

Twenty-Fourth Annual SSSR Meeting: Halifax, Nova Scotia

SATURDAY, JULY 15, 2017			
7:15-8:30	BREAKFAST		
Saturday 8:30 - 10:10	Symposium: Resistors versus responders to intervention for reading disability: Bringing together multiple perspectives to inform theory and practice		CHAIR: Jeffrey Malins
1	(Brain) Response To intervention	W. Einar Mencl, Haskins Laboratories: einar@haskins.yale.edu	
2	Trial-by-trial variability in neural activation to print: Relations to reading skill and remediation	Jeffrey Malins, Haskins Laboratories & Yale University: malins@haskins.yale.edu	
3	Relations between white matter tract integrity and reading improvement in developmental dyslexia	C. Nikki Arrington, Georgia State University: carrington3@gsu.edu	
4	Division of labor in word naming predicts response to intervention	Stephen Frost, Haskins Laboratories: frosts@haskins.yale.edu	
5	Parametrically modeling individual differences in developmental dyslexia	Henry Wolf VII, University of Connecticut: henry.wolf_vii@uconn.edu ; Jay Rueckl	
Saturday 8:30 - 10:10	Symposium: Factors impacting spelling in an additional language		CHAIR: Janina Kahn-Horwitz
1	Reading and spelling processes in EFL among Hebrew and Arabic speakers of differing ability levels: Similarities and differences	Susie Russak, Beit Berl Academic College: susie.russak@gmail.com	
2	The influence of spelling skills on English as a foreign language (EFL) writing	Barbara Arfé, DPSS-University of Padova: barbara.arfe@unipd.it ; Robin Danzak	
3	L1 word decoding and L2 phonological awareness predict L2 spelling in U.S. foreign language learners	Richard L. Sparks, Mt. St. Joseph University: richard.sparks@msj.edu	
4	Acquisition of English spelling among low SES English language learners from Spanish speaking background	Elena Zaretsky, Clark University: ezaretsky@clarku.edu	
5	Explicit teaching of orthographic conventions to English as an additional language adolescents: Individual differences	Janina Kahn-Horwitz, Oranim Academic College of Education: janina.kahn.horwitz@gmail.com	
Saturday 8:30 - 10:10	Spoken papers: Reading vocabulary learning		CHAIR: Marjorie Gillis
1	Encoding: A playful introduction to kindergarten literacy	Marjorie Gillis, Haskins Laboratories: gillis@haskins.yale.edu ; Jeannine Herron	

2	On the quality of phonological representations, phoneme awareness, and vocabulary learning	Monique Sénéchal, Carleton University: monique.senechal@carleton.ca ; Gene Ouellette	
3	Word learning from reading and listening to stories: an eye-tracking study	Alessandra Valentini, University of Reading: alessandra.valentini4@gmail.com ; Julie Kirkby; Rachel Pye; Carmel Houston-Price; Jessie Ricketts	
4	Differential incidental vocabulary acquisition by person- and item-level factors in secondary students	Jennifer Cooper, Middle Tennessee State University: jlacooper@live.com ; Amy M. Elleman, Ph.D.; Jwa Kim, Ph.D.; Aleka Blackwell, Ph.D.	
5	The development of academic vocabulary among Arabic native speaking middle school pupils: How much do they really know	Baha Makhoul, Oranim Academic College: baham@cet.ac.il ; Elite Olshtain	
Saturday 8:30 -10:10	Spoken Papers: Cross-linguistic aspects of bilingual reading	CHAIR: Ariana Loff	
1	Enhancing learning of multilingual children from a linguistic minority: A randomised controlled trial in Portuguese-speaking children from Luxembourg.	Ariana Loff, University of Luxembourg - ECCS: mailloff@gmail.com ; Pascale Engel de Abreu; Carolina Nikaedo; Rute Tomás; Romain Martin	
2	The importance of first language phonological mediation in second language visual word recognition: Evidence from late Mandarin-English and French-English bilinguals	Joanna Guohong Zeng, The University of British Columbia: joannagz@alumni.ubc.ca ; Marion Porath	
3	Predicting word reading in French among emergent bilinguals in French immersion	Sheila Cira Chung, University of Toronto: sheila.chung@mail.utoronto.ca ; Xi Chen; Helene Deacon	
4	The relationship of Spanish spelling to English writing two years later among Spanish-English bilingual children	L. Quentin Dixon, Texas A&M University: qdixon@tamu.edu ; Leily Ziglari; Zhuo Chen; Angelica Ribeiro; Roya Pashmforoosh; Xueyan Hu; Angela Wang; Mahjabin Chowdhury; Amin Davoodi; Shakiba Razmeh; Ruoqiao Chang; Zihan Geng	
5	Modeling the academic year growth and summer loss variability in language proficiency of bilingual children using longitudinal models of change	Yusra Ahmed, University of Houston: yusra.ahmed@times.uh.edu ; David Francis	
Saturday 8:30 - 10:10	Spoken papers: Precursors of reading development	CHAIR: Ya-Ning Chang	
1	Relation between early language exposure and vocabulary size with literacy development in a computational model of reading	Ya-Ning Chang, Lancaster University: y.chang5@lancaster.ac.uk ; Padraic Monaghan; Stephen Welbourne	

2	Phonological processing and the acquisition of reading in Arabic speaking school children across grades 2 to 9	Abir AlSharhan, Centre for Child Evaluation and Teaching: a.sharhan@ccetkuwait.org ; Abdessattar Mahfoudhi; John Everatt	
3	Preschool language abilities and their impact on reading comprehension: A 9 year longitudinal study	Solveig-Alma Lyster, Department of Special Needs Education: sol.lyster@isp.uio.no ; Maggie Snowling; Charles Hulme; Arne Ola Lervaag	
4	Growth of reading test scores from 6th through 8th grades: A longitudinal data analysis	Jwa Kim, Middle Tennessee State University: jwa.kim@mtsu.edu ; Daren Li; Zahya Ahmed; Qian Wang; Nancy Peng	
5	A longitudinal investigation of French and English reading comprehension in multilingual students enrolled in French immersion programs in Canada	Daniel Berube, Université de Saint-Boniface: danielberube1@hotmail.com ; Stefka H. Marinova-Todd; Yuuko Uchikoshi	
10:10-10:25	COFFEE BREAK		
Saturday 10:25-12:05	Symposium: <u>Reading ability and print exposure</u>	CHAIR: Elsje van Bergen	
1	Development of reading interest from age 4 to 9: The roles of shared reading and vocabulary	Minna Torppa, University of Jyväskylä: minna.p.torppa@jyu.fi ; Kati Vasalampi; Kenneth Eklund; Pekka Niemi	
2	Digital reading miles as a way to improve grade 1 children's reading level	Maria T. Sikkema - de Jong, Leiden University : jongtm@fsw.leidenuniv.nl ; Deborah N. van Duijn ; Kirsten Dol	
3	Genetic correlations between reading ability and print exposure	Richard Olson, University of Colorado Boulder: Richard.Olson@Colorado.EDU ; Jacqueline Hulslander; Janice Keenan	
4	Unravelling the link between reading ability and print exposure	Elsje van Bergen, Vrije Universiteit Amsterdam: e.van.bergen@vu.nl ; Maggie Snowling; Eveline de Zeeuw; Toos van Beijsterveldt; Conor Dolan; Dorret Boomsma	
5	DISCUSSION	DISCUSSANT: Anne Cunningham, University of California, Berkeley: acunning@berkeley.edu	
Saturday 10:25-12:05	Symposium: <u>Exploring intervention effects on students' argument writing</u>	CHAIR: Margaret McKeown	

1	Using quality talk language arts to enhance fifth-grade students' argumentation and writing	P. Karen Murphy, The Pennsylvania State University : pkm15@psu.edu ; Jeffrey A. Greene; Carla M. Firetto	
2	Understanding argument writing as situated practice	Margaret Sheehy, University at Albany: msheehy@albany.edu ; Donna Scanlon	
3	Cognitive and linguistic features of adolescent argumentative writing: Do connectives signal more complex reasoning?	Karen S. Taylor, University of California, Irvine: taylorks@uci.edu ; Joshua F. Lawrence; Carol M. Connor	
4	Enhancing students' argument writing: Effects of an instructional intervention	Margaret G. McKeown, University of Pittsburgh: mckeown@pitt.edu ; Amy C. Crosson; Richard J. Correnti; Lindsay Clare Matsumura; Rafael Quintana Umana; Mary Sartoris	
5	DISCUSSION	DISCUSSANT: Anne Britt, Northern Illinois University	
Saturday 10:25-12:05	Spoken Paper: Digital reading development	CHAIR: Elham Zargar	
1	Enhancing children's comprehension monitoring using e-books: An eye-movement study	Elham Zargar, University of California, Irvine: elhamz@uci.edu ; Ashley Adams; Carol Connor	
2	An investigation of publication bias in the assistive technology literature for students with reading disabilities using a P-Curve analysis	Sarah Wood, Sarah Wood: wood@psy.fsu.edu ; Jerad H. Moxley; Sunaina Shenoy ; Richard K. Wagner	
3	Literacy skills predict performance in online research and comprehension	Laura Kannianen, University of Jyväskylä: laura.k.kannianen@jyu.fi ; Carita Kiili; Asko Tolvanen; Mikko Aro; Paavo H. T. Leppänen	
4	In digital reading, good comprehenders adapt their reading times to task difficulty	Johannes Naumann, Goethe-University: j.naumann@em.uni-frankfurt.de	
5	Pay attention to digital text: Print and digital text comprehension in adults with and without ADHD	Gal Ben-Yehudah, The Open University of Israel: galby@openu.ac.il ; Adi Brann	
Saturday 10:25-12:05	Spoken Paper: Reading and developmental disorders	CHAIR: Julie Thompson	
1	Far too few literacy interventions for students with autism spectrum disorder: A meta-analysis	Julie Thompson, Texas A&M University: jthompson@tamu.edu ; Eun Hye Ko	
2	Predictors of word reading for children with ASD	Jaclyn Dynia, The Ohio State University: jdynia@ehe.osu.edu ; Matt Brock; Laura Justice	

3	Predictors of intervention response by children with attention deficit/hyperactivity disorder (ADHD) and reading difficulties (RD): The contributions of ADHD symptoms and sluggish cognitive tempo	Carolyn A. Denton, University of Texas Health Science Center - Houston: carolyn.a.denton@uth.tmc.edu ; Leanne Tamm; Chris Schatschneider; Jeffery Epstein	
4	At home with PA: A comparison of outcomes from parent- and therapist-led interventions for pre-schoolers with hearing loss	Megan Gilliver, National Acoustic Laboratories: megan.gilliver@nal.gov.au	
12:05 - 12.35	LUNCH		
12:35-2:05	POSTER SESSION IV	Authors	
1	Instructional practices for scaffolding meaning-making: Text-based discussions with emergent bilinguals	Carrie Symons, Michigan State University: csymons@msu.edu	
2	Examining the impact of Spanish immersion on young native English speakers' English literacy skills	Kate Brayko, University of Montana: katebrayko@gmail.com ; Jingjing Sun	
3	Supporting early language and literacy practices through teacher professional development	Noella Piquette, University of Lethbridge: noella.piquette@uleth.ca	
4	Acoustic properties of fourth-graders' statement-question contrasts in speaking and reading	Wanda Kent, Eastern Michigan University: wkent2@emich.edu ; Heather L. Balog	
5	Lexical-level predictors of reading comprehension in third grade: Is spelling a unique contributor?	Kimberly Murphy, Old Dominion University: kamurphy@odu.edu ; Laura Justice	
6	Lexical and morpho-syntactic complexity of verbal free-recall relate to individual differences in oral language and working memory ability among bilinguals	Veronica Whitford, Massachusetts Institute of Technology & Harvard University: vwhitfor@mit.edu ; Sibylla Leon Guerrero; Valerie Woxholdt; Carolynn Ianello; Laura Mesite; Gigi Luk	
7	Effects of task instructions on memory of topic structure among second-language readers	Yoshinobu Mori, University of Tsukuba: yoshinobu.mori0305@gmail.com	
8	Examining the role of self-correction in beginning reading	Robert Kelly, The Ohio State University: kelly.1039@osu.edu	
9	Guidelines for the assessment of written language in young adults in Brazilian-Portuguese	Ana Luiza Navas, Faculdade de Ciencias Medicas da Santa Casa: analunavas@gmail.com ; Juliana Postigo Amorina Borges	

10	Speed also matters for phonological awareness	Pierre Cormier, Universite de Moncton: Pierre.Cormier@Umoncton.ca ; Madeleine Léger; Jonathan Cormier; Janelle Mazerolle; Josée Boudreau	
11	The comprehension monitoring abilities of fifth-grade Chinese students	Yu-Min Ku, National Central University, Taiwan: kuyumin@cc.ncu.edu.tw	
12	Is remedial reading intervention in first grade more effective than remedial reading intervention in second grade?	Fiona Kyle, University of London: fiona.kyle.1@city.ac.uk ; Kjersti Lundetræ; Knut Schwippert; Oddny Judith Solheim; Per Henning Upstad	
13	Relationships between self-perception of classroom communication abilities and direct testing of language and reading abilities in school-age children who are DHH	Bonita Squires, Dalhousie University: bonita.squires@dal.ca ; Elizabeth Kay-Raining Bird; Lori Moore	
14	Are different types of miscues during oral passage reading related to executive function?	Tin Nguyen, Vanderbilt University: tin.nguyen@vanderbilt.edu ; Laurie Cutting	
15	fMRI of single-letter mental imagery	Laura Barquero, Vanderbilt University: laura.barquero@vanderbilt.edu ; Sheryl Rimrodt-Frierson; Laurie Cutting	
16	Investigating the self-teaching hypothesis within the adult population	Teba Hamodat, Dalhousie University: tb209216@dal.ca ; Rebecca Tucker; Hélène Deacon	
17	‘Ramping up’ to faster tempos: Rhythm production and phonological awareness in first grade students from the United States and Norway	Emily Guertin, Brock University: emily.guertin@brocku.ca ; Carolyn Finlayson; Jan C. Frijters; Kjersti Lundetræ; GRaD Consortium; Joan Bosson-Heenan; Jeffrey R. Gruen	
18	How the language and format of instruction Impact English language learners’ reading growth	Mark Lauterbach, Brooklyn College: markl@brooklyn.cuny.edu ; Katharine Pace Miles; Karen McFadden	
19	Parental reading and learning factors: Relations with children's attention and hyperactivity.	Nicole Banach, Brock University: nb13zp@brocku.ca ; Jan C. Frijters; Joan Bosson-Heenan; Jeffrey R. Gruen	
20	Phonological awareness professional development: An experimental study of adult teaching practices and the impact on educator knowledge	Melissa M. Weber-Mayrer, The Ohio State University: weber-mayrer.1@osu.edu ; Shayne B. Piasta	

21	Cross-linguistic serial advantage in rapid naming tasks	Angeliki Altani, University of Alberta: altani@ualberta.ca ; Athanassios Protopapas; Megan Boonstra; Katerina Katopodi; George K. Georgiou	
22	Morphological interventions with typically developing and specific language impaired children: A meta-analysis	Ruth Mussar, Carleton University: ruth.mussar@gmail.com	
23	Teacher and student moves and language in math classrooms	Taffeta Wood, University of California, Irvine: tswood@uci.edu ; Sarah Siegal; Carol Connor	
24	Development of English writing of young, multilingual children	Julie Sture, Simon Fraser University: jsture@sfu.ca ; Kelli Finney; Maureen Hoskyn	
25	Feedback for adolescent ELL writers: A meta-analysis	Stacy Fields, Middle Tennessee State University: stacy.fields@mtsu.edu ; Victoria Gay; Summer Talbert; Amy M. Elleman; Collin Olson	
26	Learning to read and write in a foreign language: A four-wave longitudinal study of children from immigrant families	Cíntia Ertel Silva, University of Luxembourg: cintia.ertel@uni.lu ; Ariana Loff; Pascale Engel de Abreu	
27	Procedural learning is associated with reading development in children with and without dyslexia	Sanne van der Kleij, Radboud University: s.vanderkleij@pwo.ru.nl ; Margriet A. Groen; Eliane Segers; Ludo Verhoeven	
28	Using corpus methods to identify teacher strategies in guided reading	Liam Blything, Lancaster University: l.blything@lancaster.ac.uk ; Andrew Hardie; Kate Cain	
29	The role of executive function in predicting reading skills: A longitudinal examination of preschool language minority children	Sarah V. Alfonso, Florida State University: alfonso@psy.fsu.edu ; Christopher J. Lonigan	
30	Orthographic profiles in specific language impairment: Working memory insights	Marie-Pier Godin, Université du Québec à Montréal: godin.marie-pier@uqam.ca ; Andréanne Gagné; Nathalie Chapleau	
31	Rapid automatized naming predicts more than grapheme-phoneme fluency: Evidence from simultaneous French-English bilinguals	Miriam McBreen, McGill University: mcbreenmiriam@gmail.com ; Robert Savage; Fred Genesee; Caroline Erdos; Corinne Haigh; Aishwarya Nair	
32	The impact of summer slide on reading growth for low SES students across two years	Elizabeth Crawford-Brooke, Lexia Learning: lbrooke@lexialearning.com ; Paul Macaruso; Rachel L. Schechter	

33	White matter differences reflect second language history among bilinguals	Laura Mesite, Harvard University: Imm881@mail.harvard.edu ; Sibylla Leon Guerrero; Valerie Woxholdt; Veronica Whitford; Gigi Luk	
34	Teachers' use of literal and inferential extratextual talk during shared reading	Jill Pentimonti, American Institutes for Research: jpentimonti@air.org	
35	The relationship between Common Core State Standards (CCSS) categories and item structure	Zheng Peng, Middle Tennessee State University: zp2i@mtmail.mtsu.edu ; Jwa Kim; Qian Wang	
36	Handwriting Chinese characters: Data from normal children and children with developmental dyslexia	Dustin Kai-Yan Lau, Hong Kong Polytechnic University: dustin.lau@polyu.edu.hk ; Candice Wai-Sze Tam; Tempo Po-Yi Tang	
37	The role of morphological awareness in word reading skills in Japanese	Naoko Muroya, Tokiwa Junior College: muroya@tokiwa.ac.jp ; Tomohiro Inoue; Miyuki Hosokawa; George K. Georgiou; Hisao Maekawa; Rauno Parrila	
38	Who smiled? Do the temporal characteristics of events influence children's first mention/subject interpretation of personal pronouns?	Gillian Francey, Lancaster University: g.francey@lancaster.ac.uk ; Kate Cain	
39	Writing matters: developmental changes in Chinese visual character recognition	Szu-Yu Chen, National University of Tainan: d10411005@stumail.nutn.edu.tw ; Zih-Yun Yang ; Hsin-Chin Chen	
40	Supporting complex randomized controlled trial designs with not as complex analytic solution	Yaacov Petscher, Florida Center for Reading Research: ypetscher@fcrr.org ; Christopher Schatschneider; Jeanne Wanzek	
41	Phonological proficiency predicts word-Level reading skills better than conventionally scored phonological awareness tests	David Kilpatrick, State University of New York, College at Cortland: david.kilpatrick@cortland.edu	
Saturday 2:05-3:45	Symposium: Assessment and intervention considerations in working with adult literacy learners	CHAIR: Maureen W. Lovett	
1	Speed versus accuracy for adults who struggle with reading	Lee Branum-Martin, Georgia State University: BranumMartin@gsu.edu ; Daphne Greenberg; Elena Nightingale	
2	Which motivation constructs capture meaningful variation in reading and language skills of adults with low literacy skills	Jan C Frijters, Brock University: jan.frijters@brocku.ca ; Yana Lackman; Prarthana Franklin; Natalie Spadafora; Daphne Greenberg	

3	Developing and evaluating a reading intervention for adult literacy learners	Maureen W. Lovett, The Hospital For Sick Children/University of Toronto: mwl@sickkids.ca ; Jan C. Frijters; Jennifer Goudey ; Arthur Graesser; Daphne Greenberg	
4	Scaffolding reading comprehension strategies through AutoTutor	Arthur Graesser, University of Memphis: graesser@memphis.edu ; Andrew Olney	
5	Digital literacy in struggling adult readers	Andrew Olney, University of Memphis: aolney@memphis.edu ; Daphne Greenberg ; Dariush Bakhtiari; Amani Talwar	
Saturday 2:05-3:45	Symposium: The academic language register and disciplinary writing of students with language/learning disabilities	CHAIR: Ruth Bahr	
1	Integrated reading-writing and listening-writing in the academic register of the content areas of curriculum for students in grades 4 to 9 with specific learning disabilities in written language	Virginia W. Berninger, University of Washington: vwb@uw.edu	
2	Coherence and clause packages in the academic writing of students with dyslexia, OWL LD, and dysgraphia	Elaine R. Silliman, University of South Florida: silliman@usf.edu	
3	Insight into the roles of diagnostic category and the academic register on spelling patterns in written summaries	Ruth H. Bahr, University of South Florida: rbahr@usf.edu	
4	A systematic review of metalinguistic approaches to promoting disciplinary literacy: Looking at the road ahead	Julie Wolter, University of Montana: Julie.Wolter@mso.umt.edu	
5	DISCUSSION	DISCUSSANT: Louise C. Wilkinson, Syracuse University: louisewilkin@gmail.com	
Saturday 2:05-3:45	Symposium: Development of reading comprehension in primary school	CHAIR: Minna Torppa	
1	Development of language and reading comprehension ability from 4 years to 4th grade	Monica Melby-Lervåg, University of Oslo: monica.melby-lervag@isp.uio.no ; Hanne Næss Hjetland, Arne Lervåg, Solveig-Alma Halaas Lyster, and Bente Eriksen Hagtvet	
2	Stability of reading development and difficulties	Maria Psyridou, University of Jyväskylä: maria.m.psyridou@jyu.fi ; Minna Torppa, Asko Tolvanen, Anna-Maija Poikkeus, Marja-Kristiina Lerkkanen, & Jari-Erik Nurmi	
3	Development of reading comprehension during elementary school in two transparent orthographies	Piret Soodla, Tallinn University: piret.soodla@tlu.ee ; Minna Torppa, Eve Kikas, Marja-Kristiina Lerkkanen, Jari-Erik Nurmi	

4	The long-term contribution of emergent literacy and early behavioral self-regulation to reading and math: The moderating role of gender	Freyja Birgisdottir, University of Iceland: freybi@hi.is ; Steinunn Gestsdottir & John Geldhof	
5	DISCUSSION	DISCUSSANT: Jessie Ricketts	
Saturday 2:05-3:45	Symposium: <u>The secret life of suprasegmentals</u>	CHAIR: JoAnne Arciuli	
1	Prosody and nonword repetition in children with language and reading disorders	Alison Hendricks, University of South Carolina: hendriak@mailbox.sc.edu ; Dan Fogerty; Suzanne Adlof; Lesly Wade-Woolley	
2	The relationship between prosodic awareness and spelling accuracy in children with Autism Spectrum Disorder	Benjamin Bailey, The University of Sydney: bbai4795@uni.sydney.edu.au ; Joanne Arciuli	
3	Amplitude envelope onset, native prosodic and phonological awareness, and nonnative word learning.	Wei-Lun Chung, National Taiwan Normal University: weilun.chung@gmail.com ; Linda Jarmulowicz; Gavin M. Bidelman	
4	Does value-driven attentional capture explain stress effects in reading?	Lindsay N. Harris, Northern Illinois University: lharris3@niu.edu ; Charles A. Perfetti	
5	DISCUSSION	DISCUSSANT: Clare Wood, Nottingham Trent University: clare.wood@ntu.ac.uk	
Saturday 2:05-3:45	Spoken papers: Linguistic transfer in phonological processing	CHAIR: Marco van de Ven	
1	Enhancing L2 reading vocabulary development through Phonological Specificity Training	Marco van de Ven, Radboud University Nijmegen: m.vandeven@let.ru.nl ; Eliane Segers; Ludo Verhoeven	
2	Linguistic and student predictors of reading vocabulary learning in English as a second language	Evelien Mulder, Radboud University Nijmegen: e.mulder@pwo.ru.nl ; Marco van de Ven; Elaine Segers; Ludo Verhoeven	
3	Sensitivity to L2 spelling consistency during lexical decision and naming: Comparisons across three L1 writing systems	Katherine Martin, Southern Illinois University: martinki@siu.edu	
4	Second language reading difficulties among native Chinese-speaking children learning to read English: The roles of native and second language skills	Sha Tao, Beijing Normal University: taosha@bnu.edu.cn ; Shifeng Li; Malt Joshi; Qinfang Xu	
3:45-4:00	COFFEE BREAK		
Saturday 4:00-5:40	Symposium: <u>Morphological knowledge and dyslexia: An avenue to compensation?</u>	CHAIR: Jeremy Law	

1	Spatiotemporal reorganization of the reading network in adult dyslexia	Eddy Cavalli, Aix-Marseille Université (France) and CNRS: eddy.cavalli@univ-amu.fr ; Pascale Colé; Chotiga Pattamadilok; Jean-Michel Badier; Christelle Zielinski; Valérie Chanoine; Johannes C. Ziegler	
2	Morphological awareness and visual processing of derivational morphology in high functioning adults with dyslexia: An avenue to compensation?	Jeremy Law, University of Leuven (KUL): jeremy.law@kuleuven.be ; Anneli Veispak; Jolijn Vanderauwera; Pol Ghesquière	
3	Morphology and spelling in French students With dyslexia: The case of silent final letters	Pauline Quémart, Université de Poitiers (France) and CNRS: pauline.quemart@univ-poitiers.fr ; Séverine Casalis	
4	Development of morphological awareness and processing.	Helen Breadmore, Centre for Research in Psychology, Behaviour & Achievement, Coventry University: ab8179@coventry.ac.uk ; Helene Deacon	
5	DISCUSSION	DISCUSSANT: Julia Carroll, Centre for Research in Psychology, Behaviour & Achievement, Coventry University: ab8107@coventry.ac.uk	
Saturday 4:00-5:40	Symposium: Exploring the metalinguistic talk of teachers and learners as a lever for enriching academic language-focused interventions.	CHAIR: Christina Dobbs	
1	Metalinguistic reflections on the pragmatic-aspects of academic language in the urban high school classroom	Christina L. Dobbs, Boston University: cdobbs@bu.edu ; Emily Phillips Galloway; Marisa Olivo; Chloe Madigan	
2	The Development literate among young Spanish-English dual language learners	Audrey Lucero, University of Oregon School of Education: alucero@uoregon.edu	
3	Examining the potential of language-focused discussions for fostering metalinguistic skills in high school students	Emily Phillips Galloway, Vanderbilt University: epgalloway@gmail.com ; Christina L. Dobbs; Marisa Olivo; Chloe Madigan	
4	Teacher language that supports students' interest and attention to academic vocabulary	Sabina Neugebauer, Loyola University Chicago: sneugebauer@luc.edu ; Michael Coyne	
5	DISCUSSION	DISCUSSANT: Paola Uccelli, Harvard University: paola_uccelli@gse.harvard.edu	
Saturday 4:00-5:40	Spoken papers: Language impairment and reading	CHAIR: Nickola Nelson	

1	Language impairment or learning disability: Same or different?	Nickola Nelson, Western Michigan University: nickola.nelson@wmich.edu ; E. Brookes Applegate; Michele A. Anderson; Elena Plante	
2	Improving language comprehension in preschool children with language difficulties: A cluster randomized field trial	Arne Lervåg, University of Oslo: a.o.lervag@ped.uio.no ; Åste Marie Mjelve Hagen; Monica Melby-Lervåg	
3	Comparing longitudinal relations between receptive vocabulary and reading comprehension among school-age children with higher-functioning autism spectrum disorder and typically developing peers	Ryan Grimm, University of California, Davis: ryangrimm2255@gmail.com ; Emily Solari; Nancy McIntyre; Matthew Zajic; Peter Mundy	
4	Morphological processes in children with specific language impairment	Rachel Berthiaume, Université de Montréal: rachel.berthiaume@umontreal.ca ; Marie-Eve Gagnon-Nault; Daniel Daigle	
5	Working memory profiles of children with dyslexia, language impairment, and typical development	Shelley Gray, Arizona State University: shelley.gray@asu.edu ; Sam Green; Mary Alt; Tiffany Hogan; Nelson Cowan	
Saturday 4:00-5:40	Spoken papers: Reading assessment and intervention	CHAIR: Paula Ríos López	
1	Exploring reading readiness in pre-schoolers: Rhythmic abilities are linked to brain sensitivity to orthographic stimuli in the N100 window before formal reading instruction	Paula Ríos López, BCBL: p.rios@bcbl.eu	
2	Reliability and validity of early childhood reading engagement rating scale	Claire Seunghee Son, University of Utah: s.claire.son@utah.edu	
3	Full-day French immersion kindergarten: The impact of play-based learning on second-language reading scores	Nathalie Rothschild, OISE, University of Toronto: nrothschild@gmail.com	
4	How interactive storybooks can improve reading comprehension for dual language learners	Ashley Adams, Arizona State University: amadam13@asu.edu ; Maria Adelaida Restrepo; Sarah Fialko; Erin Walker; Arthur Glenberg	
5	Effectiveness of interventions that foster reading motivation: A meta-analysis	Roel van Steensel, Erasmus University Rotterdam/Free University Amsterdam: vansteensel@fsw.eur.nl ; Lisa van der Sande; Lidia Arends	
Saturday 4:00-5:40	Spoken papers: Literacy education and professional development	CHAIR: Shayne Piasta	

1	State-sponsored language- and literacy- professional development for early childhood educators: Educator and child outcomes	Shayne Piasta, The Ohio State University: shayne.piasta@gmail.com ; Laura Justice; Ann O'Connell; Susie Mauck; Melissa Weber-Mayrer; Rachel Schachter; Kristin Farley; Caitlin Spear; Tara Strang; Rongfang Jia	
2	An evaluation of a teaching-assistent led reading intervention for 5-6 yr-olds in the UK	Janet Vousden, Coventry University: janet.vousden@coventry.ac.uk ; Clare Wood ; Rob Savage; Helen Johnson; Sam Waldron; Sabrina Ammi; Claire Pilinger; Rosa Kwok	
3	The promise of a literacy reform effort in the upper elementary grades	Adrian Pasquarella, University of Delaware: a.pasquarella@gmail.com ; Sharon Walpole; Mike McKenna; John Strong ; Steve Amendum	
4	Reading component assessments for adult education students	John Sabatini, Educational Testing Service: jsabatini@ets.org ; Tenaha O'Reilly; Kelly Bruce; Daphne Greenberg	