events influence children's first mention/subject interpretation of personal pronouns?	Gillian Francey, Lancaster University: g.francey@lancaster.ac.uk ; Kate Cain	
46	What Improves Reading Comprehension the Most? A Comparison Study of Vocabulary, Syntax and Comprehension-Monitoring Interventions	David Saldaña, Universidad de Sevilla: dsaldana@us.es ; Isabel Rodríguez-Ortiz; Francisco Javier Moreno-Pérez; Ian C. Simpson; Marta Valdés-Coronel	
47	Writing Matters: Developmental Changes in Chinese Visual Character Recognition	Szu-Yu Chen, National University of Tainan: d10411005@stunmail.nutn.edu.tw ; Zih-Yun Yang ; Hsin-Chin Chen	
48	Supporting Complex Randomized Controlled Trial Designs with Not as Complex Analytic Solution	Yaacov Petscher, Florida Center for Reading Research: ypetscher@fcrr.org ; Christopher Schatschneider; Jeanne Wanzek	
49	Phonological Proficiency Predicts Word-Level Reading Skills Better Than Conventionally Scored Phonological Awareness Tests	David Kilpatrick, State University of New York, College at Cortland: david.kilpatrick@cortland.edu	
Saturday 2:05-3:45	Symposium: Assessment and intervention considerations in working with adult literacy learners	CHAIR: Maureen W. Lovett	
1	Speed versus accuracy for adults who struggle with reading	Lee Branum-Martin, Georgia State University: BranumMartin@gsu.edu ; Daphne Greenberg; Elena Nightingale	
2	Which motivation constructs capture meaningful variation in reading and language skills of adults with low literacy skills	Jan C Frijters, Brock University: jan.frijters@brocku.ca ; Yana Lackman; Prarthana Franklin; Natalie Spadafora; Daphne Greenberg	
3	Developing and evaluating a reading intervention for adult literacy learners	Maureen W. Lovett, The Hospital For Sick Children/University of Toronto: mwl@sickkids.ca ; Jan C. Frijters; Jennifer Goudey ; Arthur Graesser; Daphne Greenberg	
4	Scaffolding Reading Comprehension Strategies through AutoTutor	Arthur Graesser, University of Memphis: graesser@memphis.edu ; Andrew Olney	
5	Digital Literacy in Struggling Adult Readers	Andrew Olney, University of Memphis: aolney@memphis.edu ; Daphne Greenberg ; Dariush Bakhtiari; Amani Talwar	
Saturday 2:05-3:45	Symposium: The Academic Language Register and Disciplinary Writing of Students with Language/Learning Disabilities	CHAIR: Ruth Bahr	

1	Integrated Reading-Writing and Listening-Writing in the Academic Register of the Content Areas of Curriculum for Students in Grades 4 to 9 with Specific Learning Disabilities in Written Language	Virginia W. Berninger, University of Washington: vwb@uw.edu	
2	Coherence and Clause Packages in the Academic Writing of Students with Dyslexia, OWL LD, and Dysgraphia	Elaine R. Silliman, University of South Florida: silliman@usf.edu	
3	Insight into the Roles of Diagnostic Category and the Academic Register on Spelling Patterns in Written Summaries	Ruth H. Bahr, University of South Florida: rbahr@usf.edu	
4	A Systematic Review of Metalinguistic Approaches to Promoting Disciplinary Literacy: Looking at the Road Ahead	Julie Wolter, University of Montana: Julie.Wolter@mso.umt.edu	
5	DISCUSSION	DISCUSSANT: Louise C. Wilkinson, Syracuse University: louisewilkin@gmail.com	
Saturday 2:05-3:45	Symposium: <u>The Secret Life of Suprasegmentals</u>	CHAIR: JoAnne Arciuli	
1	Prosody and Nonword Repetition in Children with Language and Reading Disorders	Alison Hendricks, University of South Carolina: hendriak@mailbox.sc.edu ; Dan Fogerty; Suzanne Adlof; Lesly Wade-Woolley	
2	The relationship between prosodic awareness and spelling accuracy in children with Autism Spectrum Disorder	Benjamin Bailey, The University of Sydney: bbai4795@uni.sydney.edu.au ; Joanne Arciuli	
3	Amplitude envelope onset, native prosodic and phonological awareness, and nonnative word learning.	Wei-Lun Chung, National Taiwan Normal University: weilun.chung@gmail.com ; Linda Jarmulowicz; Gavin M. Bidelman	
4	Does value-driven attentional capture explain stress effects in reading?	Lindsay N. Harris, Northern Illinois University: lharris3@niu.edu ; Charles A. Perfetti	
5	DISCUSSION	DISCUSSANT: Clare Wood, Nottingham Trent University: clare.wood@ntu.ac.uk	
Saturday 2:05-3:45	Spoken papers: Linguistic transfer in phonological processing		
1	Causal-effect of cross language transfer of phonological awareness: a randomized control trial	Brenda Wawire, Florida State University: baw13d@my.fsu.edu ; Young-Suk Kim	
2	Enhancing L2 reading vocabulary development through Phonological Specificity Training	Marco van de Ven, Radboud University Nijmegen: m.vandeven@let.ru.nl ; Eliane Segers; Ludo Verhoeven	
3	Linguistic and Student Predictors of Reading Vocabulary Learning in English as a Second Language	Evelien Mulder, Radboud University Nijmegen: e.mulder@pwo.ru.nl	
4	Sensitivity to L2 spelling consistency during lexical decision and naming: Comparisons across three L1 writing systems	Katherine Martin, Southern Illinois University: martinki@siu.edu	

5	Second Language Reading Difficulties among Native Chinese-Speaking Children Learning to Read English: The Roles of Native and Second Language Skills	Sha Tao, Beijing Normal University: taosha@bnu.edu.cn ; Shifeng Li; Malt Joshi; Qinfang Xu	
Saturday 2:05-3:45	Spoken papers: Variation in lexical learning		
1	Neural activity associated with letter naming speed task manipulations	Noor Al Dahhan, Queen's University: noor.aldahhan@queensu.ca ; John R. Kirby; Donald C. Brien; Douglas P. Munoz	
2	Lexical interpretation in braille reading- online or not?	Anneli Veispak, KU Leuven: anneli.veispak@kuleuven.be ; Jeremy Law; Inthraporn Aranyanak; Ronan Reilly; Pol Ghesquière	
3	Behavioral and ERP evidence for changes in the relationship between discrete RAN and reading in school-aged children	Marjolaine Cohen, University of Geneva: marjolaine.cohen@unige.ch ; Pascal Zesiger; Marina Laganaro	
4	Vowel Pronunciations in Polysyllabic Words	Devin Kearns, University of Connecticut: devin.kearns@uconn.edu	
5	Good and Poor Decoders in Arabic: Predictors of Reading Performance	Sana Tibi, Florida State University: sanatibi@gmail.com ; John R. Kirby	
3:45-4:00	COFFEE BREAK		
Saturday 4:00-17:40	Symposium: <u>Morphological knowledge and dyslexia: An avenue to compensation?</u>	CHAIR: Jeremy Law	
1	Spatiotemporal reorganization of the reading network in adult dyslexia	Eddy Cavalli, Aix-Marseille Université (France) and CNRS: eddy.cavalli@univ-amu.fr ; Pascale Colé; Chotiga Pattamadilok; Jean-Michel Badier; Christelle Zielinski; Valérie Chanoine; Johannes C. Ziegler	
2	Morphological awareness and visual processing of derivational morphology in high functioning adults with dyslexia: An avenue to compensation?	Jeremy Law, University of Leuven (KUL): jeremy.law@kuleuven.be ; Anneli Veispak; Jolijn Vanderauwera; Pol Ghesquière	
3	Morphology and Spelling in French Students With Dyslexia: The Case of Silent Final Letters	Pauline Quémart, Université de Poitiers (France) and CNRS: pauline.quemart@univ-poitiers.fr ; Séverine Casalis	
4	Development of morphological awareness and processing.	Helen Breadmore, Centre for Research in Psychology, Behaviour & Achievement, Coventry University: ab8179@coventry.ac.uk ; Helene Deacon	

5	DISCUSSION	DISCUSSANT: Julia Carroll, Centre for Research in Psychology, Behaviour & Achievement, Coventry University: ab8107@coventry.ac.uk	
Saturday 4:00-17:40	Symposium: <u>Exploring the metalinguistic talk of teachers and learners as a lever for enriching academic language-focused interventions.</u>	CHAIR: Christina Dobbs	
1	Metalinguistic reflections on the pragmatic-aspects of academic language in the urban high school classroom	Christina L. Dobbs, Boston University: cdobbs@bu.edu ; Emily Phillips Galloway; Marisa Olivo; Chloe Madigan	
2	The Development of Literate Language among Young Spanish-English Dual Language Learners	Audrey Lucero, University of Oregon School of Education: alucero@uoregon.edu	
3	Examining the potential of language-focused discussions for fostering metalinguistic skills in high school students	Emily Phillips Galloway, Vanderbilt University: epgalloway@gmail.com ; Christina L. Dobbs; Marisa Olivo; Chloe Madigan	
4	Teacher Language that Supports Students' Interest and Attention to Academic Vocabulary	Sabina Neugebauer, Loyola University Chicago: sneugebauer@luc.edu ; Michael Coyne	
5	DISCUSSION	DISCUSSANT: Paola Uccelli, Harvard University: paola_uccelli@gse.harvard.edu	
Saturday 4:00-17:40	Spoken papers: Language impairment and reading		
1	Language impairment or learning disability: Same or different?	Nickola Nelson, Western Michigan University: nickola.nelson@wmich.edu ; E. Brookes Applegate; Michele A. Anderson; Elena Plante	
2	Improving Language Comprehension in Preschool Children with Language Difficulties: A Cluster Randomized Field Trial	Arne Lervåg, University of Oslo: a.o.lervag@ped.uio.no ; Åste Marie Mjelve Hagen; Monica Melby-Lervåg	
3	Comparing Longitudinal Relations Between Receptive Vocabulary and Reading Comprehension among School-Age Children with Higher-Functioning Autism Spectrum Disorder and Typically Developing Peers	Ryan Grimm, University of California, Davis: ryangrimm2255@gmail.com ; Emily Solari; Nancy McIntyre; Matthew Zajic; Peter Mundy	
4	Morphological processes in children with specific language impairment	Rachel Berthiaume, Université de Montréal: rachel.berthiaume@umontreal.ca ; Marie-Eve Gagnon-Nault; Daniel Daigle	
5	Working memory profiles of children with dyslexia, language impairment, and typical development	Shelley Gray, Arizona State University: shelley.gray@asu.edu ; Sam Green; Mary Alt; Tiffany Hogan; Nelson Cowan	
Saturday 4:00-17:40	Spoken papers: Reading assessment and intervention		

1	Exploring reading readiness in pre-schoolers: Rhythmic abilities are linked to brain sensitivity to orthographic stimuli in the N100 window before formal reading instruction	Paula Ríos López, BCBL: p.rios@bcbleu	
2	Reliability and Validity of Early Childhood Reading Engagement Rating Scale	Claire Seunghee Son, University of Utah: s.claire.son@utah.edu	
3	Full-day French immersion kindergarten: The impact of play-based learning on second-language reading scores	Nathalie Rothschild, OISE, University of Toronto: nrothschild@gmail.com	
4	How interactive storybooks can improve reading comprehension for dual language learners	Ashley Adams, Arizona State University: amadam13@asu.edu ; Maria Adelaida Restrepo; Sarah Fialko; Erin Walker; Arthur Glenberg	
5	Effectiveness of Interventions that Foster Reading Motivation: A Meta-analysis	Roel van Steensel, Erasmus University Rotterdam/Free University Amsterdam: vansteensel@fsw.eur.nl ; Lisa van der Sande; Lidia Arends	
Saturday 4:00-17:40	Spoken papers: Literacy education and professional development		
1	State-sponsored language- and literacy- professional development for early childhood educators: Educator and child outcomes	Shayne Piasta, The Ohio State University: shayne.piasta@gmail.com ; Laura Justice; Ann O'Connell; Susie Mauck; Melissa Weber-Mayrer; Rachel Schachter; Kristin Farley; Caitlin Spear; Tara Strang; Rongfang Jia	
2	An evaluation of a teaching-assistent led reading intervention for 5-6 yr-olds in the UK	Janet Vousden, Coventry University: janet.vousden@coventry.ac.uk ; Clare Wood; Rob Savage; Helen Johnson; Sam Waldron; Sabrina Ammi; Claire Pilinger; Rosa Kwok	
3	The Promise of a Literacy Reform Effort in the Upper Elementary Grades	Adrian Pasquarella, University of Delaware: a.pasquarella@gmail.com ; Sharon Walpole; Mike McKenna; John Strong ; Steve Amendum	
4	Reading component assessments for adult education students	John Sabatini, Educational Testing Service: jsabatini@ets.org ; Tenaha O'Reilly; Kelly Bruce; Daphne Greenberg	
5	Investigation of Quality in Reading Instruction (INQuIRI) for Reading Disability Identification	Kelli Cummings, University of Maryland: kellie@umd.edu	