

**Society for the Scientific
Study of Reading**

Faculty of Psychology and Educational Sciences, University of Porto

July 13 – 16, 2016

Conference Program

WEDNESDAY, JULY 13, 2016			
9:00–16:00	Student and Early Careers Preconference		R249, R250, R252, R254
14:00-16:30	Board Meeting		R143
17:00-19:00	Welcome Reception		Gardens
17:30-19:00	POSTER SESSION I	Authors	Courtyard
1	A beginning exploration of text generation in university students with a history of reading difficulties	Elizabeth MacKay, Dalhousie University: e.mackay@dal.ca ; Annie Laroche; Rauno Parilla; Helene Deacon	
2	An investigation of neural mechanisms of pronominal and causal inferences during reading: Evidence from NIRS	Wanshin Chang, National Chung Cheng University: wanshinchang@gmail.com ; Zih-Yun Yang; Hsin-Chin Chen; Meiyao Wu ; Yuhtsuen Tzeng	
3	Applying testlet response theory models to a reading comprehension test	Weon Kim, Middle Tennessee State University, weon.kim@mtsu.edu ; Eric Oslund	
4	Beyond scores: Design and analysis of process data for computer-based reading assessment	Gary Feng, Educational Testing Service: gary.feng@gmail.com	
5	Can a blended learning model of reading instruction support the development of Ell students' reading skills in kindergarten?	Elizabeth Crawford-Brooke, Lexia Learning: lbrooke@lexialearning.com ; Elizabeth Kazakoff; Paul Macaruso; Jen Elise Prescott	
6	Can we consider that reading comprehension tests assess the same processes?	Bárbara Gottheil, UNSAM: barbara.gottheil@gmail.com ; Adriana Aldrey; Soledad García Fernández; Martín Melman; Juan Pablo Barreyro	
7	Cognitive components underlying reading speed and comprehension vary as a function of group: ASD vs. TD	Martina Micai, University of Seville: mmicai@us.es ; Sobh Chahboun; Mila Vulchanova; Maria José Tirado; David Saldaña	
8	Creating a formative assessment of different reading comprehension processes for 6th grade students	Catherine Turcotte, Université du Québec à Montréal: turcotte.catherine@uqam.ca ; Marie-Julie Godbout; Catherine Croisetière; Nadine Talbot	
9	Developing a tablet-based music perception test to predict reading disabilities in young ELL children	Laura Reynolds, Society for the Scientific Study of Reading: lr10562@aol.com ; Jess L Gregory; Walter Stutzman	

10	Development of reading comprehension development in first- and second- language learners: similarities and differences	Jannicke Karlsen, Østfold University College: karlsenjannicke@hotmail.com ; Monica Melby-Lervåg; Solveig-Alma Halaas Lyster; Bente Hagtvet; Arne Lervåg	
11	Early predictors of reading in language-minority children - Oral language skills predictors for reading in a multilingual context	Cíntia Ertel Silva, University of Luxembourg: cintia.ertel@uni.lu ; Ariana Loff; Pascale Engel de Abreu	
12	Effect of a Spanish vocabulary intervention on reading outcomes of second grade Chilean students	Maribel Granada, Universidad Católica del Maule: mgranada@ucm.cl ; Doris Luft de Baker ; Maria Pomes; Keith Smolkowski	
13	Effects of E2L status on reading comprehension test scores among third and fifth graders: A latent growth curve analysis	Jwa Kim, Middle Tennessee State University: jwa.kim@mtsu.edu ; Tess Fotidzis; Stacy Hayes	
14	Evaluating enhance literacy instruction and buddy reading in coastal Kenya	Margaret (Peggy) Dubeck, RTI International / University of Virginia: mmd8f@virginia.edu ; Matthew Jukes; Elizabeth Turner	
15	Evaluation of a culturally-relevant book scheme - improving reading in rural schools in Zambia	Luisa Tarczynski-Bowles, Coventry University: ab4943@coventry.ac.uk ; Clare Wood; Jackie Abell	
16	Examining the diagnostic accuracy of group and individual measures for predicting performance on statewide reading assessment in upper elementary	Shawn Kent, University of Houston: sckent@uh.edu ; Jeanne Wanzek	
17	Exploring the home literacy practices on reading development of kindergarteners	Tien Thuy Ho, University of California, Irvine: tienth@uci.edu ; Penelope Collins	
18	Expressive vocabulary and its relation with word reading accuracy and reading rate in Brazilian children	Ana Luiza Navas, Faculdade de Ciências Médicas da Santa Casa analunavas@gmail.com ; Fraulein de Paula; Flavia Perez; Carolina Fonseca Freitas; Beatriz Garcia	
19	Extending a model of Reading to Mathematics: Distinguishing cognitive predictors among grade 1-2 and 4-5 children.	Jessica Chan, Queen's University: jessica.chan@queensu.ca ; Derek H. Berg; Lesly Wade-Woolley	
20	Extending the Simple View of Reading: A test of the Cognitive Foundations of Learning to read model	Alison Arrow, Massey University Institute of Education: a.w.arrow@massey.ac.nz ; William Tunmer; James Chapman	
21	How do French dyslexic children use the syllable in silent reading?	Virginie Loiseau, Clermont University, virginie.loiseau@etudiant.univ-bpclermont.fr ; Norbert Maïonchi-Pino	
22	How do reading and listening to stories facilitate vocabulary acquisition?	Alessandra Valentini, University of Reading: alessandra.valentini4@gmail.com ; Carmel Houston-Price; Jessie Ricketts; Rachel Pye	

23	IGDI-Español: Demographic features correlating with differential tier assignments on three measures of oral language	Chase Callard, Utah State University: chase.callard@gmail.com ; Lillian Durán; Alisha Wackerle-Hollman; Jose Palma; Theresa Kohlmeier; Stephanie Brunner	
24	Impetus for reading comprehension: Using inquiry and design based education to improve reading comprehension skills	Conny Boendermaker, Windesheim Flevoland: c.boendermaker@windesheimflevoland.nl ; Marcel Staring; Hanno van Keulen	
25	Incidental academic language acquisition through the reading of graphic novels	Alejandra Ojeda-Beck, University of California, Berkeley: aojedabeck@berkeley.edu	
26	Irregular word reading in the early years: The role of word knowledge	Janet Vousden, Coventry University: janet.vousden@coventry.ac.uk ; Michelle Ellefson	
27	Is the relationship of the Visual Attention Span task with reading (dis)ability verbal or nonverbal in nature?	Eva Staels, Vrije Universiteit Brussel: estaels@vub.ac.be ; Wim Van den Broeck; Katrien Koolen	
28	Is there evidence for differences in comprehension between silent and oral reading?	Ralph Radach, University of Wuppertal: radach@uni-wuppertal.de ; Christian Vorstius; Albrecht Inhoff	
29	Learning to read in opaque languages: The rate of word and non-word reading acquisition in French and English	Melissa Malette, Carleton University: melissamalette@cmail.carleton.ca ; Ashley Bildfell ; Josée Whissell; Monique Sénéchal	
30	Lexical predictors of reading comprehension skills in fourth graders	Nicole Swart, Radboud University Nijmegen: n.swart@pwo.ru.nl ; Mienke Droop; Ludo Verhoeven	
31	Longitudinal predictors of reading comprehension in Spanish	Nuria Calet, Universidad de Granada: ncalet@ugr.es ; Ian C. Simpson ; Nicolás Gutiérrez-Palma; Eduardo Onochie-Quintanilla; Sylvia Defior	
32	Orthographic Learning during stories reading aloud of Chinese children	Yixun Li, Beijing Normal University: 64011816@qq.com ; Linqing Xiao; Jie Zhang; Hong Li	
33	Paired associate learning (PAL) in early kindergarten as a longitudinal predictor of reading skills from late kindergarten through Grade 2	Anna Gellert, University of Copenhagen: agellert@hum.ku.dk	
34	Parental experiences of shared book reading	Claire Pillinger, Coventry University: c.pillinger@coventry.ac.uk ; Emma Vardy	
35	Predicting Reading from visuospatial attention capacity: A Developmental study of children and young adults	Harry Haladjian, Université Paris Descartes: haroutioun@gmail.com ; Carla Morgan; Denis Burnham	
36	Preschool lexical quality profiles and their contribution to first grade reading	Kimberly Murphy, The Ohio State University: murphy.1116@osu.edu ; Kelly Farquharson; Gloria Yeomans-Maldonado	

37	Preschool vocabulary and later reading comprehension ability: A systematic review	Hanne Næss Hjetland, University of Oslo: h.n.hjetland@isp.uio.no ; Ellen Iren Brinchmann; Solveig-Alma Halaas Lyster; Monica Melby-Lervåg	
38	Profiles of reading motivation in elementary school students	Sebastian Löweke, Universität Potsdam: sebastian.loeweke@uni-potsdam.de ; Ulrich Schiefele	
39	Reading narrative, expository and discontinuous texts on paper versus screen: impact on reading comprehension in Argentine high school kids	Marina Simian, Universidad Nacional de San Martín/ CONICET marina.simian@galuzzi.com ; Cecilia Malbrán; Liliana Fonseca; Silvia Grinberg; María José Gattas; Rocío Tascón; Stéfano Cirigliano	
40	Relations among elementary students' use of dialect and concurrent and subsequent reading outcomes	Brandy Gatlin, Georgia State University, Urban Child Study Center: bgatlin@gsu.edu ; Jeanne Wanzek	
41	Relations among personal initiative, reading strategy knowledge, and reading comprehension	Greta Warner, University of Potsdam: warner@uni-potsdam.de ; Doris Fay	
42	Rethinking of word knowledge: Relationships among word breadth, depth, morphological awareness, and reading comprehension in third- and fifth-grade children	Chi-Shun Lien, National Chung Cheng University: cslien@ccu.edu.tw ; Hui-Yin Lo; Yuhsuen Tzeng	
43	Searching for behavioral correlates of text complexity in reading	Armanda Costa, Universidade de Lisboa: armandacosta@fl.ul.pt ; Isabel Falé; Paula Luegi	
44	Social perceptions of bilingualism and their impact on early language development	Sarah Surrain, Harvard University: sarahsurrain@g.harvard.edu ; Gladys Aguilar; Alexandra Chen; Dasha Maghooli; So Yeon Shin; Gigi Luk	
45	Socioeconomic status, language and reading achievement in a population of Brazilian school children	Carolina Nikaedo, University of Luxembourg: carolinanikaedo@gmail.com ; Pascale Engel de Abreu; Mônica C. Miranda; Orlando F.A. Bueno	
46	Stealth readers: Distinct Reading profile of individuals with word inversion sensitivity	Elizabeth Hirshorn, University of Pittsburgh: hirshorn@pitt.edu ; Corrine Durisko; John Colarusso; Julie Fiez	
47	Subgroup comparisons of the Simple View of Reading: Should fluency be added to the model for at-risk readers?	Emily Solari, University of California Davis: esolari@ucdavis.edu ; Ryan Grimm; Nancy McIntyre; Emilio Ferrer; Alyssa Henry; Carolyn Denton; Keri Madsen; Matthew Zajic	
48	Taking another look at measures of reading comprehension: A comparison of the demands of the CBM-Maze and the Gates-MacGinitie tests	Marloes Muijselaar, University of Amsterdam: m.m.lmuiselaar@uva.nl ; Panayiota Kendeou; Peter F. de Jong; Paul W. van den Broek	
49	Text matters: Discourse-level text factors associated with reading rate	Laura Tortorelli, Michigan State University: ltort@msu.edu	

50	The correlation between attention, executive functions and reading comprehension in young adult students	Vered Markovich, Haifa University: veredmarkovich@gmail.com ; Emanuel Tirosh; Avi Karni	
51	The effects of fluency-based intervention on reading self-concept of second and third grade readers	Ronen Kasperski, Gordon College, Shaanan College, University of Haifa: ronenk1@gmail.com ; Michal Shany; Tami Katzir	
52	The impact of shared book reading on young ELLs' English vocabulary: A meta-analysis	Lisa Fitton, Florida State University: lmf11g@my.fsu.edu ; Autumn McIlraith; Carla Wood	
53	The influence of passage genre on reading prosody	Paula Schwanenflugel, University of Georgia: pschwan@uga.edu ; Megan Brock; Victoria Tanaka; Matthew Westmoreland; Serena Mon	
54	The role of morpheme clusters in reading processes at the end of primary school	Eveline Bader, University of Cologne: eveline.bader@uni-koeln.de ; Ann-Kathrin Hennes; Igor Osipov; Barbara Maria Schmidt; Claudia Colley; Alfred Schabmann	
55	The structure of language, dialect, and reading among school-aged African American children	Nicole Patton-Terry, Georgia State University: npterry@gsu.edu ; Mi-Young Webb; Lee Branum-Martin; Julie Washington	
56	The time-on-task effect in low- vs. high-level reading tasks	Johannes Naumann, Goethe-University: j.naumann@em.uni-frankfurt.de	
57	The use of a remediation program in children with learning difficulties: effects on reading and phonological processing	Cíntia Salgado-Azoni, UFRN: cintiasalgadoazoni@gmail.com ; Renata Ramalho; Talita Trigueiro; Juliana Trajano; Crislayne Melo da Silva; Rayane Kênia Campêlo da Silva; Jéssika Rocha; Flávia Lemos; Anderlayne Barbosa; Sheila Balen; Antonio Pereira Junior	
58	Towards a model: Investigating determinants of online reading comprehension	Kendra China, University of Virginia: knc2ke@virginia.edu ; Mienke Droop; Michael McKenna; Eliane Segers	
59	Tracking reading development of heterogeneous groups of first-grade students: A latent transition analysis	Ryan Grimm, University of California: ryangrimm2255@gmail.com ; Emily Solari; Nancy McIntyre; Emilio Ferrer; Alyssa Henry; Carolyn Denton; Keri Madsen; Matt Zajic	
60	Using kindergarten assessment in Spanish to predict later reading achievement in Spanish and English	Karen Ford, University of Virginia: kfp2t@virginia.edu ; Marcia Invernizzi; Francis Huang; Patrick Meyer	
61	Validation of Simple View of Reading in Spanish	Milagros Tapia, Universidad de Navarra: mtapia@unav.es ; Gerardo Aguado; Juan C. Ripoll	

62	Visualizing the nature and nurture of reading comprehension: Geocoding a large diverse twin sample	Sara Hart, Florida Center for Reading Research: shart@fcrr.org ; Beth Phillips; Christopher Schatschneider; Jeanette Taylor	
THURSDAY, JULY 14, 2016			
7:15 - 8:30	BREAKFAST		Gardens
Thursday 8:30- 10:10	Symposium: The role of morphology in language acquisition and literacy development across languages	CHAIR: Max Wilson	AUD-2B
1	Investigating the relationship between morphological awareness and children's ability to read morphologically complex words: Evidence from longitudinal modeling	Kyle Levesque, Dalhousie University: Kyle.Levesque@Dal.Ca ; Michael J. Kieffer; S. Hélène Deacon	
2	Morphological awareness, decoding, and polysyllabic word reading: relation with reading comprehension in grade 2 students	Devin Kearns, University of Connecticut: devin.kearns@uconn.edu	
3	Morphemes as units of processing when writing in second graders	Pauline Quémart, University of Poitiers, Centre National de la Recherche Scientifique: pauline.quemart@univ-poitiers.fr ; France Loury; Eric Lambert	
4	Morpheme-based reading and spelling in Italian developing readers with and without dyslexia	Cristina Burani, Institute of Cognitive Sciences and Technologies, CNR, University of Trieste: cristina.burani@istc.cnr.it ; Paola Angelelli; Chiara V. Marinelli	
5	Morphological decomposition and access to morphologically complex written words when learning to read Spanish	María Josefina D'Alessio, University of Buenos Aires: m.j.dalessio@gmail.com ; Virginia Jaichenco; Maximiliano A. Wilson	
Thursday 8:30- 10:10	Symposium: Literacy skills in deaf children and adolescents: Predictors and current achievement levels	CHAIR: Fiona Kyle	AUD-2C
1	The impact of new technologies on deaf children's literacy skills	Margaret Harris, Oxford Brookes University: margaretharris@brookes.ac.uk ; Fiona Kyle; Emmanouela Terlektsi	
2	Phonological skills, reading and spelling in deaf children	Rosalind Herman, City University London: R.C.Herman@city.ac.uk ; Fiona Kyle; Penny Roy	
3	Does language modality affect literacy skills of deaf and hard-of-hearing children?	Amy Lederberg, Georgia State University: alederberg@gsu.edu ; Mi young Webb; Lee Branum-Martin; Carol Connor; Susan Easterbrooks; Brenda Schick; Shirin Antia	
4	Reading achievements of deaf adolescents in specialist settings	Fiona Kyle, City University London: fiona.kyle.1@city.ac.uk	

5	Look who's talking: Eye movements during visual speech, phonological awareness tasks, and reading in deaf children.	Elizabeth Worster, University College London: elizabeth.worster.14@ucl.ac.uk ; Hannah Pimperton; Mairéad MacSweeney	
Thursday 8:30- 10:10	Symposium: International perspectives on alphabet knowledge from preschool through Grade 3: Developmental processes and consequences for reading and spelling skills	CHAIR: Barbara DeBaryshe	AUD-2A
1	Not quite as easy as ABC: Predicting the order in which preschool children learn the letters of the English alphabet	Barbara DeBaryshe, University of Hawaii: debarysh@hawaii.edu ; Seongah Im; Lauren Mark	
2	Practicing alphabet skills with computer applications	Adriana Bus, Leiden University : bus@fsw.leidenuniv.nl	
3	Early invented spellings as predictors of later reading and spelling ability: Evidence from Brazilian Portuguese	Tatiana Pollo, Universidade Federal de São João del-Rei: tpollo@gmail.com ; Cláudia Cardoso-Martins	
4	Parents practicing alphabet skills with their children: An intervention to promote early literacy, reading, and writing acquisition in first grade and adjustment to school	Adi Elimelech, Tel Aviv University: eli.yuval@gmail.com ; Dorit Aram	
5	The contribution of alphabetic fluency to word reading and spelling	Mercedes López-Aguado, University of Leon: mmlopa@unileon.es ; Liliana Tolchinsky	
Thursday 8:30- 10:10	Symposium: The development of reading related skills in young second language learners	Claudine Bowyer-Crane	R254
1	Emergent literacy and comprehension skills: A comparison of children learning English as an Additional Language (EAL) and monolingual children with language weaknesses	Claudine Bowyer-Crane, University of York: claudine.bowyer-crane@york.ac.uk ; Silke Fricke; Blanca Schaefer; Arne Lervag; Charles Hulme	
2	Phonological processing skills in Polish and English monolingual children and Polish children learning English as an Additional Language (EAL).	Marta Wesierska, University of York: mw700@york.ac.uk ; Claudine Bowyer-Crane; Emma Hayiou-Thomas	
3	Development and predictors of reading fluency in children learning English as an Additional Language and their monolingual peers	Silke Fricke, University of Sheffield: s.fricke@sheffield.ac.uk ; Dea Nielsen; Joy Stackhouse	
4	Factors predicting reading comprehension in language minority children exposed to a highly transparent L2	Paola Bonifacci, University of Bologna: paola.bonifacci@unibo.it ; Valentina Tobia; Luca Bernabini; Margherita Barbieri; Nicole Trambagioli; Giulia Masotti	
5	DISCUSSION	DISCUSSANT: Monica Melby-Lervåg,	
Thursday 8:30- 10:10	Symposium: Writing development and intervention in children and adults in different orthographies	CHAIR: Kausalai Wijekumar	R250
1	The impact of self-regulated strategies development model training on 4th and 5th graders writing	Kausalai Wijekumar, Texas A&M University: K_Wijekumar@tamu.edu	

2	Transcription leverages early text production: The impact of transcription training on writing	Rui Alves, University of Porto: ralves@fpce.up.pt ; Rui Alves; Teresa Limpo	
3	Evaluation of narrative essays written by children with and without Attention Deficit Hyperactivity Disorder (ADHD)	Manuel Soriano-Ferrer, Universidad de Valencia: Manuel.Soriano@uv.es ; R. Malatesha Joshi	
4	Developmental changes in Chinese writing errors of narrative and expository essays	Hsin-Chin Chen , National Chung Cheng University, hsinchin.chen@gmail.com ; Zih-Yun Yang R. Malatesha Joshi	
5	Community college students' writing: Lexical, syntactic, and cohesion differences in L1, L2, and generation 1.5 students and examining knowledge of the writing process	Katherine Abba, Texas A&M University: Katherine.abba@tamu.edu ; R. Malatesha Joshi, XueJun Ryan Ji	
Thursday 8:30- 10:10	Spoken papers: Assessment intervention	CHAIR: Vivian Singer	AUD-1
1	The association between math and reading performance in school: A meta-analytic study	Vivian Singer, Pontificia Universidad Católica de Chile: yesinger@uc.cl ; Katherine Strasser	
2	Assessing the contribution of automatic letter-sound integration in learning to read	Francina Clayton, University College London: f.clayton.12@ucl.ac.uk ; Charles Hulme	
3	Early reading ability in children with Williams Syndrome: The roles of method of reading instruction and visual-spatial skills	Cláudia Cardoso-Martins, Universidade Federal de Minas Gerais: cardosomartins.c@gmail.com ; Carolyn B. Mervis	
4	Evaluating methods to support the reading skills of pupils with reading difficulties in the transition to secondary school	Shirley-Anne Paul, University of Leeds: s.a.paul@leeds.ac.uk ; Paula Clarke; Charles Hulme; Glynnis Smith; Maggie Snowling	
5	On the influence of text materials on silent and oral reading in beginning readers. Studying fluency and comprehension with eye movements	Christian Vorstius, University of Wuppertal: vorstius@uni-wuppertal.de ; Young-Suk Grace Kim; Ralph Radach	
10:10-10:25	COFFEE BREAK		Gardens
Thursday 10:25-12:05	Symposium: The reading for understanding network: Interventions, research, and theory	CHAIR: Sharon Vaughn	AUD-2B
1	Effectiveness and fidelity of implementation of a text-based content intervention in secondary social studies classes	Sharon Vaughn, University of Texas: srvaughnum@aol.com ; Jeanne Wanzek; Leticia Martinez	
2	Experimental effects of the strategic adolescent reading intervention on reading comprehension outcomes	Catherine Snow, Harvard University: snowcat249@gmail.com ; James Kim; Lowry Hemphill; Margaret Troyer; Stephanie Jones; Maria LaRusso; Suzanne Donovan; John Sabatini; Tenaha O'Reilly	

3	Supporting language and comprehension in second grade: Results from a tier 2 efficacy trial	Beth M. Phillips, Florida State University: bphillips@fcr.org ; Carol M. Connor; Christopher J. Lonigan; Karli B. Willis ; Elizabeth Crowe	
4	Exploring the impact of ¡Vamos a aprender!: A supplemental, oral-language focused English/Spanish curriculum for dual language learners	Alain Bengochea, Ohio State University: bengochea.1@osu.edu ; C. Mesa; M. A. Restrepo; Shayne Piasta	
5	Implications for theory and practice: Findings from the RFU Network	DISCUSSANT: Kate Cain	
Thursday 10:25-12:05	Symposium: New insights into reading development and disorders from diverse brain imaging modalities	CHAIR: Elizabeth Norton	R250
1	Orthographic learning in the brain: An MEG study of novel word learning	Hua-Chen Wang, Macquarie University: huachen.wang@mq.edu.au ; Peter de Lissa; Anne Castles; Paul Sowman	
2	Adjudicating between theoretical accounts of left ventral occipitotemporal dysfunction in dyslexia: An fMRI study	Robin Litt, Macquarie University: Robin.litt@mq.edu.au ; Jo Taylor; Fabio Richlan	
3	Brain measures identify which kindergartners at risk for reading difficulties go on to develop dyslexia	Elizabeth Norton, MIT, Northwestern University: enorton@northwestern.edu ; Sara Beach; Zeynep Saygin; Ola Ozernov-Palchik; Anne Park; Sydney Robinson; Nadine Gaab; John Gabrieli	
4	Rapid automatized naming mediates the link between auditory-neural stability and literacy	Silvia Siu-Yin Lam, Northwestern University: silvialam@u.northwestern.edu ; Travis White-Schwoch; Steve Zecker; Jane Hornickel; Nina Kraus	
5	DISCUSSION	DISCUSSANT: Elizabeth Norton & Robin Litt	
Thursday 10:25-12:05	Symposium: Exploring Similarities and differences between reading and mathematics difficulties	CHAIR: Doug Fuchs	AUD-1
1	Prevalence and stability of comorbid fluency problems in reading and arithmetic	Jonna Salminen, University of Jyväskylä: jonna.b.salminen@ju.fi ; Tuire Koponen,; Mikko Aro	
2	Derived fact strategy training for calculation fluency difficulties: Responsiveness of children with and without comorbid reading fluency difficulties	Tuire Koponen, University of Jyväskylä: tuire.k.koponen@ju.fi ; Jonna Salminen; Mikko Aro	
3	Pathways to third-grade competence in word-reading versus math competence: are they more alike or different?	Lynn Fuchs, Vanderbilt University: lynn.fuchs@vanderbilt.edu ; Douglas Fuchs; Donald L. Compton	
4	Does improving math calculation fluency strengthen word-reading competence in children with reading difficulties?	Douglas Fuchs, Vanderbilt University: doug.fuchs@vanderbilt.edu ; Lynn S. Fuchs; Donald L. Compton	

5	Insights into concurrent difficulty with word reading and math calculations: A cognitive perspective	Marcia Barnes, University of Texas: marcia.barnes@austin.utexas.edu	
Thursday 10:25-12:05	Symposium: Understanding English language & reading development among bilinguals: Findings across varied methodological approaches	CHAIR: Gigi Luk	AUD-2C
1	Teacher-child oral language use and interactions in early childhood settings serving Spanish-English bilinguals	Jeannette Mancilla-Martinez, Vanderbilt University: jeannette.mancilla-martinez@vanderbilt.edu ; Wendy Ochoa; Christa Mulker Greenfader	
2	Narrative development in two languages: Spanish-English and Cantonese-English bilinguals	Yuuko Uchikoshi, University of California, Davis: yuchikoshi@ucdavis.edu ; Lu Yang	
3	Exploring language development in the context of a long-term school-university partnership	C. Patrick Proctor, Boston College: proctoch@bc.edu ; María Estela Brisk; Avery Newton; Laura O'Dwyer	
4	Language backgrounds and English proficiency in linguistically- and socially-diverse children	Gigi Luk, Harvard University: gigi_luk@gse.harvard.edu	
5	Roles of executive functioning in English reading and language comprehension growth in Spanish-English bilinguals	Michael Kieffer, New York University: michaelkieffer@nyu.edu ; J. Kenneth Logan	
Thursday 10:25-12:05	Spoken papers: Poor comprehenders	CHAIR: Mark Daniels	AUD-2A
1	Assessing silent reading fluency: The problem of poor comprehension	Mark Daniel, Pearson, mark.daniel@pearson.com ; Elfrieda Hiebert; Leigh Ann Martin	
2	Etiology of group deficits in reading comprehension, listening comprehension, word recognition, and their correlation	Richard Olson, University of Colorado, Boulder, richard.olson@colorado.edu ; Janice Keenan; Micaela Christopher	
3	Improving the expository reading comprehension of struggling readers using text structures and note taking	Michael Hebert, University of Nebraska-Lincoln, michael.hebert@unl.edu ; Janet Bohaty; Julia Roehling; Ron Nelson; Alana Paradise; Kristin Christensen	
4	Interventions for struggling adolescent readers: Factors that impact growth	Mary Beth Calhoon, University of Miami, bethcalhoon@miami.edu ; Lee Branum-Martin; Congying Sun	
5	Using regression analyses to examine how and when struggling comprehenders generate inferences	Ben Seipel, California State University, Chico, bseipel@mailcsuchico.edu ; Sarah Carlson; Lina Shanley; Gina Biancarosa; Mark Davison	
Thursday 10:25-12:05	Spoken papers: Morphology	CHAIR: Yasmin Shalhoub-Awwad	R254

1	Contribution of phonological and morphological information in reading Arabic: A developmental perspective	Yasmin Shalhoub-Awwad, University of Haifa, yasmin@edu.haifa.ac.il ; Amalia Bar-On; Reem Tuma	
2	Adolescents' strategic use of morphological information during real-time reading	Deborah McCutchen, University of Washington: mccutch@u.washington.edu ; Becky Logan Herrera	
3	Contributions of morphology instruction to English learner adolescents' academic vocabulary learning	Amy Crosson, Penn State University: acc244@mail.harvard.edu ; Margaret McKeown; Debra Moore; Elizabeth Hirshorn,	
4	Does writing system influence the association between phonological awareness, morphological awareness, and reading? A meta-analysis	Yufang Ruan, Beijing Normal University: feifei-miss@hotmail.com ; George Georgiou; Shuang Song; Yixun Li; Hua Shu	
5	Morphological processing in French-speaking children through primary grades	Rachel Berthiaume, Université de Montréal: rachel.berthiaume@umontreal.ca ; Daniel Daigle	
12:05-12:35	LUNCH		Gardens
12:35-14:05	POSTER SESSION II	Authors	Courtyard
1	Attentional dysfunction and its impact on reading performance in children with ADHD, dyslexia and the combined condition	Thomas Günther, RWTH Aachen University Medical Center: tguenther@ukaachen.de ; Katharina Peters; Wolfgang Scharke; Josefine Horbach; Ralph Radach	
2	Brazilian teachers' knowledge about dyslexia and language constructs	Antônia Lima, Universidade Federal de São João del-Rei: antoniaflima10@gmail.com ; Luiz Ricardo Almada de Oliveira; Tatiana Cury Pollo	
3	Can a reading fluency/speed of processing component be added to the Simple View of Reading in Arabic? Results from a longitudinal study	Shaimaa Abdelsabour, University of Canterbury: shima_mahmoud@hotmail.com ; John Everatt	
4	Children with low responsiveness to invented spelling intervention	Hilde Hofslundsengen, Sogn og Fjordane University College: hilde.hofslundsengen@hisf.no ; Bente Eriksen Hagtvet	
5	Computerized assessment of reading across grades 1-4 in a transparent orthography	Riikka Heikkilä, Niilo Mäki Institute: riikka.heikkila@nmi.fi ; Vesa Rantanen; Lea Nieminen; Jarkko Hautala; Juha-Matti Latvala; Ulla Richardson	
6	Developmental changes in Mandarin speaking children accessing orthographic representation of two diverse writing systems	Lili Yeh, Mackay Medical College: lily.yeh@mmc.edu.tw ; Marcin Szczerbinski; Joy Stackhouse; Bill Wells	
7	Different reading strategies in children with isolated or combined deficits in reading and spelling	Melanie Gangl, University of Graz: meli@notnize.net ; Chiara Banfi; Ferenc Kemeny; Kristina Moll; Karin Landerl	

8	Does the use of digital slang when text messaging influence the quality of essay writing in a sample of adolescent children	Clare Wood, Coventry University: c.wood@coventry.ac.uk ; Chloe Cunningham; Sarah Critten	
9	Does use of text-to-speech improve reading fluency for students with reading disabilities? A Meta-analysis	Sarah Wood, Florida State University: wood@psy.fsu.edu ; Richard K. Wagner	
10	Dyslexia, RAN and comorbidity: Response to cognitive treatment (JEL)	Rufina Pearson, Universidad Catolica Argentina: rufinapearson@gmail.com ; Ana Sanchez Negrete; Pearson, Josefina	
11	Effects of orthographic transparency on writing: A nyanja-english comparison	Bestern Kaani, University of Zambia: besternkaani@gmail.com	
12	Emotional experience and rate of decoding skills with kindergarten: Effect of multimodal integration of letters	Helene Labat, Université Cergy-Pontoise: helene.labat@u-cergy.fr ; Amandine Rey; Anna Dion; Marie-Charlotte Joset; Margaux Melloul; Dr. Guillaume Vallet	
13	Examining intervention effects on adolescent reading comprehension using quantile regression	Eric Oslund, Middle Tennessee State University: ericoslund@yahoo.com ; Deborah Simmons; Nathan Clemens; Melissa Fogarty	
14	Examining latent profiles of writing performance	Callie Little, Florida State University: calliew01@gmail.com ; Sara Hart; Christopher Schatschneider	
15	Executive function domains among adolescents with developmental dyslexia	Elisa Piedra-Martinez, Universidad del Azuay: epiedra@uazuay.edu.ec ; Manuel Soriano-Ferrer; R. Malathesa Joshi; Joyce Echegaray-Bengoa	
16	Exploring the role of morphology and phonology in learning Hebrew vowel letters A study of spelling across the school years	Rachel Schiff, Bar-Ilan University: rschiff@mail.biu.ac.il ; Dorit Ravid; Shany Levy-Shimon	
17	Exploring the word-use profiles of low-vocabulary, average-vocabulary and vocabulary-matched English learners	Penelope Collins, University of California: pennyc@uci.edu ; Dale Webster	
18	Fast visual specialization for print as a neurophysiological marker of emerging dyslexia	Rui Qin, The University of Groningen: zarathustra8711@gmail.com ; Martijn Wieling; Jaap van der Spek; Natasha Maurits; Ben Maassen	
19	Functional processing units in writing Chinese characters	Dustin Kai-Yan Lau, Hong Kong Polytechnic University: dustin.lau@polyu.edu.hk	
20	Genetic and environmental influences on the not-so-simple view of writing	Rasheda Haughbrook, Florida State University: rdhbrook@gmail.com ; Callie Little; Sara Hart; Chris Schatschneider	

21	Growth trajectories in oral reading fluency in semi-transparent orthography	Anne Arnesen, University of Oslo: anne.arnesen@isp.uio.no ; Johan Braeken; Scott Baker; Wilhelm Meek-Hansen; Terje Ogden; Monica Melby-Lervåg	
22	How do dyslexic children perform on spelling tasks?:The contribution of reading skills to spelling	Luxi Feng, Texas A&M University: sarah.feng.89@gmail.com ; R. Malatesha Joshi; Luisa Borges Araujo; Amanda Lindner	
23	Improvements in reading accuracy as a result of increased interletter spacing are not specific to children with dyslexia	Madelon van den Boer, University of Amsterdam: m.vandenboer@uva.nl ; Britt Hakvoort; Jurgen Tijms	
24	Improving writing through discussion: Investigating the relationship between discussion, academic language, and writing	Shireen Al-Adeimi, Harvard University: sha980@mail.harvard.edu	
25	Invented spelling can be both positively and negatively related to letter-name knowledge for English non-readers	Roderick Barron, University of Guelph: rbarron@uoguelph.ca ; Emily Ward	
26	Modeling the early path of word reading: effect of emergent literacy, home literacy environment and family background	Zahra Esmaeeli, University of Stavanger: zahra.esmaeeli@uis.no ; Kjersti Lundetræ; Fiona Kyle	
27	Motivation for writing and Chinese writing performance among adolescents	Pui-sze Yeung, The University of Hong Kong: patcyy@hku.hk ; Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung; Simpson Wai-Lap Wong; Rebecca Wing-Yi Cheng	
28	Orthographic effects on second language pronunciation and phonological awareness	Bene Bassetti, University of Warwick: b.bassetti@warwick.ac.uk ; Tania Cerni; Jackie Masterson; Paolo Mairano	
29	Parental mediation of word writing in Bemba and English for Zambian children's early literacy skills	Sylvia Chanda Kalindi, Chinese University of Hong Kong: skalindi@hotmail.co.uk ; Catherine McBride	
30	Patterns in English language learners' reading errors: What can they tell us about the influence of L1 orthography in decoding L2?	Melissa Latham Keh, Bridgewater State University: mkeh@bridgew.edu	
31	Predicting dyslexia based on pre-reading auditory and speech perception skills	Jeremy Law, University of Leuven: jeremy.law@ppw.kuleuven.be ; Jan Wouters; Pol Ghesquière	
32	Predictors of reading comprehension in beginning first and second language readers	Liza van den Bosch, Radboud University: lvandenbosch@bsi.ru.nl ; Eliane Segers; Ludo Verhoeven	
33	Preschool phonological and morphological awareness as longitudinal predictors of early reading and spelling development in Greek	Vassiliki Diamanti, University of Crete & The American College of Greece: vassiliki.diamanti@gmail.com ; Aggeliki Mouzaki; Asimina Ralli; Faye Antoniou; Sofia Papaioannou	

34	Prosodic sensitivity in children at the end of elementary school and its impact on reading fluency	Igor Osipov, University of Cologne: igor.osipov@uni-koeln.de ; Petra Breuer-Kueppers; Ann-Kathrin Hennes; Eveline Bader; Barbara Schmidt; Alfred Schabmann	
35	Reading fluency and reading comprehension of late talkers: A follow-up from age two to sixteen	Maria Psyridou, University of Jyväskylä: maria.m.psyridou@jyu.fi ; Minna Torppa; Kenneth Eklund; Anna-Maija Poikkeus	
36	Reading fluency and students' reading comprehension in elementary school	France Dubé, Université du Québec à Montréal: dube.france@uqam.ca ; Chantal Ouellet; Lyne Bessette	
37	Reading fluency of second language learners and its impact on text comprehension	Markus Linnemann, University of Cologne: markus.linnemann@uni-koeln.de ; Sabine Stephany; Necla Bulut	
38	Reading, oral language, and working memory in children and adolescents with autism spectrum disorder	Meghan Davidson, University of Wisconsin-Madison: meghan.m.davidson@gmail.com ; Margarita Kaushanskaya; Susan Ellis Weismer	
39	Relations between derivational and inflectional morphology and fluency in reading words for Brazilian adolescents.	Fraulein Vidigal de Paula, Universidade de São Paulo: frauleindepaula@gmail.com ; Ana Luiza Navas; Maria Célia Lima-Hernandes; Sung Hwans Ahn; Flaviana Veríssimo	
40	Second language learners' orthographic learning in English	Yi-Jui Chen , University of California, Berkeley: mailto:iva811@berkeley.edu ; Anne E. Cunningham,	
41	Spelling error patterns in children with specific language impairment	Marie-Pier Godin, Université du Québec à Montréal: godin.marie-pier@uqam.ca ; Andréanne Gagné; Nathalie Chapleau	
42	Spelling teachers rejoice: Support for the Lexical Quality Hypothesis	Maya Rossi, Concordia University: may_ross@education.concordia.ca ; Sandra Martin-Chang; Gene Ouellette	
43	Spoken sentence comprehension in children with dyslexia: An eyetracking study	Erin Robertson, Cape Breton University: erin_robertson@cbu.ca ; Jennifer Gallant	
44	Stressed and Unstressed vowels in children's spelling	Lesly Wade-Woolley, University of South Carolina: wadewool@sc.edu ; Lindsay Heggie	
45	Suprasegmental phonology and spelling acquisition: The particular case of stress in Spanish	Gracia Jiménez-Fernández, University of Granada: gracijf@ugr.es ; Nuria Calet; Nicolás Gutiérrez-Palma; Sylvia Defior	
46	The cognitive correlates of letter knowledge and phonological awareness in a consistent orthography: Related but distinct abilities	Mark van den Bunt, Radboud University: m.vandenbunt@pwo.ru.nl ; M.A. Groen; L. Verhoeven	

47	The development of phonemic awareness in illiterate adolescents learning English as a second language	Collin Olson, MTSU: collinsolson@gmail.com	
48	The development of vocabulary, phonological awareness, and letter knowledge in low-SES Filipino children in Cebu	Katrina May Dulay, Chinese University of Hong Kong: kay.dulay@gmail.com ; Catherine McBride	
49	The effect of motivation on reading comprehension among early adolescents in Iceland	Hafdis Gudrun Hilmarsdottir, University of Iceland: hafdis.gudrun@gmail.com ; Steinunn Gestsdottir; Freyja Birgisdottir	
50	The effect of student SES status on test items of expository text	Laura Clark Briggs, Middle Tennessee State University: lcc2a@mtmail.mtsu.edu ; Jwa Kim	
51	The nature of spelling difficulties in the primary years: Why one size may not fit all	Danielle Colenbrander, University of Bristol: danielle.colenbrander@gmail.com ; Colin Davis; Jeffrey Bowers	
52	The reading of handwriting: an evaluation of Chinese written by CFL learners	Qi Zhang, Dublin City University: gizhang2004@gmail.com ; Ronan Reilly	
53	The relationship between word recognition from spelling pronunciation and reading ability	Taylor Koriakin, University of Connecticut: taylor.koriakin@uconn.edu ; Devin Kearns ; Jane Rogers	
54	The role of morphological processing strategies in the spelling performance on fourth-grade spellers of French?	Anila Fejzo, UQAM: fejzo.anila@uqam.ca ; Alain Desrochers; Rahima Salah; Rihab Saidane; Kathleen Whissell-Turner; Nathalie Chaleau	
55	The role of statistical learning in reading: Evidence from AGL among adults with dyslexia	Shani Kahta, Bar Ilan University: shani360kahta@gmail.com ; Rachel Schiff	
56	The role of visual-orthographic knowledge in spelling development - Results from first to fourth graders	Anne Plisson, Université de Montréal: anne.plisson@umontreal.ca ; Daniel Daigle; Alain Desrochers	
57	Using quantile regression to estimate how word recognition/decoding scores impact reading comprehension scores	Zuwei Wang, Educational Testing Service: zwang@ets.org ; John Sabatini; Tenaha O'Reilly	
58	Variation in maintenance effects of a phonics reading intervention in children with dyslexia	Sanne van der Kleij, Radboud University: s.vanderkleij@pwo.ru.nl ; Margriet Groen; Eliane Segers; Ludo Verhoeven	
59	Variation in processing patterns of dyslexic adolescent readers working with conflicting web sites containing multiple representations - a multiple case study	Anette Andresen, University of Oslo: anette.andresen@isp.uio.no ; Ivar Bråten; Ladislao Salmerón	
60	Young Chinese children's knowledge about writing	Lan Zhang, Washington University in St. Louis: lan.zhang@wustl.edu ; Rebecca Treiman	
61	Alternate assessment formats for progress monitoring students with ID: Do alternate formats increase the reliability of performance for students with ID?	Francesca Jones, Southern Methodist University: fjones@smu.edu ; Diane Gifford; Paul Yovanoff; Stephanie al Otaiba; Jill Allor	

62	How to screen for dyslexia among university students?	Eddy Cavalli, Laboratoire de Psychologie Cognitive, Aix-Marseille Université: eddy.cavalli@univ-amu.fr ; Pascale Colé; Gilles Leloup; Liliane Sprenger-Charolles; Abdessadek El Ahmadi	
Thursday 14:05-15:45	Symposium: Orthographic learning	CHAIR: Victor H.P. van Daal & Nicole Conrad	AUD-2A
1	Investigating the impact of type of training on the time course of orthographic learning in children	Hannah Nash, University of Leeds: h.nash@leeds.ac.uk ; Anna Weighall	
2	Identifying contributors and outcomes of orthographic learning during spelling	Nicole Conrad, Saint Mary's University: nicole.conrad@smu.ca	
3	The role of orthographic and semantic learning in word reading and reading comprehension	Catherine Mimeau, Dalhousie University: catherine.mimeau@dal.ca ; Jessie Ricketts; Hélène Deacon	
4	Do spoken words give rise to orthographic 'skeletons'? Effects of vocabulary knowledge and spelling predictability on silent reading during the initial orthographic exposure.	Signy Wegener, Macquarie University: signy.wegener@students.mq.edu.au ; Hua-Chen Wang; Peter de Lissa; Kate Nation; Anne Castles	
5	TOOF: A longitudinal study of self-teaching in learning to read and spell	Victor van Daal, Edge Hill University: vandaalv@edgehill.ac.uk ; Laura Nicholson; Stephanie Lichtenfeld	
Thursday 14:05-15:45	Symposium: Promoting early writing development: The role of interactions and interventions across multiple contexts	CHAIR: Gary Bingham	R254
1	Using peer assisted strategies to improve writing outcomes for kindergarten children	Cynthia Puranik, Georgia State University, cpuranik@gsu.edu , Melissa Patchan; Christopher Lemons ; Stephanie Al Otaiba ; Yaacov Petscher	
2	Infusing writing instruction into classroom routines	Chenyi Zhang, Georgia State University, czhang15@gsu.edu ; Gary Bingham	
3	Feasibility study of innovative online teacher professional development for writing: An iterative approach to the design of professional development	Hope Gerde, Michigan State University, Gary Bingham; Margaret Quinn; Megan Goetsch	
4	Mother-child joint writing using a touch screen tablet and paper and pencil: What's the difference?	Michelle Neumann, Griffith University: m.neumann@griffith.edu.au	
5	Associations between Parenting Dimensions and Parents' Writing Supports in Israel and the United States	Dorit Aram, Tel Aviv University: dorita@post.tau.ac.il ; Lori Skibbe; Fred Morrison	
Thursday 14:05-15:45	Symposium: Creative Response-to-Intervention (RtI) models of reading	CHAIR: Robert Savage	AUD-1

1	Outcome assessment of a two-tiered reading instruction program on phonological awareness, letter knowledge, oral reading, and spelling: Evidence from grade 1 speakers of French	Alain Desrochers, University of Ottawa: damch@uottawa.ca ; Line Laplante; Monique Brodeur ; Lise DesGagné ; Mélanie Bédard ; Dominique Lague ; Nathalie Chapleau	
2	Supporting executive functions during dyadic literacy learning in kindergarten.	Eva van de Sande, Radboud University: e.vandesande@pwo.ru.nl ; Eliane Segers	
3	Individual computer/tutor-assisted intervention prevents reading difficulties in the majority of low pre-literate children with and without family risk	Aryan van der Leij, University of Amsterdam: D.A.V.vanderLeij@uva.nl ; Haytske Zijlstra ; Anne Regtvoort	
4	Is a growth mindset associated with response to fourth grade reading intervention?	Stephanie Al Otaiba, Southern Methodist University: salotaiba@smu.edu ; Jeanne Wanzek; Yaacov Petscher; Brenna Rivas; Francesca Jones; Dawn Levy	
5	Dynamic tier 2 phonics programs supplement effective grade 1 'tier 1' teaching in Response-to-Intervention models of reading	Robert Savage, McGill University: robert.savage@mcgill.ca ; Eileen Wood; Alexandra Gottardo; Kristrina Maoirino	
Thursday 14:05-15:45	Symposium: Adventures in encoding	CHAIR: Joanne Arciuli	R250
1	Spelling in children who use cochlear implants	Krystal Werfel, University of South Carolina: WERFEL@mailbox.sc.edu	
2	The effect of ABRACADABRA literacy instruction on the spelling ability of children with autism	Benjamin Bailey, University of Sydney: bbai4795@uni.sydney.edu.au ; Joanne Arciuli; Roger Stancliffe	
3	Spelling error analyses of native Spanish-speaking children in early grades	Malatesha Joshi, Texas A&M University: mjoshi@tamu.edu ; Fabiola Gomez Velazquez; Andrés Antonio González Garrido; Ryan Xuejun Ji; Juan Zamora; Luxi Feng; Amanda Lindner; Luisa Borges Araujo	
4	The voice of Holland: Allograph production in written Dutch past tense inflection	Elise de Bree, University of Amsterdam: e.h.debree@uva.nl ; Sanne van der Ven; Han van der Maas	
5	The mechanisms of semantic priming: Insights from individual differences in spelling and vocabulary	Sally Andrews, University of Sydney: sally.andrews@sydney.edu.au ; Melissa Prince; Aaron Veldre	
Thursday 14:05-15:45	Symposium: Word level skills across diverse groups of bilingual learners	CHAIR: Becky Xi Chen	AUD-2B
1	Role of decoding in developing vocabulary in akshara reading in multilingual children	Pooja Nakamura, American Institutes for Research: pnakamura@air.org ; R. Malatesha Joshi ; Xuejun Ryan Ji	

2	Word learning from informational and narrative texts: English-Hebrew dual language learners	Deborah Deitcher, Tel Aviv University: deb@deitcher.net ; Helen Johnson	
3	The relationship between vocabulary breadth and depth and word reading	Poh Wee Koh, University of Toronto: pohwee.koh@gmail.com ; Becky Xi Chen; Alexandra Gottardo; Susan Rickard Liow	
4	The role of morphological awareness in word reading in English as a Second Language learners: Beyond the usual suspects	Alexandra Gottardo, Wilfrid Laurier University: alexandra.gottardo@gmail.com ; Becky Xi Chen; Poh Wee Koh; Lorinda Mak; Christine Javier	
5	Addressing the Lexical Quality Hypothesis with English language learners	Megan O'Connor, University of Toronto: mb.oconnor@mailutoronto.ca ; Esther Geva	
Thursday 14:05-15:45	Spoken papers: Working memory	CHAIR: Regina Henry	AUD-2C
1	Executive processes affect how reading behavior unfolds over time	Regina Henry, McMaster University, henryr@mcmaster.ca ; Victor Kuperman	
2	Morphological awareness mediates effects of executive functioning	William Nagy, Seattle Pacific University, wnagy@spu.edu ; Robert Abbott; Virginia Berninger	
3	Prevalence of phonological, visual attention span and rapid automatized naming deficits in 6th grade poor readers	Sylviane Valdois, LPNC CNRS France, sylviane.valdois@upmf-grenoble.fr ; Caroline Reilhac; Marie Line B sse	
4	Visual multi-element processing as a pre-reading predictor of decoding skill	Eduardo Onochie Quintanilla, Universidad Loyola Andalucía, icsimpson@uloyola.es ; Ian C. Simpson; Sylvia Defior	
15:45-16:00	COFFEE BREAK		Gardens
Thursday 16:00-17:40	Symposium: Development of reading processes: Orthographic and morphological influences	CHAIR: Peter F. de Jong	AUD-2B
1	Letter position processing and the development of orthographic knowledge	Yvette Kezilas, Macquarie University, yvette.kezilas@mq.edu.au ; Saskia Kohnen ; Meredith McKague ; Serje Robidoux ; Anne Castles	
2	How morphological knowledge can affect the process of word decoding	Carsten Elbro, University of Copenhagen, ce@hum.ku.dk ; Megan King; Delisha Rown; Jane Oakhill	
3	Lexical competition and learning to read new words	Kate Nation, University of Oxford: kate.nation@psy.ox.ac.uk	
4	Tracking reading processes with serial and discrete rapid naming	Peter de Jong, University of Amsterdam: P.F.deJong@uva.nl ; Madelon van den Boer	

5	Serial superiority in rapid naming as a model of fluency development	Athanassios Protopapas, University of Athens: aprotopapas@phs.uoa.gr ; Katerina Katopodi; Angeliki Altani; George K. Georgiou	
Thursday 16:00-17:40	Symposium: <u>Neurobiological precursors of dyslexia</u>	CHAIR: Maaïke Vandermosten	AUD-1
1	Can structural and functional connectivity profiles in pre-readers predict dyslexia?	Maaïke Vandermosten, KU Leuven: maaïke.vandermosten@ppw.kuleuven.be ; Jolijn Vanderauwera; Jan Wouters; Pol Ghesquière	
2	An investigation of subcortical and cortical auditory temporal processing before, during and after the onset of reading development	Astrid De Vos, KU Leuven, Astrid.Devos@med.kuleuven.be ; Sophie Vanvooren; Jolijn Vanderauwera; Pol Ghesquière; Jan Wouters	
3	NRSN1 associated grey matter volume profiles of the visual word form area reveal dyslexia before it manifests itself in school	Michael Skeide, Max Planck Institute: skeide@cbs.mpg.de ; Indra Kraft; Bent Müller; Gesa Schaadt; Nicole Neef; Jens Brauer; Arndt Wilcke; Holger Kirsten; Johannes Boltze; Angela Friederici	
4	Infant white matter microstructure predicts preschool pre-reading skills in children with and without a familial risk of developmental dyslexia	Michael Figuccio, Boston Children's Hospital & Harvard Medical School, figooch@bu.edu ; Yingying Wang; Nadine Gaab	
5	Discussion	DISCUSSANT: Maaïke Vandermosten	
Thursday 16:00-17:40	Symposium: <u>Phonological and orthographic processes in EFL literacy: A cross-linguistic perspective</u>	CHAIR: Susie Russak	R254
1	Polysyllabic decoding in English as a foreign language (EFL): Individual differences	Janina Kahn-Horwitz, Oranim College of Education: janina.kahn.horwitz@gmail.com ; Aliza Yakir; Zvia Breznitz	
2	Spelling production and selection by Dutch university learners of English	Merel Keijzer, University of Groningen: m.c.j.keijzer@rug.nl ; Elise de Bree ; Marieke Hoeijmakers	
3	Linguistic contributors to EFL literacy processes among Arabic and Hebrew speaking 4th graders	Susie Russak, Beit Berl Academic College: susie.russak@gmail.com	
4	The relationship between English vocabulary and phonological awareness among Hong Kong preschoolers	Richard Wong Kwok Shing, Hong Kong Institute of Education: kswong@ied.edu.hk ; Conrad Perry; Linda Siegel	
5	DISCUSSION	DISCUSSANT: Susie Russak	
Thursday 16:00-17:40	Symposium: <u>Reading-writing connections: Towards Integrative literacy science</u>	CHAIR: Rui Alexandre Alves	AUD-2A

1	Using meta-analytic structural equation modeling to jointly model components of the Simple View of Reading (SVR) and the Not-so-Simple View of Writing (NSVW)	Yusra Ahmed, U. of Houston: yukuahmed@gmail.com ; Richard Wagner; Young-Suk Grace Kim	
2	What explains the relation of reading comprehension to written composition?	Young-Suk Grace Kim, Florida State University & Florida Center for Reading Research: ykim@fcrr.org	
3	Word reading and word spelling in Chinese and English among native and nonnative Chinese-speaking children	Catherine McBride, The Chinese University of Hong Kong, cmcbride@psy.cuhk.edu.hk ; Yanling Zhou; R. Malatesha Joshi; JoAnn Farver	
4	How classroom writing matters: Evidence for a relationship to reading achievement	David L. Coker, University of Delaware: dcoker@udel.edu ; Austin S. Jennings; Elizabeth Farley-Ripple; Charles A. MacArthur	
5	DISCUSSION of reading-writing connections symposium	DISCUSSANT: R. Malatesha Joshi	
Thursday 16:00-17:40	Symposium: <u>Student voices: Reading habits, writing, attitudes and behaviors</u>	CHAIR: Rhona Stainthorp	AUD-2C
1	Gender differences in attitudes and engagement with print and their relation to writing attainment at the beginning of secondary school.	Daisy Powell, University of Reading: da.powell@reading.ac.uk ; Rhona Stainthorp; Lynette Atkinson	
2	Perceptions of school library media specialists in promoting student intrinsic motivation	Shawna Durtschi, Florida State University, sad13e@my.fsu.edu	
3	My Kindle and me: Attitudes to reading with e-books in school	Rhona Stainthorp, University of Reading: r.w.stainthorp@reading.ac.uk ; Daisy Powell; Lynette Atkinson	
4	Chatterbooks: Can it be a mechanism to improve reading for pleasure in primary schools?	Emma Vardy, Coventry University: ab4270@coventry.ac.uk ; Sam Waldron	
5	The role of exposure to print and attitude to reading in predicting reading comprehension in English monolingual and English as an additional language teenage readers	Debbie Grimmond, University of Reading: dagrimmond@gmail.com	
Thursday 16:00-17:40	Spoken papers: Orthographic learning	CHAIR: Connie Suk Han Ho	R250
1	<u>Examining an extended Simple View of Reading in Chinese</u>	Connie Suk Han Ho, University of Hong Kong, shhoc@hku.hk ; Mo Zheng; Catherine McBride; Mary M. Y. Waye	
2	<u>On the development of parafoveal preprocessing: Evidence from the incremental boundary paradigm</u>	Christina Marx, University Salzburg, christina.marx@sbg.ac.at ; Florian Hutzler; Sarah Schuster; Stefan Hawelka	

3	Statistical learning as cooperation constrained by learning parameters: An artificial orthography learning study	Jingjing Zhao, Shaanxi Normal University, jingjing.jj.zhao@gmail.com ; Tong Li; Mark Elliott; Jay Rueckl	
17:45-18:45	BUSINESS MEETING	All welcome	AUD-2A
FRIDAY, JULY 15, 2016			
7:15 - 8:30	BREAKFAST		Gardens
Friday 08:30-10:10	Symposium: Interventions for language and literacy learning for difficult-to-reach children	CHAIR: Sonali Nag	AUD-2A
1	Development of word decoding skills in Roma children: The impact of contextual factors.	Monica Melby-Lervåg, University of Oslo: monica.melby-lervag@isp.uio.no ; Dacian Doelan , Babes; Ioana Tincas, Babes-Bolyai, Crina Damsa; Arne Lervåg,	
2	Mother tongue-based oral language intervention for language-minority children: A randomised controlled trial in Portuguese-speaking children from Luxembourg.	Pascale Engel de Abreu, University of Luxembourg – ECCS: pascale.engel@uni.lu ; Ariana Loff, Lénia Carvalhais, Rute Tomás, Romain Martin	
3	Reducing the risk of language and literacy disorders in pre-schoolers from disadvantaged backgrounds: the role of school and home factors.	Marina Puglisi, University of Oxford / Federal University of São Paulo: puglisi.marina@gmail.com ; Juliana Gândara, Mariana Lauletta, Maggie Snowling,	
4	PACT - the effects of a parent delivered preschool language enrichment program	Kelly Burgoyne, University College London: k.burgoyne@ucl.ac.uk , Helen Whitely, Maggie Snowling, Charles Hulme,	
5	Literacy and foundation learning in low- and middle-income countries: a synthesis of intervention studies	Sonali Nag, The Promise Foundation/ University of Oxford: sonalinag@t-p-f.org ; Carole Torgerson; Yonas Asfaha; Adi Keyih, Eritrea; Yvonne Griffiths; Gurpreet Reen; Shula Chiat; Maggie Snowling,	
Friday 08:30-10:10	Symposium: Digital text comprehension: The online comprehension of hypertext and multimedia text	CHAIR: Eliane Segers	R250
1	Children's visual scanning of documents: effects of search goals and content cues	Jean-François Rouet, Centre de Recherches sur la Cognition et l'Apprentissage: jean-francois.rouet@univ-poitiers.fr ; Anna Potocki; Christine Ros; Nicolas Vibert	
2	Effects of navigation on digital reading are moderated by print comprehension skills	Ladislao Salmerón, University of Valencia: Ladislao.salmeron@valencia.edu ; Johannes Naumann	

3	Children's hypertext comprehension	Eliane Segers, Radboud University: e.segers@pwo.ru.nl ; Sabine Fesel; Linda de Leeuw; Ludo Verhoeven	
4	Multimedia learning in students with dyslexia: An eye tracking study	Sunjung Kim, University of Central Arkansas: skim@uca.edu ; Jennie Le	
5	Strategic and inferential processing in text, diagrams, and text+diagram representations: A think-aloud study with high school students	Jennifer G. Cromley, University of Illinois: jcromley@illinois.edu ; Stephanie McMichael	
Friday 08:30-10:10	<u>Symposium: Literacy and phonological skills: A reciprocal relationship?</u>	CHAIR: Anna Cunningham	AUD-1
1	Decoding skill and awareness of phonemes in nonwords: An early reciprocal relationship at the letter-level only	Anna J. Cunningham, Coventry University: anna.cunningham@coventry.ac.uk ; Caroline Witton; Joel B. Talcott; Adrian P. Burgess; Laura R. Shapiro	
2	Letter knowledge training and its influence on phoneme awareness and early reading development	Gabriela Seidlová Málková, Charles University: gabriela.malkova@fhs.cuni.cz ; Marketa Caravolas	
3	A reciprocal relationship between reading and phonological awareness in the middle school years? Evidence from children with dyslexia and Otitis Media	Julia M. Carroll, Coventry University: julia.carroll@coventry.ac.uk ; Helen Breadmore	
4	From illiteracy to literacy in adulthood: A microlongitudinal study	Regine Kolinsky, Université Libre de Bruxelles, Belgium: Kolinsky.Regine@ulb.ac.be ; Ana Franco ; Isabel Leite; Cristina Carvalho ; Tânia Fernandes ; Axelle Calcus; Jose Morais	
5	DISCUSSION - Is there a reciprocal relationship between literacy and phonological skills?	DISCUSSANT: Anna Cunningham	
Friday 08:30-10:10	<u>Symposium: Understanding children's early writing from kindergarten to grade 3: From a precursor skill to a literacy outcome</u>	CHAIR: Monique Sénéchal & Bente E. Hagtvet	AUD-2B
1	From writing to reading: A field experiment at grade 1	Bente E. Hagtvet, University of Oslo: b.e.hagtvet@isp.uio.no ; Jan-Eric Gustafsson - University of Gothenburg	
2	Invented spelling in kindergarten as a predictor of reading and spelling in grade 1: A new pathway to literacy, or just the same road, less known?	Gene Ouellette, Mount Allison University: gouellette@mta.ca ; Monique Sénéchal, Carleton University	
3	Developmental spelling profiles of children learning consistent and inconsistent orthographies: Measurement matters	Markéta Caravolas, Bangor Univeristy: m.caravolas@bangor.ac.uk ; Brett Kessler, Washington University	
4	Kindergarten phonological and orthographic spelling differentially predict reading in grade 1 and 3	Monique Sénéchal, Carleton University: monique.senechal@carleton.ca	

5	The relative contribution of oral and written abilities to text quality and reading comprehension of Spanish primary schoolers	Liliana Tolchinsky, University of Barcelona: ltolchinsky@ub.edu ; Dolores Alonso-Cortes Fradejas, University of Leon	
Friday 08:30-10:10	Symposium: Brain and behavior longitudinal studies of reading: A search for protective factors	CHAIR: Xi Yu	R254
1	Compensatory mechanisms in typical readers with a family history of dyslexia	Xi Yu, Boston Children's Hospital/Harvard Medical School: xi.yu@childrens.harvard.edu ; Talia Raney; Bryce Becker; Nadine Gaab	
2	Sight word reading ability moderates the hemodynamic response for the spoken words and print in the beginning readers of Polish – evidence from a longitudinal study	Katarzyna Chyl, Nencki Institute of Experimental Biology: katarzyna.chyl@gmail.com ; Anna Banaszekiewicz; Agnieszka Dębska; Magdalena Łuniewska; Agata Żelechowska; Artur Marchewka; Marek Wypych; Katarzyna Jednoróg	
3	Reading-related cognitive skills in school-age mediate the effect of prereading precursors on later reading ability	Shuang Song, Beijing Normal University: songsh326@gmail.com ; Hua Shu	
4	Dichotic listening as an index of language lateralization in familial risk children with and without dyslexia in a longitudinal perspective	Britt Hakvoort, University of Amsterdam: B.E.Hakvoort@uva.nl	
5	DISCUSSION	DISCUSSANT: Michael Figuccio	
Friday 08:30-10:10	Spoken papers: Reading comprehension	CHAIR: Dawna Duff	AUD-2C
1	Reading Comprehension and vocabulary relationships across comprehension skill levels in grade 4: A quantile regression approach	Dawna Duff, University of Iowa, dawnaduff@gmail.com	
2	The effect of imposing a perspective during reading on story comprehension in early adolescence	Marcella Paviás, Leiden University, m.pavias.2@fsw.leidenuniv.nl ; Paul van den Broek; Linda Van Leijenhorst	
3	The structure of cognitive processes underlying reading comprehension in children	Simon Tiffin-Richards, Max Planck Institute tiffin-richards@mpib-berlin.mpg.de ; Dirk Richter; Jana Bastian-Wurzel; Sascha Schroeder	
10:10-10:25	COFFEE BREAK		Gardens
Friday 10:25-12:05	Symposium: International Perspectives on Fostering Language in Preschool Classrooms	CHAIR: David Dickinson	AUD-1
1	Efficacy of a language stimulation monitoring system for improving language in the preschool classrooms	Katherine Strasser, Pontificia Universidad Católica de Chile: kstrasse@uc.cl ; Susana Mendive, Daniela Vergara; Michelle Darricades	
2	Preschool language-focused interventions: The Implementation of a research-based preschool curriculum in Chile	Andrea Rolla, Harvard University: andrearolla@gmail.com ; Marcela Marzolo; Katherine Becker	

3	Sustaining high quality bilingual instruction in preschool classrooms in Abu Dhabi	Collins Molly, Vanderbilt University: molly.collins@vanderbilt.edu ; David Dickinson ; Georgine Pion	
4	Combining book reading and play to teach vocabulary	David Dickinson, Vanderbilt University: davidkdickinson@yahoo.com ; Molly Collins; Kathy Hirsh-Pasek; Roberta Golinkoff	
5	DISCUSSION	DISCUSSANT: Catherine Snow	
Friday 10:25-12:05	<u>Symposium: Training and support for text comprehension</u>	CHAIR: Jane Oakhill	AUD-2B
1	Effects of a reading strategy training aimed at improving situation model-based inference making skills in primary school children	Menno van der Schoot, VU University Amsterdam: m.vander.schoot@vu.nl ; Bos, Wassenburg, de Koning	
2	The relation between understanding text connectives and reading comprehension in novice readers	Oakhill Jane, University of Sussex: j.oakhill@sussex.ac.uk ; Susan Sullivan	
3	Keeping grounded: A longitudinal study exploring immersive strategies to improve children's comprehension of narrative texts	Molly Berenhaus, University of Sussex: m.berenhaus@sussex.ac.uk ; Jane Oakhill	
4	The effects of an inference instruction intervention on the inference generation and reading comprehension of struggling readers in grades 6 and 7	Colby Hall, University of Texas: colbyhall@gmail.com	
5	Computerized training of reading comprehension in high functioning children and adolescents with autism spectrum disorders	Pauline Auphan, University of Lyon 2: pauline.auphan@univ-lyon2.fr ; Jean Ecalé; Bernadette Roge; Annie Magnan	
Friday 10:25-12:05	<u>Symposium: Learning to read across languages and writing systems: Part 1</u>	CHAIR: Ludo Verhoeven	AUD-2A
1	Operating principles in learning to read across languages and writing systems	Ludo Verhoeven, Radboud University: lverhoeven@pwo.ru.nl	
2	Learning to read Chinese	Adrian Pasquarella, University of Delaware; Becky Xi Chen	
3	Learning to read Japanese	Keiko Koda, Carnegie Mellon Institute Pittsburgh	
4	Learning to read Korean	Min Wang, University of Maryland	
5	Learning to read Arabic	Elinor Saiegh-Haddad, Bar-Ilan University Israel	
Friday 10:25-12:05	<u>Symposium: Oral and written word learning in special populations: Dyslexia, SLI, and second-language learners</u>	CHAIR: Suzanne Adlof	AUD-2C
1	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	

2	Oral word learning in children with dyslexia, SLI, and typical development	Suzanne Adlof, University of South Carolina: sadlof@mailbox.sc.edu	
3	Orthotactic influences on children's written word learning in children with language impairment	Julie Wolter, University of Montana: Julie.Wolter@mso.umt.edu	
4	Predictors of orthographic boost during word learning in second-graders with dyslexia and language impairment	Lauren Baron, MGH Institute, lbaron@mghihp.edu ; Tiffany Hogan; Mary Alt; Shelley Gray; Katy Cabbage; Sam Green; Nelson Cowan	
5	DISCUSSION	DISCUSSANT: Jessie Ricketts	
Friday 10:25-12:05	<u>Symposium: Understanding the comorbidity between attention and reading disorders: Etiology, neuropsychological factors, and the effects of ADHD treatment and reading intervention on attention and reading outcomes</u>	CHAIR: Carolyn A. Denton	R250
1	Twin studies of comorbidity between reading disability and ADHD	Daniel R. Leopold, University of Colorado Boulder: Daniel.Leopold@colorado.edu ; Erik Willcutt ; John C. DeFries; Sally J. Wadsworth; Bruce Pennington; Janice M. Keenan; Richard K. Olson	
2	The impact of intensive reading intervention on level of attention in middle school students	Greg Roberts, University of Texas at Austin: gregroberts@mail.utexas.edu ; Jack M. Fletcher; Sharon Vaughn	
3	Does concurrent treatment with medication and parent training improve response to reading intervention in poor readers with ADHD?	Leanne Tamm, Cincinnati Children's Hospital Medical Center: Leanne.Tamm@cchmc.org ; Carolyn A. Denton; Jeff Epstein; Chris Schatschneider	
4	The effects of ADHD treatment, intensive reading intervention, and their combination on the reading comprehension of children with comorbid ADHD and word-reading difficulties	Carolyn Denton, University of Texas Health Science Center at Houston: carolyn.a.denton@uth.tmc.edu ; Leanne Tamm; Chris Schatschneider; Jeff Epstein	
5	DISCUSSION	DISCUSSANT: Erik Willcutt	
Friday 10:25-12:05	Spoken papers: Literacy	CHAIR: John Kirby	R254
1	<u>Critical thinking dispositions in reading</u>	John Kirby, Queen's University, john.kirby@queensu.ca ; Claire O'Connor	
2	<u>Early childhood educators' knowledge, beliefs, education, experiences, and children's language- and literacy-learning opportunities: What is the connection?</u>	Rachel E. Schachter, Ohio State University, schachter.17@osu.edu ; Caitlin F. Spear; Shayne B. Piasta; Laura Justice; Jessica A. R. Logan	

3	From research to practice: Supporting teachers' efforts to individualize literacy instruction using A2i technology	Carol McDonald Connor, University of California, Irvine, ConnorCM@uci.edu ; Nicole Sparapani; Henry May; Taffeta Wood; Barry Fishman; Frederick J. Morrison	
4	Learning to negotiate literacy in the disciplines: Review of research	Timothy Shanahan, University of Illinois, Chicago, shanahan@uic.edu ; Cynthia Shanahan	
5	Measurement invariance for language and literacy in fundamentally different groups	Lee Branum-Martin, Georgia State University, branummartin@gsu.edu ; Mi-Young Webb; Amy Lederberg; Brenda Schick; Carol M. Connor; Susan Easterbrooks; Shirin Antia	
12:05-12:35	LUNCH		Gardens
12:35-14:05	POSTER SESSION III	Authors	Courtyard
1	An examination of the types of errors struggling readers make while forming knowledge based inferences	Heather Kincaid, University of Missouri: hcompton837@gmail.com ; Amy Barth ; Cathy Thomas; Mary Decker	
2	Bilingual prosodic transfer: Why is Chinese lexical tone sensitivity important for English reading in Chinese-English bilingual Hong Kong children?	Juan Zhang, University of Macau: zhangjuanpsy@gmail.com ; Catherine McBride	
3	Book talk between fourth-graders and parents in low-income families: Types of Parents questions and their effects on children's oral response	Ziyun Deng, Harvard University: zid433@mail.harvard.edu ; James Kim	
4	Character recognition strategies of CSL Readers: A perspective on the role of orthographic awareness	Elizabeth K. Y. Loh, The University of Hong Kong: hkuusp.research@gmail.com ; Loretta C. W. Tam	
5	Children's learning and lexicalisation of novel written words via reading experience	Niina Tamura, University of Oxford: niina.tamura@psy.ox.ac.uk ; Anne Castles; Kate Nation	
6	Children's storytelling: the viability of children as language models for peer learning in the multilingual classroom	Erin Flynn, Portland State University: flynn2@pdx.edu	
7	Cognitive predictors of broad reading and mathematics in gifted readers	Kristy Dunn, University of Alberta: kld@ualberta.ca ; George Georgiou	
8	Comparing instructional methods for teaching Hindi graphs	Adeetee Bhide, University of Pittsburgh: arb135@pitt.edu ; Charles Perfetti	
9	Comparing two automatic assessment LSA's methods, Inbuilt Rubric vs Golden Summaries, in two different expository texts	José A. Martínez-Huertas; Jose A Leon; Olga Jastrzebska; Adrian Mencu; Jessica Moraleda; Ricardo Olmos	

10	Development of English and French language and literacy skills: Evidence from multilingual children and their English-first language peers from diverse socioeconomic backgrounds	Klaudia Krenca, University of Toronto: kkrenca@gmail.com ; Becky Xi Chen	
11	Developmental trajectory of morphological awareness	Robin Irey, University of California, Berkeley: rirey6@berkeley.edu	
12	Digital text comprehension in deaf students and students with specific language impairment	Helen Blom, Radboud University Nijmegen: h.blom@pwo.ru.nl ; Harry Knoors; Eliane Segers; Daan Hermans; Ludo Verhoeven	
13	Early reading intervention by means of a multicomponent reading game	Marco van de Ven, Radboud University Nijmegen: marco.vandeven@pwo.ru.nl ; Linda de Leeuw; Esther. G. Steenbeek-Planting; Marjolijn van Weerdenburg	
14	Effects of dependency length on the processing and understanding of texts	Suzanne Kleijn, Utrecht University: s.kleijn1@uu.nl	
15	Effects of semantic diversity on word recognition in developing readers	Yaling Hsiao, University of Oxford: yaling.hsiao@psy.ox.ac.uk ; Kate Nation	
16	Effects of the situational instruction on the detection of global inconsistencies among second-language readers: Evidence from eye-tracking and recall	Yuji Ushiro, University of Tsukuba: ushiro.yuji.gn@u.tsukuba.ac.jp ; Masaya Hosoda; Yoshinobu Mori; Natsumi Tanaka	
17	Enhancing listening text comprehension in 5 year olds': The different role of lower and higher level components	Maja Roch, University of Padova: maja.roch@unipd.it ; Elena Florit; Raffaele Dicaldo; Simonetta Nicoletti; Ilaria Lupo; Alessia Maurantonio	
18	Error analysis of multisyllabic word reading in grades 4 and 5	Lindsay Heggie, Queen's University: lheggie@gmail.com ; Lesly Wade-Woolley	
19	Examination of factors that promote early childhood narrative and vocabulary skills	Ageliki Nicolopoulou, Lehigh University: agn3@lehigh.edu ; Annemarie Hindman; L. Brook Sawyer; Burcu Unlutabak	
20	Examining the influence of urban teachers' advanced literacy assessment and intervention training on literacy achievement of students receiving individual intervention and on regular classroom students	Molly Shiffler, Cardinal Stritch University: mdshiffler@stritch.edu ; Dr. Jane Radaj	
21	Examining the influence on comprehension of a theoretically-diverse literacy intervention: How do comprehension results vary depending on the assessment used?	Jane Radaj, Cardinal Stritch University: jmradaj@gmail.com ; Molly Drake Shiffler	
22	Examining the unique contributions of working memory and attention to reading-related outcomes in elementary-school children	Brittany Morris, Florida State University: morris@psy.fsu.edu ; Christopher Lonigan	

23	Exploring the Variability of a reading block: Teacher Demeanor and instructional environment	Chelsea Funari, Florida State University: cn13e@my.fsu.edu ; Shawna Durtschi; Beth Phillips; Carol Connor	
24	Morphological awareness and spelling development in Arabic speaking EFL learners	Arige Younis Elouti: aelouti@gmail.com ; Elinor Saiegh-Haddad	
25	From the printing press to Twitter: An exploratory study examining the role of knowledge transfer in comprehension for students with learning differences	Amy Elleman, Middle Tennessee State University: amy.elleman@mtsu.edu ; Laura M. Steacy; Jennifer K. Gilbert; Stacy Fields; Donald L. Compton	
26	Identifying important predictors across different reading comprehension levels of adult literacy students	Elizabeth Tighe, Arizona State University: eltighe@asu.edu ; Callie Little; Christopher Schatschneider	
27	Imageability, concreteness and visual impairment	Mackenzie Savaiano, University of Nebraska-Lincoln: mackenzie.savaiano@gmail.com	
28	Informal letter teaching in parent-child conversations	Molly Farry-Thorn, Washington University in St. Louis: mfarry-thorn@wustledu ; Rebecca Treiman	
29	Integrated science and literacy K-12 instruction: A meta-analysis	Jennifer Parrish, Middle Tennessee State University: jp4k@mtmail.mtsu.edu ; Amy Elleman; Summer Talbert	
30	Investigating the impact of type of training on the time course of orthographic learning in children	Hannah Nash, University of Leeds: h.nash@leeds.ac.uk ; Anna Weighall	
31	Is the sonority useful for syllable segmentation in visual identification? Evidence in French dyslexic children	Norbert Maïonchi-Pino, Université Clermont Auvergne - Blaise Pascal - LAPSCO - CNRS UMR 6024: norbert.maionchi_pino@univ-bpclermont.fr ; Audrey Carmona	
32	Knowledge of print exposure changes how pre-service teachers promote reading to students	Stephanie Kozak, Concordia University: s_kozak@education.concordia.ca ; Sandra Martin-Chang	
33	Metalexical abilities in French-speaking children from kindergarten to fourth grade	Agnès Costerg, Université de Montréal: agniesse1@hotmail.fr ; Daniel Daigle; Élisabeth Demont	
34	Morphological awareness and processing in children with phonological difficulties.	Helen Breadmore, Coventry University: helen.breadmore@coventry.ac.uk ; Julia Carroll	
35	Morphological priming in word reading: Word complexity and word processing	Carina Pinto, CLUL, IPL: pintocarinaal@gmail.com	
36	Multisensory integration of letters: Beneficial effect of an incidental multisensory learning for teenagers with intellectual disabilities	Arthur Boisson, Université Lyon 2: arthur.boisson@live.com ; Annie Magnan; Rémy Versace; Lionel Brunel; Gerald Bussy; Hélène Labat	

37	Oral language and reading in fourth-graders: The potential role of intonation	Wanda Kent, Society for the Scientific Study of Reading: wkent2@emich.edu ; Heather Balog	
38	Orthographic and non-symbolic visual contributions to Arabic reading	Charles Haynes, MGH Institute of Health Professions: chaynes@mghihp.edu ; Nadia Taibah; Pamela Hook	
39	Perception of Chinese characters by the traditional and simplified Chinese readers and its impacts on readers' visual attention	Ruoxiao Yang, Hong Kong Shue Yan University: ruoxiaoyang@gmail.com ; William Shi-Yuan Wang	
40	Phonological awareness abilities of phonemic and syllables deletion among Arabic first-graders	Hadeel Kadi, Umm Alqora University: h_z_qadi@hotmail.com ; Nadia Jameel Taibah , Ed.D, King Abdulaziz University	
41	Phonological awareness development: The role of speech production and perception explained	Michelle Erskine, University of Wisconsin: merskine@wisc.edu ; Patrick Reidy; Benjamin Munson; Jan R. Edwards	
42	Phonological awareness skills in children with intellectual disability: An atypical pattern?	Rachel Sermier Dessemontet, University of Teacher Education of the State of Vaud: rachel.sermier@hepl.ch ; Anne-Françoise de Chambrier; Catherine Martinet; Urs Moser; Nicole Bayer	
43	Predicting second grade listening comprehension using pre-kindergarten and kindergarten measures	Crystle Alonzo, MGH Institute of Health Professions: crystlea@gmail.com ; Tiffany Hogan; Gloria Yeomans-Maldonado; Kimberly Murphy ; Language and Reading Research Consortium	
44	Self-paced sentence-by-sentence reading on story comprehension, recall, and narrative transportation	Ashley Chung-Fat-Yim, York University: ashc88@yorku.ca ; Jordan Peterson; Raymond Mar	
45	Silent rate and comprehension of proficient and less proficient readers with texts of varying complexity	Elfrieda H. Hiebert, TextProject: hiebert@textproject.org ; Mark Daniel; Leigh Ann Martin; Shannon Henderson	
46	The contribution of working memory to mathematics skills in Arabic Speaking children with learning disabilities	Nada Alghanmi, King Abdulaziz University: nananuts123@hotmail.com ; Nadia Jameel Taibah ; Sama Khomais	
47	The function of diagram with numbered arrows and text in conveying mechanical kinematic information: An eye tracking investigation	Yu-Cin Jian, National Taiwan Normal University: jianyucin@gmail.com	
48	The role of grammatical complexity and verbal memory on sentence repetition in Portuguese speaking children	Ariana Loff, University of Luxembourg: mailloff@gmail.com ; Ana Paula Vale; Jelena Mircovic; Kristina Moll; Maggie Snowling; Sonali Nag	
49	The role of preschool language and social cognition in unexpected poor comprehension: A retrospective analysis	Lynette Atkinson, Roehampton University: lynetteatkinson@ymail.com ; Daisy Powell; Lance Slade; Joseph P. Levy	

50	The role of text coherence and inference making in solving mathematical word problems	Sabine Stephany, University of Cologne: sabine.stephany@uni-koeln.de	
51	The use of technology to enhance language and learning among 4th graders: Lessons learned and future directions	Gloria Ramirez, Thompson Rivers University: gleduvi@gmail.com ; Mike Bowden; Patricia Persad	
52	Tracking the development of the optimal viewing position over the course of reading acquisition in elementary school	Wolfgang Scharke, RWTH Aachen University Hospital: wscharke@ukaachen.de ; Josefine Horbach; Ralph Radach; Thomas Günther	
53	Understanding the role of morphological awareness in reading Chinese characters by exploring the mediation of phonological awareness, vocabulary, and orthographic knowledge and the moderation of morpheme family size	Duo Liu Phil, The Hong Kong Institute of Education: duoliu@ied.edu.hk ; Hong Li	
54	Usability and feasibility of an English vocabulary program using an intelligent tutoring system	Doris Luft Baker, Southern Methodist University: dluftdebaker@smu.edu ; Jillian Conry, Paul Polanco, Stephanie Al Otaiba	
55	Validity of a dynamic assessment of phonological awareness in Spanish that does not require spoken responses	R. Michael Barker, University of South Florida: rmbarker@usf.edu ; Bianca Loreti; Maria Brea-Spahn; Kyna S. Betancourt	
56	Validity of letter-sound short forms: Associations with early literacy skills and classroom practices	Kristin Farley, The Ohio State University: farley.119@osu.edu ; Shayne Piasta ; Ann O'Connell	
57	Verbal Working Memory and early reading: Do ELLs from low SES perform similar to their monolingual peers?	Elena Zaretsky, Clark University: ezaretsky@clarku.edu	
58	Visual morphological knowledge among children with developmental dyslexia	Miki Cohen, David Yellin College, The Hebrew University of Jerusalem: mikico24@gmail.com ; Dorit Ravid; Ayelet Sasson; Rachel Schiff	
59	Visual-orthographic knowledge development: The case of French-speaking spellers.	Noemia Ruberto, Noemia Ruberto: noemia.ruberto@umontreal.ca ; Agnès Costerg; Daniel Daigle	
60	What did you just say? The role of language proficiency and conflict monitoring for listening comprehension in monolingual and bilingual children	Lorinda King Chi Mak, York University: lorindam@yorku.ca ; Ellen Bialystok	
61	What does the X say? Identifying what letter sounds should be assessed as correct	Janelle Montroy, UT Health: janelle.j.montroy@uth.tmc.edu ; Jason Anthony; Jeffrey Williams; Matthew Foster; ChengHsien Li; KwangHee Jung; Ryan Bowles	
62	Word Learning in Good and Poor Comprehenders	Neena Hudson, Vanderbilt, neena.m.saha@vanderbilt.edu ; Nicole Landi , Laurie Cutting	

63	Reading motivation and reading comprehension in early adolescence: Exploring the relationship and the impact of student characteristics	Amélie Rogiers Jr, Ghent University: amelie.rogiers@ugent.be ; Hilde Van Keer	
Friday 14:05-15:45	Symposium: Learning to read across languages and writing systems: Part 2	CHAIR: Charles Perfetti	AUD-2A
1	Learning to read Hebrew	David Share, University of Haifa: dshare@edu.haifa.ac.il ; Amalia Bar-On	
2	Learning to read Finnish	Mikko Aro, University of Jyväskylä: mikko.t.aro@jyu.fi	
3	Learning to read Spanish	Sylvia Defior, University of Granada: sdefior@ugr.es ; Francisca Serrano	
4	Learning to read German	Karin Landerl, University of Graz: karin.landerl@uni-graz.at ; Kristina Moll	
5	Universals in learning to read across languages and writing systems	Charles Perfetti, University of Pittsburgh: perfetti@pitt.edu	
Friday 14:05-15:45	Symposium: Longitudinal prediction of reading comprehension: From preschool through to adolescence	CHAIR: Kate Cain	AUD-1
1	Predictors of reading and listening comprehension from prekindergarten to grade 3	Kate Cain, Lancaster University: k.cain@lancaster.ac.uk ; Hugh W. Catts	
2	The contribution of oral language, higher-level language and decoding across grades reading comprehension in bilingual children	Maria Adelaida Restrepo, Arizona State University: Laida.restrepo@asu.edu ; Gloria Yeomans-Maldonado; Carol Mesa; Shelley Gray; Tiffany Hogan	
3	Does home literacy longitudinally account for reading comprehension beyond the simple view of reading?	Elena Florit, University of Padua: elena.florit@unipd.it ; Maja Roch; M Chiara Levorato	
4	Modeling parallel growth between word reading and reading comprehension in children from first through fourth grade	Laura M. Steacy, Florida State University: lsteacy@fcr.org ; Hugh W Catts; Donald L Compton	
5	Oral vocabulary, word reading and reading comprehension: What are the relationships in early adolescence?	Jessie Ricketts, Royal Holloway, University of London: jessie.ricketts@rhul.ac.uk ; Nicola Dawson; Charles Hulme	
Friday 14:05-15:45	Symposium: Exploring the predictive validity of Spanish and English early language and literacy assessments	CHAIR: Lillian Duran	R254
1	Examining the predictive validity of the Spanish individual growth and development indicators: The relationship between Spanish performance and English and Spanish outcomes in Kindergarten	Alisha Wackerle-Hollman, University of Minnesota: wacke020@umn.edu	
2	Exploring the relationships between English and Spanish preschool language and literacy ability, language exposure, language of instruction, and kindergarten outcomes	Lillian Duran, Utah State University: lillian.duran@usu.edu	

3	Diagnostic accuracy of Spanish and English screeners with Spanish and English criterion measures for English learners in grades 1 to 3	Doris Luft Baker, Southern Methodist University: dluftdebaker@mail.smu.edu ; Keith Smolkowski	
4	Within- and cross-language predictive validity of early literacy assessments for Spanish-speaking language-minority preschool children	Christopher Longian, Florida State University: lonigan@psy.fsu.edu ; Ana H. Marty; Kimberly D. McDowell; Jo Ann M. Farver	
5	Predictive relationships between the BESA-ME and reading scores for bilingual first graders	Elizabeth Peña, Univeristy of Texas-Austin: elizabeth.pena707@gmail.com ; Lisa Bedore; Elisa Barquin	
Friday 14:05-15:45	Symposium: Diagnostic assessment of reading	CHAIR: Gina Biancarosa	AUD-2C
1	Diagnostic decoding assessment: Technical characteristics and implications	Michelle Hosp, University of Massachusetts: michellehosp@umass.edu ; John Hosp	
2	Diagnosing the reading comprehension processes of poor comprehenders: Year 2 results of the multiple-choice online causal comprehension assessment	Gina Biancarosa, University of Oregon: ginab@uoregon.edu ; Mark Davison; Sarah Carlson; Ben Seipel	
3	Vertical scaling and longitudinal predictive relationships of scenario-based assessments across grades	Tenaha O'Reilly, Educational Testing Service: toreilly@ets.org ; John Sabatini; Jonathan Weeks; Jonathan Steinberg; Szu-Fu Chao; Zuowei Wang	
4	Relation of reading components to scenario-based assessments in adolescents	John Sabatini, Educational Testing Service: jsabatini@ets.org ; Tenaha O'Reilly; Kelly Bruce	
5	DISCUSSION: The future of diagnostic assessment	DISCUSSANT:	
Friday 14:05-15:45	Symposium: Mechanisms and methods for enhancing the effectiveness of reading comprehension interventions	CHAIR: Amy Barth	AUD-2B
1	The effects of a text-processing comprehension intervention on struggling middle school readers	Amy Barth, University of Missouri-Columbia: bartha@missouri.edu ; Sharon Vaughn; Phil Capin; Eunsoo Cho; Amory Cable	
2	The effects of a one or two-year reading comprehension intervention on struggling readers in grades 4 to 5.	Garrett Roberts, University of Texas-Austin: groberts@austin.utexas.edu ; Sharon Vaughn	
3	Age and individual differences in intervention response in school-age children with reading disabilities.	Maureen Lovett, The Hospital for Sick Children and University of Toronto: mwl@sickkids.ca ; Jan C. Frijters ; Karen A. Steinbach ; Maryanne Wolf ; Rose A. Sevcik ; Robin D. Morris	
4	Targeting lower- and higher-level language skills to support comprehension: Effects of let's know!	Shayne Piasta, Ohio State University: piasta.1@osu.edu	
5	Comparison of statistical models examining whether intervention impacts test-specific components of variance in comprehension, broad aspects of the comprehension construct, or specific dimensions of comprehension that are common across assessments	Paulina Kulesz, University of Houston: paulina.kulesz@times.uh.edu ; David Francis; Yusra Ahmed; Jack Fletcher; Sharon Vaughn	

Friday 14:05-15:45	Spoken papers: Dyslexia	CHAIR: Ella Barnett	R250
1	Determinants of reading ability in dyslexia: Auditory-visual speech perception and native language attunement	Ella Barnett, Western Sydney University, 15057538@student.uws.edu.au ; Benjawan Kasisopa ; Denis Burnham	
2	Has linear statistics and categorical diagnostics led us astray in interpreting causal determinants of reading disability?	Katrien Koolen, Vrije Universiteit Brussel, kkoolen@vub.ac.be ; Wim van den Broeck; Eva Staels	
3	Mapping the gaze of dyslexic children during word reading and orthographic processing in a transparent orthography	Argyro Fella, University of Cyprus, argirini@hotmail.com ; Timothy C. Papadopoulos	
4	Modeling working memory in school-age children with dyslexia	Tiffany Hogan, MGH Institute of Health Professions, thogan@mghihp.edu ; Sam Green; Mary Alt; Shelley Gray; Shara Brinkley; Nelson Cowan	
5	Testing the double-deficit hypothesis in Arabic	Sana Tibi, sanatibi@gmail.com ; John R. Kirby	
15:45-16:00	COFFEE BREAK		Gardens
16:00-17:40	Awards Presentation & Distinguished Scientific Contributions Award Address (Rebecca Treiman)		AUD-2A
18:00-22:00	CONFERENCE DINNER		Gardens
SATURDAY, JULY 16, 2016			
7:15-8:30	BREAKFAST		Gardens
Saturday 8:30 - 10:10	Symposium: Language: A critical connection between mathematics and literacy	CHAIR: David Purpura	AUD-2B
1	Cross-domain relations of the home literacy and numeracy environments to preschoolers' outcomes	Amy Napoli, Purdue University: anapoli@purdue.edu ; David J. Purpura	
2	Hispanic English language learners response to a kindergarten numeracy intervention: The impact of vocabulary	Matthew Foster, The University of Texas Health Science Center at Houston: Matthew.E.Foster@uth.tmc.edu ; Jason L. Anthony	
3	Teaching mathematical language through dialogic reading: An intervention with preschool children	David Purpura, Purdue University: purpura@purdue.edu ; Amy R. Napoli; Elizabeth Wehrspann; Zachary S. Gold	
4	Mathematics vocabulary in the elementary grades	Sarah Powell, University of Texas at Austin: srpowell@austin.utexas.edu	
5	DISCUSSION	DISCUSSANT: Sarah Powell	

Saturday 8:30 - 10:10	Symposium: <u>Unravelling the Myth of Bilingual Reading Comprehension Development: The Roles of Prosody and Executive Functions</u>	CHAIR: Shelley Xiuli Tong	AUD-2C
1	Lexical prosody beyond L1 boundary: Chinese lexical tone sensitivity predicts English reading comprehension via English stress	Shelley Xiuli Tong, The University of Hong Kong: txlpsy@gmail.com ; William Choi; Kate Cain	
2	A cross-language investigation of the role of prosodic reading in reading comprehension among Cantonese-English bilingual children	Rachel Ka Ying Tsui, The University of Hong Kong: rachelkt@hku.hk ; Leo Shing Chun Fung	
3	Prosody and reading comprehension in Cantonese –English high-functioning autistic children	Ruby Wing Yan Wong, The University of Hong Kong: ruby0421@connect.hku.hk	
4	Understanding the relationship between executive functions and reading comprehension in Cantonese-English children	Heidy Ka Hei N NG, The University of Hong Kong: heidying@hku.hk ; Helene Deacon	
5	The myth of bilingual reading comprehension	Catherine Snow, Harvard University	
Saturday 8:30 - 10:10	Symposium: <u>Orthographic learning under different conditions: Insights from studies across languages</u>	CHAIR: Xenia Schmalz	AUD-1
1	Learning of artificial orthographies: How complexity and unpredictability affect learning processes	Xenia Schmalz, Università degli Studi di Padova: xenia.schmalz@mq.edu.au ; Claudio Mulatti	
2	Knowledge of conditional spelling patterns boosts orthographic learning among Danish 3rd graders	Anne-Mette Veber-Nielsen, Københavns Universitet: anveber@hum.ku.dk	
3	Investigating predictors of spelling: The role of RAN and multi-character processing in an opaque and a transparent orthography	Aris Terzopoulos, University College London & University of Dundee: a.r.terzopoulos@dundee.ac.uk ; Georgia Niolaki; Lynne Duncan; Jackie Masterson	
4	Visual complexity in orthographic learning: Modeling learning across writing system variation	Wendy Chang, National Taiwan Normal University: liyunchang@ntnu.edu.tw ; David Plaut; Charles Perfetti	
5	DISCUSSION	DISCUSSANT: Xenia Schmalz	
Saturday 8:30 - 10:10	Symposium: <u>Learning to read and write in another language. Insights from different languages, writing systems, age groups and levels of reading proficiency</u>	CHAIR: Maaïke Zeguers	AUD-2A
1	Cognitive skills underlying reading development in multiple foreign languages. Which are general, and which are language specific?	Maaïke Zeguers, University of Amsterdam: m.h.t.zeguers@uva.nl ; Madelon van den Boer	
2	Investigating poor comprehenders' narrative ability and inference generation in English and French	Nadia D'Angelo, University of Toronto: n.dangelo@utoronto.ca ; Xi Chen	
3	Foreign language word reading and orthographic knowledge of gifted children with dyslexia in secondary education	Sietske van Viersen, University of Amsterdam: S.vanViersen@uva.nl ; Elise de Bree; Lilian Kalee; Evelyn Kroesbergen; Peter de Jong	

4	Differences in first language skills affect reading fluency training in English	Patrick Snellings, University of Amsterdam: p.snellings@uva.nl	
5	How can non-Chinese-speaking children learn Chinese more effectively?	Ying Wang, The Chinese University of Hong Kong: ying.wang1986@gmail.com ; Catherine McBride-Chang; Yanling Zhou; R. Malatesha Joshi ; JoAnn M. Farver	
Saturday 8:30 - 10:10	Spoken papers: Spelling/writing	CHAIR: Scott Beers	R254
1	By pen or by keyboard? The effects of writing mode on the online writing processes of adolescent students with written language disabilities	Scott Beers, Seattle Pacific University, sbeers@spu.edu ; Terry Mickail	
2	Do all roads really lead to Rome? The case of spelling acquisition	Daniel Daigle, Universite de Montreal, daniel.daigle@umontreal.ca ; Rachel Berthiaume; Agnès Costerg; Anne Plisson; Noémia Ruberto; Joëlle Varin	
3	Genetic and Environmental influences in spelling growth: The case of Florida twin project in reading	Florina Erbeli, Florida Center for Reading Research, ferbeli@fcrr.org ; Sara A. Hart; Jeanette Taylor	
4	Mechanisms through which handwriting fluency influences writing quality: A path-analytic approach	Teresa Limpo, University of Porto, tlimpo@fpce.up.pt ; Rui Alves; Vincent Connelly	
5	Understanding children's early written composition using an item response model	Margaret Quinn, Georgia State University, mquinn6@student.gsu.edu ; Gary E. Bingham; Hope K. Gerde	
Saturday 8:30 - 10:10	Spoken papers: Learning to read	CHAIR: Minna Torppa	R250
1	Development of reading fluency, reading comprehension, and reading frequency from age 7 to 15	Elsje van Bergen, Vrije Universiteit Amsterdam, e.van.bergen@vu.nl ; Kati Vasalampi; Minna Torppa	
2	First grade reading intervention and motivation dynamics	Bente Rigmor Walgermo, National centre for Reading Education & Reading Research, Norway, bente.r.walgermo@uis.no ; Oddny J. Solheim; Jan C. Frijters	
3	Individual variation in the transition from phonologically based word decoding to orthographic reading	Moniek Schaars, Radboud University, m.schaars@pwo.ru.nl ; Eliane Segers; Ludo Verhoeven	
4	Mechanisms of phonological influences on orthographic processes	Lindsay Harris, Northern Illinois University, lharris3@niu.edu ; Charles Perfetti	
5	Reading acquisition in beginning readers: What do reading errors tell us?	Edlia Simões, ISPA-Instituto Universitário, edliasimoes@gmail.com ; Margarida Alves Martins	

10:10-10:25	COFFEE BREAK		Gardens
Saturday 10:25-12:05	Symposium: <u>I'd rather be reading: The importance of print exposure across settings</u>	CHAIR: Sandra Martin-Chang	R250
1	Read all about it! Teachers' print exposure linked to planning for instruction	Sandra Martin-Chang, Concordia University: smartinc@education.concordia.ca ; Stephanie Kozak	
2	Adapting an evidence-based literacy intervention to promote reading engagement and comprehension: A school-level randomized experiment to assess the role of teacher adaptations on student outcomes	James Kim, Harvard University, Graduate School of Education: james_kim@gse.harvard.edu ; Jonathan Guryan; Mary Burkhauser; David M. Quinn; Helen Chen Kingston	
3	Differentiating summertime literacy attitudes and experiences among children with and without reading difficulties	Joanna Christodoulou, MGH Institute of Health Professions: jchristodoulou@mghihp.edu ; Kelly K. Halverson ; Emily Holding ; Theresa Cheng ; Sydney Kagan ; Maria Varella ; Dalya Umans ; Megan Pattee ; Nicole Ashby	
4	Does what you read matter when it comes to fostering verbal ability?	Raymond A. Mar, York University: mar@yorku.ca ; Marina Rain	
5	The role of print exposure in the development of early literacy skills among kindergarten students	Anne Cunningham, University of California, Berkeley: acunning@berkeley.edu ; Yi-Jui Chen	
Saturday 10:25-12:05	Symposium: <u>Heterogeneity of dyslexia: Neurobiological correlates of reading related measures in subgroups of individuals with dyslexia</u>	CHAIR: Kristina Moll	AUD-2A
1	Dyslexic brain activation abnormalities in deep and shallow orthographies: A meta-analysis of 28 functional neuroimaging studies	Anna Martin, University of Salzburg, Austria: Anna.Martin@sbg.ac.at ; Martin Kronbichler ; Fabio Richlan	
2	A DTI investigation in spelling impaired children with and without reading deficits	Chiara Banfi, University of Graz: chiara.banfi@uni-graz.at ; Karl Koschutnig; Melanie Gangl; Ferenc Kemeny; Andreas Fink; Karin Landerl	
3	Neural correlates of pseudohomophone processing in Isolated Spelling Deficit	Ferenc Kemény, University of Graz: Ferenc.Kemeny@uni-graz.at ; Chiara Banfi; Melanie Gangl; Corinna Perchtold; Ilona Papousek; Karin Landerl	
4	Neurophysiological correlates of word processing deficits associated with reading versus spelling problems	Sarolta Bakos, University of Munich: Sarolta.Bakos@med.uni-muenchen.de ; Gerd Schulte-Körne; Kristina Moll	
5	Orienting of attention, reading, and rapid naming in Dutch school children	Barry J.A. de Groot, University of Groningen: b.j.a.de.groot@rug.nl ; Kees P. van den Bos	

Saturday 10:25-12:05	Symposium: <u>Developmentally-appropriate apps and ebooks: Where are we?</u>	CHAIR: Adriana Bus	AUD-2B
1	“Candy” and “Spinach” in alphabet E-books: Linkages between book design and book behaviour	Mary Ann Evans, University of Guelph: mevans00@uoguelph.ca ; David Willoughby; Sarah Nowak	
2	Independent E-book reading at school: Differential Effects of two programs on reading skills	Kathleen Roskos, John Carroll University: Roskos@jcu.edu	
3	On-line formative e-assessment aligned with early vocabulary acquisition	Karen Burstein, University of Louisiana Lafayette: Karen.burstein@louisiana.edu ; Renee Casbergue	
4	Ten years after: Revisiting the question of e-book quality as early language and literacy support	Ofra Korat, Bar-Ilan University: Ofra.Korat@biu.ac.il ; Yael Falk	
5	How educational are the most popular apps for young children?	Burcu Sari, Uludağ University, Bursa, Turkey: burcusari87@gmail.com ; Zsofia Takacs; Szilvia Salamon; Adriana Bus	
Saturday 10:25-12:05	Symposium: <u>Does it matter what medium we use for reading development?</u>	CHAIR: Maria T. Sikkema - de Jong Sr.	AUD-2C
1	Do interactive animations influence comprehension of electronic picture books?	Gal Ben-Yehudah, The Open University of Israel: galby@openu.ac.il ; Avner Caspi; Yoram Eshet-Alkai	
2	The impact of attention-orientation strategies on discourse comprehension in shared book reading	Annie Roy-Charland, Laurentian University: aroycharland@laurentian.ca ; Mélanie Perron ; Chelsea Cloutier ; Danielle Huot ; Christian LaForge	
3	The impact of shared e-book reading on a SMART-board	Marianne van Dijken, Leiden University: MDijken@fsw.leidenuniv.nl	
4	Emotions and empathy of college students while reading digital texts	Per Bergamin, Swiss Distance University of Applied Sciences: per.bergamin@ffhs.ch ; Egon Werlen	
5	DISCUSSION	DISCUSSANT: Maria T. Sikkema - de Jong Sr.	
Saturday 10:25-12:05	Symposium: <u>Patterns of spelling development across languages</u>	CHAIR: Naymé Salas	AUD-1
1	Do types of spelling errors indicate levels of linguistic knowledge?	Barbara Conway, Neuhaus Education Center: barbaratconway@gmail.com ; R. Malatesha Joshi; XueJun Ryan Ji; Luxi Feng	
2	Effects of writing task, word frequency and orthographic difficulty on learning to spell	Cristina Castillo, Universitat de Barcelona: cristina_cc32@hotmail.com	
3	The developmental pattern of spelling in Catalan from first to fifth school grade	Anna Llauradó, UCL Institute of Education: anna_llaurado@yahoo.es ; Liliana Tolchinsky	

4	Patterns of spelling development in English and Spanish	Naymé Salas, Universitat Autònoma de Barcelona: nayme.salas@uab.cat ; Markéta Caravolas	
5	DISCUSSION: Spelling development as a window on lexical and conceptual development	DISCUSSANT: Barbara Arfé	
Saturday 10:25-12:05	Spoken papers: Linguistic diversity	CHAIR: Rita Zeltsman-Kulick	R254
1	A developmental model of adolescents' EFL reading comprehension	Rita Zeltsman-Kulick, Haifa University: esewithrita@gmail.com ; Tami Katzir; Anat Prior	
2	Emergence of phonological awareness across bilingual types and relations to early reading and vocabulary	Beth O'Brien, National Institute of Education at NTU: beth.obrien@nie.edu.sg ; Malikka Habib Mohamed; Nurul Taqiah Yussof; Siew Chin Ng	
3	Higher-order comprehension skills in ELLs who are poor comprehenders	Christie Fraser, OISE/University of Toronto: christie.fraser@utoronto.ca ; Angele Massey-Garrison; Alexandra Gottardo; Esther Geva	
4	Impact of heritage language on bilingual children's path to English literacy: Behavioral & fMRI evidence from Chinese-English bilinguals	Lucy Shih Ju Hsu, University of Hong Kong: lucyhsu@umich.edu ; Ka I Ip; Maria Arredondo; Twila Tardif; Ioulia Kovelman	
5	The longitudinal relations between decoding and reading comprehension among language-minority children	John Goodrich, Florida State University: goodrich@psy.fsu.edu ; Christopher Lonigan	
12:05 - 12.35	LUNCH		Gardens
12:35-14:05	POSTER SESSION IV	Authors	
1	50 years of disagreement: A meta-analytic review of hyperlexia profile	Amanda Lindner, Texas A&M University: mlindner48@tamu.edu ; Shuai Zhang; R. Malatesha Joshi	
2	A multidimensional assessment of morphological analysis tasks with bound Latin roots	Feifei Ye, University of Pittsburgh: feifeiye@pitt.edu ; Amy Crosson ; Margaret McKeown; Meng Hua	
3	A secondary reading comprehension curriculum: Exploring how Foi impacts student performance	Donna Caccamise, University of Colorado: donna.caccamise@colorado.edu ; Megan Littrell-Baez; Christine Okochi	
4	A special font for people with dyslexia: Does it work and if so, why?	Eva Marinus, Macquarie University/ ARC Centre of Excellence in Cognition and its Disorders (CCD): eva.marinus@mq.edu.au ; Michelle Mostard ; Eliane Segers; Teresa Schubert; Alison Madelaine; Kevin Wheldall	
5	A two-year study to investigate literacy development among young EFL learners	Mitsue Allen-Tamai, Aoyama Gakuin University: allentamai@cl.aoyama.ac.jp	

6	Breaking mirror invariance in object recognition: When in learning to read does d become different than b?	Tania Fernandes, University of Lisbon, Portugal: taniapgfernandes@gmail.com ; Isabel Leite; Régine Kolinsky	
7	Children at risk for academic problems: The predictive effect of comprehension and phonological awareness on text production.	Camila Rennhard Bandeira de Mello, Universidade Presbiteriana Mackenzie: camila_rennhard@hotmail.com ; Matheus Sant'Ana Michelino; Amanda Douat Cardoso; Carolina Nikaedo ; Elizeu Coutinho Macedo	
8	Comparing children with ASD and their peers' growth in print knowledge	Jaclyn Dynia, Ohio State University: jdynia@ehe.osu.edu ; Matt Brock; Laura Justice; Jessica AR Logan; Joan Kaderavek	
9	Comprehension in context: A crossed random-effects model examining item-, reader-, and passage-level predictors of third grade comprehension scores	Autumn McIlraith, Florida State University: autumnlorayne@gmail.com ; Donald L. Compton; Hugh W. Catts	
10	Developmental trajectory of Chinese character reading among Hong Kong Chinese kindergartners	Dan Lin, The Hong Kong Institute of Education: lindankoala@gmail.com ; Huilin Sun; Catherine McBride	
11	Do differential relations exist between Inhibitory Control and Working Memory and preschool literacy-related abilities?	Jamie Spiegel, Florida State University: jspiegel1990@gmail.com ; Matthew D. Lerner; Christopher J. Lonigan	
12	Do metalinguistic activities in kindergarten boost learning to read in grade 1?	Ana Albuquerque, ISPA: albuquerque.c.ana@gmail.com ; Margarida Alves Martins	
13	Do teachers' gestures affect children's comprehension of storytelling?	HsinYing Chien, National Taitung University: linyu8888@nttu.edu.tw ; Foner Fu	
14	Does sonority influence the syllable segmentation in visual identification? Evidence in French skilled readers.	Méghane Tossonian, Clermont University LAPSCO-CNRS UMR 6024: tmeghane@yahoo.fr ; Norbert Maïonchi-Pino	
15	EEG references and ERP components: Is there really a new ERP component that is specific for reading Chinese?	Urs Maurer; Sarah Rometsch; Jing Zhao; Pei Zhao; Su Li	
16	Effectiveness of large-scale, state-sponsored language and literacy professional development on early childhood educator outcomes	Melissa M. Weber-Mayrer, The Ohio State University: weber-mayrer.1@osu.edu ; Shayne B. Piasta ; Laura M. Justice; Ann O'Connell; Susie Mauck; Rachel Schachter; Kristin Farley; Caitlin Spear	
17	Effects of social-behavioral skills and parents' language skills on Spanish dual language learners' literacy skills	Christine Meng, University of Wisconsin-Madison: christinemeng@gmail.com ; Ya-Fang Cheng	

18	Evaluating child responses as a means for validation of construct representation on a Spanish expressive verb task	Jose Palma, University of Minnesota: palm0304@umn.edu ; Stephanie Brunner; Alisha Wackerle-Hollman; Lillian Duran; Theresa Kohlmeier; Chase Callard ; Michael Rodriguez	
19	Eye-tracking: A diagnostic tool for reading disabilities?	Norberto Pereira, NeuroCog: norberto.pereira@neurocog.pt ; Armanda Costa; Manuela Guerreiro	
20	Fostering the capacity to transcribe phonemes in kindergarten and first grade in low SES neighborhoods	Nathalie Prévost, UQAM: prevost.nathalie@uqam.ca ; Turcotte Catherine; Émilie Tremblay-Wragg; Frédérique Benjamin	
21	Generalizability theory and the reliability of the phonological awareness literacy screening in spanish for preschool	Marcia Invernizzi, UVA-Curry School of Education: mai@virginia.edu ; Patrick Meyer; Karen Ford	
22	Getting to grips with poor comprehenders: Stability of group membership across test conditions	Hanne Trebbien Daugaard, University of Copenhagen: trebbien@hum.ku.dk ; Carsten Elbro; Jane Oakhill	
23	Home literacy environment and reading: A look at the ECLS-K:2011 longitudinal study for Spanish-speaking Latino families	Gloria Yeomans-Maldonado, The Ohio State University: yeomans-maldonado.1@osu.edu ; Kimberly Murphy	
24	How do we comprehend multiple texts: A simulation study by the Landscape Model	Jyun-Yan Huang, National Chung Cheng University: nateborter@gmail.com ; Yuhtsuen Tzeng; Chi-Shun Lien	
25	If turtles had ice skates: Effects of knowledge availability on inferential skills in children with high-functioning autism	Anna Potocki, Centre de Recherches sur la Cognition et l'Apprentissage: anna.potocki@univ-poitiers.fr ; Manon Vivier; Blandine Baranger	
26	Impact of language of instruction and language modeling ratings on growth trajectories of Spanish-English bilingual preschoolers' early literacy skills	Stephanie Brunner, University of Minnesota: brunn155@umn.edu ; Theresa Kohlmeier; Jose Palma; Alisha Wackerle-Hollman; Lillian Duran; Chase Callard	
27	Improving the general language skills of second-language learners in kindergarten: A randomized controlled trial	Kristin Rogde, University of Oslo: kristin.rogde@iped.uio.no ; Monica Melby-Lervåg; Arne Lervåg	
28	Individual differences among relationships between psycholinguistic skills and Chinese character reading: A 3-year longitudinal study from Kindergarten through early grades	Chung-Hui Hsuan, National Chiayi University: chunghui2002@yahoo.com.tw ; Shen, Pei-Yin; Lin, Fin-Lan; Lee, Yi-Ting	
29	Integrative and predictive processes in text reading: The N400 across a sentence boundary	Regina Calloway, University of Pittsburgh: rcc36@pitt.edu ; Charles Perfetti	
30	Interchangeability of the narrative language measures for English- and Spanish-speaking preschoolers: An analysis with methodological recommendations	Marilyn Thompson, Arizona State University: m.thompson@asu.edu ; Trina Spencer ; Douglas Peterson; Laida Restrepo	

31	L2 oral language in Portuguese-speaking children from Luxembourg: The role of L1 oral language and self-regulation	Rute Tomás, University of Luxembourg: ruteccctomas@gmail.com ; Lénia Carvalhais, Carolina Nikaedo, Pascale Engel de Abreu	
32	Learning to read and write at grade1: Cognitive and self-efficacy predictors	Maryse Bianco, Université Grenoble-Alpes: maryse.bianco@wanadoo.fr ; Pascal Bressoux; Laurent Lima; Gwenaelle Joet	
33	Longitudinal development of the perceptual span: Growth-curve and cross-lagged-panel analyses	Johannes Meixner, University of Potsdam: johannes.meixner@uni-potsdam.de ; Jochen Laubrock	
34	Memory unification, and control in monolingual and bilingual 6th-grade readers	Henriette Raudszus, Radboud University Nijmegen: h.raudszus@bsi.ru.nl ; Eliane Segers; Ludo Verhoeven	
35	Morphology without semantics? The roles of vocabulary knowledge and language exposure in influencing the nature of lexical representations in a rote learning context	Siti Syuhada Binte Faizal, Newcastle University: siti.syuhada@gmail.com ; Ghada Khattab	
36	Multiple-level integration during Chinese comprehension: Morpheme, word and text	Lin Chen, School of Chinese As A Second Language, Sun Yat-Sen University: chenlin36@sysu.edu.cn ; Xiaoping Fang; Charles Perfetti; Guiping Xu	
37	Novel character reconstruction exercise through component learning enhances holistic character processing and orthographic awareness	Ricky Van Yip Tso, The University of Hong Kong: richie13@connect.hku.hk ; Lee, Wing-lam Christina; Cheung, Wai-ming; Au, Terry Kit-fong; Hsiao, Janet Hui-wen	
38	On track: Effect of first grade reading intervention	Oddny Judith Solheim, University of Stavanger: odny.j.solheim@uis.no ; Jan Frijters; Kjersti Lundetræ; Per Henning Uppstad	
39	Phonological transfer of Cantonese, Mandarin and English in native and non-native Chinese speaking children acquiring the three languages at Hong Kong primary school	Yan Ling Zhou, The Hong Kong Institute of Education: ylzhouherold@gmail.com ; Catherine McBride; Ying Wang; R. Malatesha Joshi; JoAnn M. Farver	
40	Preschool/kindergarten CRATI psychometric evaluation of pilot data	Linda J. Lombardino, University of Florida: lombard@ufl.edu ; Nicholas Gage; M. Jeffrey Farrar; David Therraiult	
41	Reading comprehension among young adult Spanish-English bilinguals: The role of language contact and environment	Sara Ashley Smith, California State University: sara.smith@csueastbay.edu ; Jessica G. Briggs; Ariana Bowers; Holly Pothier	

42	Reading Comprehension Profiles of Czech Struggling Readers	Hana Sotakova, Charles University Prague: hana.sotakova@pedf.cuni.cz ; Anna Kucharska; Klara Spackova; Pavla Presslerova; Eva Richterova; Gabriela Seidlova Malkova	
43	Task factors contribute to dyslexics' difficulties with tests of phonological awareness	Pierre Cormier, Universite de Moncton: pierre.cormier@umoncton.ca ; Stacy Corbin	
44	The contribution of teacher-student working alliance and motivation to elementary students' reading performance	Kelly Williams, The University of Texas at Austin: kellyjwilliams@utexas.edu ; Jessica Toste; Eunsoo Cho; Maria Rogers; Amanda McClelland	
45	The deficit profiles of chinese children with reading difficulties: A meta-analysis	Peng Peng, George Washington University: kevpp2004@hotmail.com ; Cuicui Wang; Sha Tao; Congying Sun	
46	The effect of character-similarity on identification and comprehension of a narrative in childhood	Rebecca Dore, University of Delaware: rdore@udel.edu ; Eric Smith; Angeline Lillard	
47	The geometry of handwritten texts as an indicator of cognitive control	Antonio Ibáñez Molina Sr., University of Jaen: anjoibanez@gmail.com ; Yasmina Crespo ; María Soriano; Sergio Iglesias; José Ignacio Aznarte	
48	The impact of a secondary intervention on phonemic awareness, alphabetic knowledge, word identification and word production of at-risk French-speaking children in Kindergarten	Line Laplante, Université du Québec a Montreal: laplante.line@uqam.ca ; Julien Mercier; Monique Brodeur; Dominique Lague; Mélanie Bédard	
49	The new assessment of orthographic processing	Yi-Jui Chen, University of California, Berkeley: ivachen811@gmail.com	
50	The Prime Lexicality Effect in children: Do word compete in developing readers?	Severine Casalis, Université de Lille: severine.casalis@univ-lille3.fr	
51	The Reading brain as a statistician: An fMRI study of the artificial grammar learning paradigm in young good and poor readers	Elpis Pavlidou, The University of York: elpis.pavlidou@york.ac.uk ; W. Einar Mencl; Bonnie Buis; Jocelyn Springfield; Kenneth Pugh	
52	The relationship between N1 print tuning and literacy in Chinese children	Jason C M Lo, The Chinese University of Hong Kong: lcjmlo@gmail.com ; Xiuhong Tong; Catherine McBride; Connie Suk-han Ho; Mary M. Y. Waye	
53	The role of grade 1-2 vocabulary in explaining academic outcomes in young adults	Tess Dussling, Syracuse University: tmdussli@syr.edu ; Benita A. Blachman; Christopher Schatschneider	
54	The time course of the lexicality effect during reading aloud: impact of block displays and task instructions	Gwendoline Mahé; Pascal Zesiger; Marjolaine Cohen; Marina Laganaro	
55	The turbulent road to literacy acquisition in Diglossic Arabic: An Arabic Reading Acquisition Balanced -Interactive (ARABI) remedial program	Baha Makhoul, CET- Center For Educational Technology: baham@cet.ac.il	

56	Visual attention to televised onscreen print by novice and expert readers	Deborah Linebarger, Purdue University: dlinebar@purdue.edu	
57	Word Reading Profiles of Chinese Dyslexics	Anna Garito Cassar, University of Toronto, anna.cassar@rogers.com ;	
Saturday 14:05-15:45	Symposium: Genetics of reading disability: Cultural factors, interactive effects, and new genetic markers	CHAIR: Jeffrey Gruen	AUD-2A
1	Genome-wide meta-analysis of rapid automatized naming in Hispanic and African Americans	Dongnhu Truong, Yale University School of Medicine: dongnhu.truong@yale.edu ; Andrew K. Adams; Mellissa DeMille; Genes, Reading, and Dyslexia Consortium; Jeffrey R. Gruen	
2	Predictive capability of READ1 Alleles: Interactions with KIAA0319 and sex	Jan Frijters, Brock University: jan.frijters@brocku.ca ; Kimberley Tsujimoto; Dongnhu Truong; Genes Reading and Dyslexia Consortium; Jeffrey R. Gruen	
3	Success and failure attributions of cases with and without reading and language difficulties	Kimberley Tsujimoto, Brock University: kimberley.tsujimoto@brocku.ca ; Jan Frijters; Miao Li; Genes Reading and Dyslexia Consortium; Jeffrey R. Gruen	
4	Subgroup classification of struggling readers: A latent profile analysis and validation study	Miao Li, Brock University: mli3@brocku.ca ; Jan Frijters; Kimberley Tsujimoto; Genes Reading and Dyslexia Consortium; Jeffrey R. Gruen	
5	Genetic basis for development of writing systems in world populations	Mellissa DeMille, Yale University School of Medicine: mellissa.demille@yale.edu ; Monica Bowen; Natalie Powers; DongNhu Truong; Jeffrey Gruen	
Saturday 14:05-15:45	Symposium: Rapid Automatized Naming (RAN) measures and their relationship to reading in diverse Spanish-speaking populations	CHAIR: Carmen L. Escribano	R250
1	RAN as a measure of Visual-to-Verbal conversion speed	Ian C. Simpson, Universidad de Loyola Andalucía: icsimpson@uloyola.es ; Eduardo Onochie-Quintanilla, Sylvia Defior	
2	Nature of RAN in people with dyslexia	Paz Suarez-Coalla, Universidad de Oviedo: suarezpaz@uniovi.es ; Fernando Cuetos,	

3	Socio-economic status has an impact on RAN/RAS measures in Spanish speaking children in Argentina	Liliana Fonseca, Universidad Nacional de San Martin: lfonseca@psicopedagogica.com.ar ; Eleonora Lasala; Monica Graciela Migliardo; Ivana Corrado; Ines Lagomarsino; Laura Garcia Blanco; Maria Pujals; Alejandra Mendivelzua; Manuela Sanchez; Milagros Alegre; Cecilia Malbran; Marina Simian	
4	A normative study of Rapid Automatized Naming in different Mexican populations aged 5-7	Judith Suro, Universidad de Guadalajara: judithsuro@yahoo.com.mx ; Fernando Leal, Cesar Rodriguez; Alejandra Cordero	
5	RAN: A discriminative measure of language and reading development in the primary school years in a diverse Bolivian population.	Carmen López-Escribano, Universidad Complutense de Madrid: carmenle@ucm.es ; Veronica Garcia-Ortega,	
Saturday 14:05-15:45	Symposium: Linguistic, textual and individual factors affecting children's comprehension of anaphors and connectives in reading	CHAIR: Barbara Arfé	R254
1	The development of Taiwanese children's pronoun resolution abilities during reading	Yuhtsuen Tzeng, National Chung Cheng University: ttcytt@gmail.com ; Chiu-Hua Huang, To Ko University	
2	Anaphor processing in poor readers with Intellectual Disability and Pre-locutive deafness	Inmaculada Fajardo, University of Valencia: infabra@uv.es ; V. Ávila; L. Gil; A. Ferrer	
3	Establishing coherence using coherence markers: a developmental overview	Ted J.M. Sanders, Utrecht University: t.j.m.sanders@uu.nl ; Jacqueline Evers-Vermeul	
4	The role of connectives in elementary school children's comprehension of temporal relations between events during reading.	Paul van den Broek, Leiden University: broekpwwanden@fsw.leidenuniv.nl ; Josefine Karlsson; Linda van Leijenhurst	
5	Comprehension of temporal and causal connectives in poor comprehenders with and without hearing loss.	Barbara Arfé, DPSS-University of Padova: barbara.arfe@unipd.it ; Jane Oakhill; Paola Benincasa; Paul van den Broek; Elisabetta Genovese	
Saturday 14:05-15:45	Symposium: Determinants of successful reading development in L1 and L2 children in the first years of instruction	CHAIR: Barbara Gasteiger-Klicpera	AUD-1
1	The development of reading and language abilities: A multilevel approach to uncover influential variables at individual and class level	Lisa Paleczek, University of Graz: lisa.paleczek@uni-graz.at ; Barbara Gasteiger-Klicpera; Susanne Seifert; Susanne Schwab	
2	Predicting reading comprehension: Do L1 and L2 learners differ in the importance of variables predicting their development?	Barbara Gasteiger-Klicpera, University of Graz: Barbara.Gasteiger@uni-graz.at ; Lisa Paleczek, Susanne Seifert; Susanne Schwab	

3	L1 reading instruction and reading achievement of bilingual Arabic-German children	Esraa Naddaf, University of Cologne: esraa.naddaf@uni-koeln.de ; Martina Penke	
4	Auditory processing and beat perception skills of Turkish and German poor and good adult readers	Alfred Schabmann, University of Cologne: alfred.schabmann@uni-koeln.de ; Barbara Maria Schmidt; Halit Güllü; Muazzez Isci	
5	The early identification and remediation of first-grade children at-risk for reading disabilities	Katharina Galuschka, University of Munich: Katharina.Galuschka@med.uni-muenchen.de ; Susanne Volkmer; Gerd Schulte-Körne	
Saturday 14:05-15:45	Symposium: RAN, PA, reading, and spelling: Behavioral and neuroscience insights into their relationships	CHAIR: Marie Van Reybroeck	AUD-2B
1	Modeling the eye-movement dynamics of rapid naming among average and poor readers in a transparent orthography	Timothy C. Papadopoulos, University of Cyprus: papadopoulos.timothy@ucy.ac.cy ; Argyro Fella	
2	Behavioral and ERP study with 7-to-10 year-old children	Marjolaine Cohen, Université de Genève: Marjolaine.Cohen@unige.ch ; Gwendoline Mahé; Marina Laganaro; Pascal Zesiger	
3	RAN and phonological awareness as predictors of reading and spelling in a transparent orthography, Finnish	Minna Torppa, University of Jyväskylä: minna.p.torppa@jyu.fi	
4	How rapid automatized naming and phonological awareness contribute to reading and spelling? An intervention study	Caroline Vander Stappen, Université catholique de Louvain: caroline.vanderstappen@uclouvain.be ; Marie Van Reybroeck	
5	The serial superiority effect in different naming tasks: A cross-linguistic study	Angeliki Altani, University of Alberta: altani@ualberta.ca ; Athanassios Protopapas; Ciping Deng; Jeung-Ryeul Cho; Megan Boonstra; Victor Wei; Katerina Katopodi; George K. Georgiou	
Saturday 14:05-15:45	Spoken Papers: Early language	CHAIR: Kiren Khan	AUD-2C
1	Concurrent and longitudinal relations of home language and literacy practices with elementary-school-age children's concurrent decoding and reading comprehension	Trelani Milburn, Florida Center for Reading Research, tfchapman@fsu.edu ; Christopher Lonigan	
2	Evaluating the effect of a preschool intervention for low SES children: Innovation for the Spanish language	Paula Guardia, Universidad Católica de Chile, pguardia@uc.cl	
3	Preschool educators' facilitation of a drawing activity following shared book reading	Stefano Rezzonico, Université de Montréal, stefano.rezzonico@gmail.com ; Trelani Milburn; Dorit Aram; Luigi Girolametto	
4	The connections between early literacy, oral language, and precocious narrative abilities in young children	Kiren Khan, Ohio State University, khan.518@osu.edu ; Jessica Logan; Laura Justice; Ryan Bowles; Lori Skibbe; Shayne Piasta	
15:45-16:00	COFFEE BREAK		Gardens

Saturday 16:00-17:40	Symposium: <u>How does the study of the dynamics of children's written language production contribute to the understanding of writing development?</u>	CHAIR: Pauline Quémart	AUD-2B
1	How does the interaction between spelling and motor processes build up during writing acquisition?	Sonia Kandel, University of Grenoble Alpes, Centre National de la Recherche Scientifique: sonia.kandel@gipsa-lab.grenoble-inp.fr ; Cyril Perret	
2	The influence of morphological structure on the dynamics of written word production in 5th graders	Eric Lambert, University of Poitiers, Centre National de la Recherche Scientifique: eric.lambert@univ-poitiers.fr ; Pauline Quémart	
3	Sub-lexical fragmentation of words during handwriting in English	Annabel Molyneaux, Oxford Brookes University: annabel.molyneaux-2011@brookes.ac.uk ; Anna Barnett; Vincent Connelly; Georgina Glenn; Robert Davies	
4	Handwriting impairments in children with developmental dyslexia	Olivia Afonso, Universidad de La Laguna, Tenerife: ofonso@ulles ; Paz Suárez-Coalla; Fernando Cuetos	
5	Links between spelling, pausing and vocabulary choice in children with dyslexia	Emma Sumner, Goldsmiths, University of London: e.sumner@gold.ac.uk ; Vincent Connelly; Anna Barnett	
Saturday 16:00-17:40	Symposium: <u>Oral narration assessment for culturally and linguistically diverse children: Relevant, authentic, useful</u>	CHAIR: Audrey Lucero	R250
1	Story grammar ability and reading comprehension in French	Janani Selvachandran, University of Toronto: janani.selvachandran@utoronto.edu ; Klaudia Krenca; Adrian Pasquarella; Kathleen Hipfner-Boucher; Becky Xi Chen	
2	Oral narrative performance among Kindergarten, first, and second grade heritage Spanish-speaking bilingual children	Audrey Lucero, University of Oregon: alucero@uoregon.edu	
3	Inference generation and reading comprehension in young emerging bilinguals: Within-language comparisons	Anna Yamashita, University of Toronto; Janani Selvachandran; Klaudia Krenca; Nadia D'Angelo; Becky Xi Chen	
4	Grade level grammatical differences among culturally, linguistically, and economically diverse students in preschool through third grades	Randi Reppen, Northern Arizona University: randi.reppen@nau.edu ; Meghan Moran; Trina Spencer	
5	DISCUSSION	DISCUSSANT: Becky Xi Chen	
Saturday 16:00-17:40	Symposium: <u>Processing spelling patterns: Early and ongoing use of morphological and orthographic patterns across reading development.</u>	CHAIR: Erin Sparks	AUD-1

1	Early spelling development and children's sensitivity to morphological patterns	Frances Gibson, Utah State University: atlsfp@gmail.com ; Julie Wolter	
2	What is the role of decoding in the transfer of orthographic learning? Sounding it out and how simple words affect complex ones.	Rebecca Tucker, Dalhousie University: rebecca.tucker@dal.ca ; Anne Castles; Annie Laroche; S. Hélène Deacon	
3	Investigating grapheme complexity and cohesion effects during visual word recognition in developing readers	Eva Commissaire, University of Strasbourg: commissaire@unistra.fr ; Séverine Casalis	
4	The effect of homophone dominance in reading regular verb forms	Nina Verhaert, University of Antwerp: nina.verhaert@uantwerpen.be ; Dominiek Sandra	
5	Have you seen all of its stress friends?: Item- and participant-level predictors of adults' sensitivity to word endings as stress cues.	Erin Sparks, Dalhousie University: erin.sparks@dal.ca ; S. Hélène Deacon	
Saturday 16:00-17:40	Symposium: A tribute to Richard Olson's 50 years of research	CHAIR: Janice M. Keenan	AUD-2A
1	Bringing genetics to SSSR and bringing the science of reading to genetic research	Robert Plomin, King's College London: robert.plomin@kcl.ac.uk	
2	The legacy of Richard Olson: The latest results from the Colorado Learning Disabilities Research Center	Erik Willcutt, University of Colorado: erik.willcutt@colorado.edu	
3	Is orthographic choice response fully determined by item reading skill?	Donald Compton, Florida State University: dcompton@fcrr.org	
4	Individual differences in reading	Reinhold Kliegl, University of Potsdam: kliegl@uni-potsdam.de	
5	Across the world across the ages	Brian Byrne, University of New England: bbyrne@une.edu.au	
Saturday 16:00-17:40	Spoken Papers: Precursors	CHAIR: Margriet Groen	AUD-2C
1	Individual differences in phonological awareness in Kindergarten children with and without a history of Otitis Media	Margriet Groen, Radboud University, m.groen@pwo.ru.nl ; Alexandra Jesse	
2	Long-term prediction of reading accuracy and speed: The importance of paired-associate learning	Mads Poulsen, University of Copenhagen, m.poulsen@hum.ku.dk ; Vibeke Asmussen; Carsten Elbro	
3	Rudimentary knowledge of letter-sound association is sufficient for a left specialization of the occipito-temporal cortex to print in preschoolers	Aliette Lochy, Catholic University of Louvain-la-Neuve, aliette.loych@uclouvain.be ; Marie Van Reybroeck; Bruno Rossion	
4	The unique role of picture rapid naming in predicting Chinese literacy skills	Fong Yui Chi, The Hong Kong Institute of Education, yfong@ied.edu.hk ; Connie Suk-han Ho; David Wai-ock Chan; Kevin Kien-hoa Chung	

Saturday 16:00-17:40	Spoken Papers: Cross-linguistic reading	CHAIR: George Manolitsis	R254
1	Developmental relations between home literacy environment and word reading across languages	George Manolitsis, gmanolitsis@edc.uoc.gr ; George K. Georgiou; Karin Landerl	
2	Reading comprehension in Arabic, English, Maltese and Persian speaking school children: Variation and similarities in underlying cognitive-linguistic skills	Louisa Grech, University of Malta, louisa.grech@um.edu.mt ; John Everatt; Amir Sadeghi	
3	Teaching orthographic mapping to novice beginners in Brazilian Portuguese: effects of phonemes, syllables and articulatory gestures	Renan de Almeida Sargiani, University of São Paulo, sargiani@gmail.com ; Linnea Carlson Ehri; Maria Regina Maluf	
4	Transparent semantic radicals facilitate orthographic learning in Chinese	Hong Li, Beijing Normal University, psy.lihong@bnu.edu.cn ; Jie Zhang; Linqing Xiao; Yixun Li	

This conference was organized by Ludo Verhoeven (program chair) in collaboration with Rui Alves (local organizer), Amy Scarborough and Sean Day (program assistants). The preconference program was organized by Devin Kearns, Jessie Ricketts & Hua-Chen Wang, assisted by Lesly Wade-Woolley; Holly Joseph & Sarah Powell were session facilitators.

The following members served as reviewer for the present program:

Suzanne Adlof

Cammie McBride

Penelope Collins

Alain Desrochers

Alexandra Gottardo

Tiffany Hogan

John Kirby

Ariana Loff

Sandra Martin-Chang

Adrian Pasquarella

Jenny Thomson

Rebecca Treiman

Kenn Apel

Wing-Yin Bonnie Chow

Nicole Conrad

Florina Erbeli

Saiegh Haddad

Devin Kearns

Mark Lauterbach

Jeannette Mancilla-Martinez

Ana Luiza Navas

Amy Scarborough

Minna Torppa

Clare Wood

Lee Branum-Martin

Don Compton

Helene Deacon

Jan Frijters

Gina Harrison

Young-Suk Kim

Kyle Levesque

Eva Marinus

Gene Ouellette

Eliane Segers

Jessica Toste