

# SSSR 2024 Annual Conference (Draft) Programme

Instructions: *Locate your symposium, spoken paper group, or poster session numbers on the separate presentation list before viewing the programme.*

Wednesday July 10						
9:00-4:00	Student and Early Careers Preconference					
9:00-4:00	Board Meeting					
4:30-5:00	Award presentation by Shayne Piasta					
5:00-7:00	Welcome Reception					
5:30-7:00	Poster Session I					
Thursday July 11						
Time	Session	Auditorium	Rm 102	Rm 103/104	Rm 107	Rm 202
Rm 203/204						
8:00	Morning Coffee/Snack					
		Symp 44 ( <b>Gaab [chair]</b> , Ricketts, Slininen, Piasta, Ingvalson). How early does learning to read start? Exploring early developmental trajectories, precursors, and environmental influences of reading development prior to the onset of formal reading instructions. EMERGENT LITERACY	Symp 8 ( <b>Saiegh-Haddad [chair]</b> , Shalhoub-Awwad, Patton Terry, Hajj, James) DIALECT	Symp 37 ( <b>Giazitzidou [chair]</b> , Besse, Wilson, Jiang, Diamanti). "Roots" of reading: Examining the role of morphological awareness in reading across diverse readers and languages. MORPHOLOGY	Symp 26 ( <b>Bingham [chair]</b> , Bowles, McKenna, Quinn, Davis, Aram). Designing early writing assessment. WRITING/ASSESSMENT	Group 05: Literacy Interventions I (Coyne, <b>Amendum [chair]</b> , Miles, Rogers, Roque-Gutierrez)
8:30-10:10	Session 1					Group 24: Eye-Tracking Research (Robidoux, <b>Ibañez[chair]</b> , Kanerva, Araujo, Parker)
10:10-10:25	Coffee Break					
		Symp 4 ( <b>Duff [chair]</b> , Hughes-Berheim, Zrostlik, Hendricks, Kingsbury). Individual differences in word learning. VOCAB	Esposito, Dolean, Jones, Nergard Nilsen, West). Evaluating interventions: Efficacy trials in mainstream education. ORAL LANGUAGE	Group 19: Bilingual and Second Language Learners I ( <b>Arizmendi [chair]</b> , Haase, Cai, Martinez, Casani)	Group 09: Literacy Instruction (Wang, <b>Sanabria [chair]</b> , Park, DeLuca, Kieffe r)	Schmalz, Shi, Schroeder, Chetail). Print exposure and its impact on reading across languages. ACROSS WRITING SYSTEMS
10:25-12:05	Session 2					Symp 25 ( <b>Suggate [chair]</b> , Francis, Buchner, Williams). Unlocking the world within – reading, imagination and mental imagery. MENTAL MODELS
12:05-12:35	Lunch					
12:35-2:05	Poster Session II					
		Symp 20 ( <b>Elliott [chair]</b> , Grigorenko, Odegard, Fletcher, Morel). The dyslexia debate revisited: The genetic basis of reading disability and its relevance to the dyslexia debate. DYSLEXIA	Group 17: Instrument Development and Validation ( <b>Anthony [chair]</b> , Sabatini, Bignon, Walgermo, Cubillos)	Symp 9 ( <b>Wauters [chair]</b> , Tecoulesco, Couvee, Mason, Rodriguez Ortiz). Factors in the reading development of deaf and hard-of-hearing readers. SPECIAL POPULATIONS	Group 02: Teacher Training and Perspectives ( <b>van Dijk [chair]</b> , Fraser, Denston, E. Schachter, Chambre)	Symp 2 ( <b>Toste [chair]</b> , McBreen, Al Otaiba, Capin, Conradi Smith). How motivation science can inform and enhance reading intervention. MOTIVATION
2:05-3:45	Session 3					Group 21: Language/Reading Comprehension I (Schmitterer, Dujardin, <b>Abuosbeh [chair]</b> , van Keer, Koning)
3:45-4:00	Coffee Break					
		Symp 6 ( <b>Cooper Borkenhagen [chair]</b> , Rigobon, Wegener, Steacy, Compton). Bases of representation in the reading system. SPELLING/WORD READING	Symp 27 (Tibi [chair], Wood, Crosson, Dunn, Brimo, Savage). Morphology and literacy skills: Basic research and intervention. MORPHOLOGY	Group 06: Literacy Interventions II (Gath, <b>Wolff [chair]</b> , Vousden, Pentimonti, Cunningham)	Symp 5 ( <b>Daucourt [chair]</b> , Wang, Guertin, Tsujimoto, Gruen). Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions. DYSLEXIA	Group 15: Identification and Diagnostics of at-Risk Readers (Nash, <b>Biancarosa [chair]</b> , Goodrich, Lowell Gunnerund, Wang)
4:00-5:40	Session 4					Symp 47 ( <b>Hogan [chair]</b> , Sheranian, Conner, King-Shaw, Restrepo, Kearns). Leveraging research-practice partnerships to improve reading outcomes in vulnerable populations. IMPLEMENTATION
5:45-6:45	Business Meeting					
Friday July 12						
Time	Session	Auditorium (700)	Rm 102 (120)	Rm 103/104 (110)	Rm 107 (49)	Rm 202 (120)
Rm 203/204 (110)						
8:00	Morning Coffee/Snack					
		Symp 45 ( <b>Reed [chair]</b> , McBride, Wade-Woolley, Zagata, Daniel). Measuring and improving teachers' knowledge of reading. TEACHER PRACTICES/TEACHER KNOWL	Group 25: Spelling ( <b>Oullette [chair]</b> , Blampain, Lithgow, W Chandler, Homer)	Symp 48 ( <b>Lawrence [chair]</b> , Cervetti, Ludewig, Kulesz, Hiebert). Contextual dynamics in reading: Navigating challenges and leveraging opportunities across texts. VOCABULARY/FLUENCY.	Symp 1 ( <b>Adtof [chair]</b> , Milburn, Fittion, Petersen, Ebbels). Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing. ORAL LANGUAGE?	Group 04: Autism, ADHD, and Executive Function ( <b>Harrison [chair]</b> , Ziglari, Yeari, Rafailov, Levy-Shimon)
8:30-10:10	Session 1					Group 30: Phonological and Orthographic Processing (Kim, Qiu, Adwan, Mehlfase, <b>Sin Hang Law [chair]</b> )
10:10-10:30	Coffee Break					
		Symp 35 ( <b>Melby-Lervåg [chair]</b> , Little, Grande, Khanolainen, von Stumm, van Bergen). The gene-environment interplay of reading. GENETICS	Group 22: Language/Reading Comprehension II ( <b>HAGEN [chair]</b> , Guo, TUOMO HÄIKIÖ, Cain, Kim)	Group 07: Literacy Interventions III ( <b>Brooke [chair]</b> , Strong, Gillon, Ozernov-Palchik, Adam)	Group 10: Early Literacy Development ( <b>Ka Wong [chair]</b> , Gutierrez, Silva, Tibi, CÔTÉ)	Symp 10 ( <b>Chen [chair]</b> , Qiao, Horne, Grøver, Chen, Nicolopoulou). Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway, and the United States. NARRATIVE
10:30-12:10	Session 2					
12:10-12:50	Lunch					
12:50-2:20	Poster Session III					
		Symp 12 ( <b>Oakhill [chair]</b> , Morris, Pariser, Schwerin, Dong, McArthur). Emotions and Reading. MOTIVATION/NARRATIVE/EMOTIONS	Group 16: Literacy Screening ( <b>Maximilian Siebert [chair]</b> , Epsin, Chow, Khoury, Metanis, Scott)	Group 03: Morphology ( <b>Cohen-Mimran [chair]</b> , Dawson, Lee, Colenbrander, Pasquarella)	Group 11: Socio-cognition (Resilience, motivation, emotions) (Torppa, <b>van Steensel [chair]</b> , Berrier, van der Kleij, Al-Adeimi)	Symp 46 ( <b>Bus [chair]</b> , Korat, Neuman, Bergman Deitcher, Sari Ugurlu). Exploring the potential of cross-platform learning for early literacy: Texts and conversations. READING TECH. Request to present on 12th
2:20-4:00	Session 3					Group 23: Writing ( <b>Kuo [chair]</b> , Guo, Julie Rioux, Choi, Domingues)
4:00-4:20	Coffee Break					
4:20-5:40	Award Presentation and Presential Address by Kate Cain (Title TBA)					
6:30	Conference Dinner					
Saturday July 13						
Time	Session	Auditorium (700)	Rm 102 (120)	Rm 103/104 (110)	Rm 107 (49)	Rm 202 (120)
Rm 203/204 (110)						
8:00	Morning Coffee/Snack					
		Symp 31 ( <b>Okkinga [chair]</b> , Zhu, Koorneef, Meziere, Catrysse, Brysbaert). Uncovering strategic reading in higher education with eye-tracking. ADULT/STRATEGIES/EYE-TRACK.	Symp 41 ( <b>Salins [chair]</b> , Casalis, Hooton, Radville, Castles). Orthographic facilitation for word learning: When does it work and where do we go from here. VOCAB/ORTHOGRAPHY	Group 12: Dyslexia I (Elbro, Rossier-Bisaillon, <b>Gellert [chair]</b> , Ardanouy, Jeldrez)	Group 18: Issues in Literacy Assessment (Huotari, Magyari, Schnitzler, MCCARRON, <b>Lonigan [chair]</b> )	Group 31: Modelling Reading Development ( <b>Kearns [chair]</b> , MA, Kennedy, Miciak)
8:30-10:10	Session 1					Symp 38 ( <b>Werfel [chair]</b> , Kyle, Lund, Grey, Walker). Literacy in children who are deaf and hard of hearing. HEARING/SPEC POP
10:10-10:30	Coffee Break					

10:30-12:10 12:10-1:10 Lunch 1:10-2:40	Session 2	Symp 30 ( <b>Florit [chair]</b> , Tüchler, Naumann, Segers, Cain). Children's reading comprehension in a digital age. READING W. TECH	Symp 36 ( <b>Foster [chair]</b> , Jing, Smith, Lopez, Naji Arch, Ahmed). Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners. BILINGUAL/EMERGENT LIT	Symp 23 ( <b>Cabell [chair]</b> , Relyea, Swang, Hattan, Cervetti). Enhancing K-5 students' literacy and knowledge through content-rich curricula. VOCAB/BACKGROUND KNOW.	Group 28: Prosodic Processing ( <b>HASENÄCKER [chair]</b> , Bernstein, Godde, Hensley,)	Symp 21 ( <b>Poulsen [chair]</b> , Hoferek, Tong, Phillips, Melby-Lervåg). The development of syntactic skills and the conditions for their relationship with reading comprehension. GRAMMAR	Group 08: Literacy Interventions IV ( <b>Burns [chair]</b> , Downing, Lane, Peng, Van den Broeck)
		Poster Session IV					
2:40-4:20 4:20-4:40	Session 3	Symp 34 ( <b>deJong [chair]</b> , Georgiou, van den Boer, Shechter, Protopapas). Development of word reading processes. WORD READ/FLUENCY	Group 14: Oral Language and Literacy Difficulties (Manolitsis [chair], Arrow,Koutsoftas,Antalek,Antalek )	Symp 13 ( <b>Lembke [chair]</b> , Hebert, Johnson, Coker, McMaster). Recent innovations in writing research. WRITING	Symp 32 ( <b>Danielsson [chair]</b> , Palmqvist, Nilsson, de Chambrier, Elwér, Bottegård Næss). Reading and intellectual disabilities. SPEC POP	Group 26: Home Literacy Practices (Melby-Lervåg, <b>Psyridou [chair]</b> , Powell, Lei Wang, Frez)	Group 13: Dyslexia II ( <b>MAASSEN [chair]</b> , Logvinenko, Kehoe, Irey, Güven)
4:40-6:20 See You Next Year!	Session 4	Symp 22 ( <b>Wijekumar [chair]</b> , McKeown, Camping, Stack, Zhang, Graham). Impact and reciprocity of reading and writing interventions in upper elementary grades. WRITING/READING COMP	Group 27: Visual and Lexical Processing (Norman, Mahé, C. <b>Simpson [chair]</b> , Spichtig, Fernandes)	Symp 40 ( <b>McMaster [chair]</b> , Larimer, Björgvinsdóttir, Breadmore, Jordan, Al Otaiba). Impact of Peer-Assisted Learning Strategies (PALS) in Reading for Diverse Learners in International Contexts. TEACHER PRACTICE	Group 29: Vocabulary ( <b>Strasser [chair]</b> , Anderson, Asli-Badameh, Wise, Clark)	Group 01: Brain and (Neuro) Cognition (Rastle, <b>Marks [chair]</b> , Maurer, Dahdah, An)	Symp 16 ( <b>Tijms [chair]</b> , Bonte, Frei, Clark, Brem). Current opinions on audiovisual integration in typical & atypical reading development (COAIR). NEURO/FLUENCY

# Symposium Presentations

ID	Title	Review Group	First Author
118	Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Overview	Symposium 1	Suzanne Adlof
942	Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Evaluation of a group-admin	Symposium 1	Suzanne Adlof
944	Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Up close with item response	Symposium 1	Trelani Milburn-Chapman
945	Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: 3. Investigating early indicat	Symposium 1	Lisa Fitton
946	Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Implementing tiered, system	Symposium 1	Douglas Petersen
948	Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Improving morphosyntax in	Symposium 1	Susan Ebels
194	Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway,	Symposium 10	SI CHEN
769	Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway,	Symposium 10	PEIJING QIAO
779	Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway,	Symposium 10	OLIVIA HORNE
795	Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway,	Symposium 10	VIBEKE GRØVER
801	Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway,	Symposium 10	SI CHEN
806	Using the Renfrew bus story to study narrative development among monolingual and multilingual preschool children in China, Norway,	Symposium 10	AGELIKI NICOLOPOULOU
754	Emotions and Reading: Overview	Symposium 12	Jane Oakhill
757	Emotions and Reading: Reading feelings: Associations between reading, empathy, and Theory of Mind in children aged 8-9 years. (1)	Symposium 12	Su Morris
763	Emotions and Reading: Can teaching reading comprehension foster pupils' cognitive and affective empathy? (2)	Symposium 12	Sarah Pariser
768	Emotions and Reading: Paratext matters! Effects of paratextual information on readers' perception of stories, their story experiences, a	Symposium 12	Julia Schwering
775	Emotions and Reading: The influence of emotional narrative context on word learning via reading. (4)	Symposium 12	Yuzhen Dong
780	Emotions and Reading: The association between reading difficulties and mental health: The impact of age, school system and writing s	Symposium 12	Genevieve McArthur
104	Recent innovations in writing research: Overview	Symposium 13	Erika Lembke
723	Recent innovations in writing research: Handwriting, keyboarding, and dictation: A pilot study examining the impact of task modality o	Symposium 13	Michael Hebert
728	Recent innovations in writing research: Constructs for benchmark writing assessment shared with reading in late elementary grades (2	Symposium 13	Lindy Johnson
729	Recent innovations in writing research: The role of linguistic knowledge in sentence writing growth (3)	Symposium 13	David Coker
759	Recent innovations in writing research: Data-based individualization in early writing: Teacher and student outcomes from a 4-year stud	Symposium 13	Erika Lembke
765	Recent innovations in writing research: Discussant (5)	Symposium 13	Kristen McMaster
166	Current opinions on audiovisual integration in typical & atypical reading development (COAIR): Overview	Symposium 16	Jurgen Tijms
320	Current opinions on audiovisual integration in typical & atypical reading development (COAIR): Neurobehavioral trajectories of letter ar	Symposium 16	Milene Bonte
708	Current opinions on audiovisual integration in typical & atypical reading development (COAIR): Divergent learning trajectories and neu	Symposium 16	Nada Frei
730	Current opinions on audiovisual integration in typical & atypical reading development (COAIR): How specific is the paired associate lea	Symposium 16	Catherine Clark
734	Current opinions on audiovisual integration in typical & atypical reading development (COAIR): The link between cognitive control corre	Symposium 16	Jurgen Tijms
743	Current opinions on audiovisual integration in typical & atypical reading development (COAIR): Discussant (5)	Symposium 16	Silvia Brem
922	How motivation science can inform and enhance reading intervention: Overview	Symposium 2	Jessica Toste
923	Motivation science: The impact of motivational reading interventions on the reading achievement and motivation of students: A system	Symposium 2	Miriam McBreen
924	Motivation science: Growing early literacy and motivation (2)	Symposium 2	Stephanie Al Otaiba
926	Motivation science: Developing and initially testing a reading intervention integrated with practices for supporting motivation for studer	Symposium 2	Philip Capin
927	Motivation science: The Self-Determined Learning Model of Instruction for Reading (SDLMI-R): Improving outcomes of upper elementa	Symposium 2	Jessica Toste
932	Motivation science: Discussant (5)	Symposium 2	Kristin Conradi Smith
662	The dyslexia debate revisited: The genetic basis of reading disability and its relevance to the dyslexia debate (1)	Symposium 20	Elena Grigorenko
664	The dyslexia debate revisited: Unveiling dyslexia: The impact of social determinants on identification, intervention, and prevention (4)	Symposium 20	Timothy Odegaard
666	The dyslexia debate revisited: Instructional response as a key criterion for identifying dyslexia (3)	Symposium 20	Jack Fletcher
667	The dyslexia debate revisited: Overview	Symposium 20	Julian Elliott
673	The dyslexia debate revisited: Discussant (5)	Symposium 20	Stanislas Morel
676	The dyslexia debate revisited: Multifactorial causal models of dyslexia: Implications for defining dyslexia (2)	Symposium 20	Hugh Gatts
213	The development of syntactic skills and the conditions for their relationship with reading comprehension: Overview	Symposium 21	Mads Poulsen
419	The development of syntactic skills and the conditions for their relationship with reading comprehension: How do syntactic skills suppo	Symposium 21	Katie Hoferek
422	The development of syntactic skills and the conditions for their relationship with reading comprehension: Does growth rate in syntactic	Symposium 21	Xiaohong Tong
655	The development of syntactic skills and the conditions for their relationship with reading comprehension: Does the relationship betwee	Symposium 21	Mads Poulsen
657	The development of syntactic skills and the conditions for their relationship with reading comprehension: Association of changes in hor	Symposium 21	Beth Phillips
658	The development of syntactic skills and the conditions for their relationship with reading comprehension: Discussant (5)	Symposium 21	Monica Melby-Lervåg
633	Impact and reciprocity of reading and writing interventions in upper elementary grades: Overview	Symposium 22	Kausarali Wijekumar
635	Impact and reciprocity of reading and writing interventions in upper elementary grades: A randomized controlled trial on reading and v	Symposium 22	Debra McKeown
636	The Impact and Reciprocity of Reading and Writing in Upper Elementary Grades: Factors and adherence rates of fidelity of writing inter	Symposium 22	April Camping
637	The Impact and Reciprocity of Reading and Writing in Upper Elementary Grades: Factors and adherence rates of fidelity of reading inte	Symposium 22	Ashley Stack
638	The Impact and Reciprocity of Reading and Writing in Upper Elementary Grades: Measurement of writing outcomes using large langua	Symposium 22	Shuai Zhang
639	The Impact and Reciprocity of Reading and Writing in Upper Elementary Grades: Discussant Dr. Steve Graham (5)	Symposium 22	Steve Graham
616	Enhancing K-5 students' literacy and knowledge through content-rich curricula: Sustained effects of a content-rich literacy curriculum c	Symposium 23	Sonia Cabell
620	Enhancing K-5 students' literacy and knowledge through content-rich curricula	Symposium 23	Jackie Eunjuong Relyea
621	Enhancing K-5 students' literacy and knowledge through content-rich curricula: Using Inference Galaxy to build literacy skills and conte	Symposium 23	Susan Slater
622	Enhancing K-5 students' literacy and knowledge through content-rich curricula: Social studies-literacy integration: The influence of a te	Symposium 23	Courtney Hattan
623	Enhancing K-5 students' literacy and knowledge through content-rich curricula: Feasibility study on Knowledge, Language, and Inquiry	Symposium 23	Jackie Eunjuong Relyea
627	Enhancing K-5 students' literacy and knowledge through content-rich curricula: Discussant (5)	Symposium 23	Gina Cervetti
585	Unlocking the world within – reading, imagination and mental imagery: Overview	Symposium 25	Sebastian Sugaate
587	Unlocking the world within – reading, imagination and mental imagery: Imagination in Pretence and Counterfactual Reasoning: Import	Symposium 25	Gill Francis
591	Unlocking the world within – reading, imagination and mental imagery: Reading with the mind's eye – an experimental investigation of	Symposium 25	Emily Buchner
592	Unlocking the world within – reading, imagination and mental imagery: Does reading stimulate mental imagery compared to watching	Symposium 25	Sebastian Sugaate
594	Unlocking the world within – reading, imagination and mental imagery: Profiling mental imagery vividness and its link to reading absor	Symposium 25	Rosina Williams
596	Unlocking the world within – reading, imagination and mental imagery: Discussant (5)	Symposium 25	Sebastian Sugaate
564	Designing early writing assessment: Overview	Symposium 26	Gary Bingham
567	Designing early writing assessment: Development of the cWRITE Assessment of Early Writing Skills (1)	Symposium 26	Ryan Bowles
568	Designing early writing assessment: Investigating topic maintenance and organization to advance assessment of kindergarten and first	Symposium 26	Meaghan McKenna
573	Designing early writing assessment: Young children's approaches to writing: Composing transformation processes from planning to rev	Symposium 26	Margaret Quinn
574	Designing early writing assessment: Impact of quality picture book study on preschool students narrative storytelling and drawing (4)	Symposium 26	Thankful Davis
575	Designing early writing assessment: Are mothers aware of their children's early literacy skills, and is it important?(5)	Symposium 26	Dorit Aram
385	Morphology and literacy skills: Basic research and intervention: Overview	Symposium 27	Sana Tibi
531	Morphology and literacy skills: Basic research and intervention: Morphology-focused interventions: Morphological analysis pathway to r	Symposium 27	Carla Wood
533	Morphology and literacy skills: Basic research and intervention: Verdad, "ver" and verify: How does a cross-language vocabulary and	Symposium 27	Amy Crosson
535	Morphology and literacy skills: Basic research and intervention: Efficacy of small group reading intervention for Grade 2 and 3 strugglin	Symposium 27	Kristy Dunn
536	Morphology and literacy skills: Basic research and intervention: Spelling accuracy of polymorphemic words by children with dyslexia an	Symposium 27	Danielle Brimo
541	Morphology and literacy skills: Basic research and intervention: Discussant (5).	Symposium 27	Robert Savage
482	Children's reading comprehension in a digital age: Overview	Symposium 30	Elena Florit
487	Children's reading comprehension in a digital age: Print vs screen reading: What influences comprehension and recall of where informa	Symposium 30	Aisha Futura Tüchler
489	Children's reading comprehension in a digital age: Does change in children's print and online reading habits over time predict change i	Symposium 30	Johannes Naumann
498	Children's reading comprehension in a digital age: Relations between primary school children's cognitive and motivational skills, proces	Symposium 30	Elena Florit
501	Children's reading comprehension in a digital age: Smartphone use negatively predicts digital reading comprehension (4)	Symposium 30	Eliane Segers
503	Children's reading comprehension in a digital age: Discussant (5)	Symposium 30	Kate Cain
97	Uncovering strategic reading in higher education with eye-tracking: Overview	Symposium 31	Mariska Okkinga
350	Uncovering strategic reading in higher education with eye-tracking: Using eye-tracking to explore reading strategies of university stud	Symposium 31	Ruomeng Zhu
470	Uncovering strategic reading in higher education with eye-tracking: How do students process the CBM-MAZE reading proficiency test?	Symposium 31	Arnout Koornneef
472	Uncovering strategic reading in higher education with eye-tracking: Mind-wandering and immersion during reading: evidence from eye	Symposium 31	Diane Meziere
478	Uncovering strategic reading in higher education with eye-tracking: How eye Read: A Social Network Approach (4)	Symposium 31	Leen Cattrysse
521	Uncovering strategic reading in higher education with eye-tracking: Discussant (5)	Symposium 31	Marc Brysbaert
465	Reading and intellectual disabilities: Overview	Symposium 32	Henrik Danielsson
468	Reading and intellectual disabilities: The Role of Early Literacy Skills, Fluid Intelligence, and Socioeconomic Status in Word Reading for	Symposium 32	Lisa Palmqvist
471	Reading and intellectual disabilities: Developmental trajectories of reading ability in adolescents with intellectual disabilities (2)	Symposium 32	Narin Nilsson
474	Reading and intellectual disabilities: Communication and reading skills among children with intellectual disability and complex commun	Symposium 32	Anne-Françoise de Chambrier
477	Reading and intellectual disabilities: Including target audiences in the automatic text adaptation process: Empirical findings from stude	Symposium 32	Åsa Elwér
663	Reading and intellectual disabilities: Discussant (5)	Symposium 32	Kari-anne Naess
321	Print exposure and its impact on reading across languages: Overview	Symposium 33	Maria Korochkina
446	Print exposure and its impact on reading across languages: Creating and analysing word corpora for cross-linguistic reading research:	Symposium 33	Sara Chilson
447	Print exposure and its impact on reading across languages: Learning from print exposure: A corpus-based investigation of Chinese clas	Symposium 33	Jinyu Shi
452	Print exposure and its impact on reading across languages: The nature of morphemic regularities in children's literature: What do Brit	Symposium 33	Maria Korochkina
455	Print exposure and its impact on reading across languages: The development of semantic transparency effects in morphological proces	Symposium 33	Sascha Schroeder
457	Print exposure and its impact on reading across languages: Is it that useful to read? A direct test of the impact of print exposure on wc	Symposium 33	Fabienne Chetail
430	"Development of word reading processes": Overview	Symposium 34	Peter de Jong
432	Development of word reading processes: Do the characteristics of words influence the relations of serial and discrete naming with read	Symposium 34	George Georgiou
435	Development of word reading processes: Only time can tell: The relations between serial and discrete RAN and reading from a longitud	Symposium 34	Madelon van den Boer
438	Development of word reading processes: Word reading strategies: Word specific or word-type specific? (3)	Symposium 34	Peter de Jong
441	Development of word reading processes: Cognitive effort in word learning: A pupillometric investigation of orthographic learning (4)	Symposium 34	Adi Shechter
442	Development of word reading processes: Downstream effects of orthographic learning: From word exposure to sentence reading time	Symposium 34	Anthanassios Protopapas
215	The gene-environment interplay of reading: Overview	Symposium 35	Monica Melby-Lervåg
409	The gene-environment interplay of reading: Behavioral genetics methods to study influences of the home literacy environment (1).	Symposium 35	Callie Little
410	The gene-environment interplay of reading: The intergenerational impact of mothers and fathers on child word reading development (2)	Symposium 35	Germán García Grande
411	The gene-environment interplay of reading: Exploring how parental skills, home environment, and child math and reading developmen	Symposium 35	Daria Khanolainen
412	The gene-environment interplay of reading: How mothers' language skills moderate the association between children's polygenic score	Symposium 35	Sophie von Stumm
413	The gene-environment interplay of reading: Why does parents' educational level predict children's reading comprehension? A populatio	Symposium 35	Elsje van Bergen
347	Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Overview	Symposium 36	Matthew Foster

357	Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Identifying oral la	Symposium 36	Linye Jing
364	Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Embracing hetero	Symposium 36	Julie Smith
368	Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Exploring Cross-D	Symposium 36	Lisa Lopez
372	Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Utility of mixture r	Symposium 36	Dina Arch
374	Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners: Discussant (5)	Symposium 36	Yusra Ahmed
359	"Roots" of reading: Examining the role of morphological awareness in reading across diverse readers and languages: Overview	Symposium 37	Sofia Giazitsidou
362	"Roots" of reading: Morphological awareness and reading comprehension in 3rd and 5th grade French students (3)	Symposium 37	Anne-Sophie Besse
363	"Roots" of reading: Exploring the morphological mechanism in the relation of early morphological awareness with the development of li	Symposium 37	Sofia Giazitsidou
366	"Roots" of reading: Morphological processing in French-speaking older adults (5)	Symposium 37	Max Wilson
369	"Roots" of reading: The role of morphological awareness in passage comprehension among Chinese third and fifth graders (4)	Symposium 37	Yue Jiang
371	"Roots" of reading: The association between preschool morphological awareness and developmental change in early reading ability (1)	Symposium 37	Vassiliki Diamanti
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346	Literacy in children who are deaf and hard of hearing: Home literacy environment and emergent literacy skills in preschool deaf and he	Symposium 38	Fiona Kyle
349	Literacy in children who are deaf and hard of hearing: How do measures of lexical-semantic knowledge in preschool influence early ele	Symposium 38	Emily Lund
351	Literacy in children who are deaf and hard of hearing: Use of story writing elements by first grade children who are deaf and hard of he	Symposium 38	Brittany Grey
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538	Multifaceted perspectives on Chinese writing development: Overview	Symposium 39	Li-Jen Kuo
893	Individual differences in word learning: Overview	Symposium 4	Dawna Duff
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903	Individual differences in word learning: A 30-year longitudinal study of vocabulary development in individuals with and without DLD (5)	Symposium 4	Emily Zrostlik
906	Individual differences in word learning: Predictors of novel word learning in a repeated learning task (1)	Symposium 4	Alison Hendricks
909	Individual differences in word learning: Factors supporting growth trajectories in vocabulary depth and breadth for adolescents with he	Symposium 4	Katherine Kingsbury
911	Individual differences in word learning: Variables impacting oral word learning in children with dyslexia (2)	Symposium 4	Dawna Duff
328	Impact of Peer-Assisted Learning Strategies (PALS) in Reading for Diverse Learners in International Contexts: Overview	Symposium 40	Kristen McMaster
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331	Impact of Peer-Assisted Learning Strategies in Reading for Diverse Learners in International Contexts: Effects of Continuing Use of Exp	Symposium 40	Audur Björqvinsdottir
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232	Evaluating interventions 1: Efficacy trials in mainstream education (3) Assessing a technology-based literacy with language intervention	Symposium 42	Marion Jones
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180	How early does learning to read start? Exploring early developmental trajectories.... The role of 'first word' picture books' pictorial and	Symposium 44	Jessie Ricketts
181	How early does learning to read start? Exploring early developmental trajectories.... Longitudinal association between teacher-child int	Symposium 44	Jenni Salminen
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183	How early does learning to read start? Exploring early developmental trajectories...Emergent literacy development in preschoolers whc	Symposium 44	Erin Ingvalson
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169	Measuring and improving teachers' knowledge of reading: Technical adequacy of dyslexia knowledge measurement (1)	Symposium 45	Deborah Reed
170	Measuring and improving teachers' knowledge of reading: Teachers' knowledge of phonological and morphological principles: Room to	Symposium 45	Catherine McBride
175	Measuring and improving teachers' knowledge of reading: Canadian teachers' self-directed study of the science of reading (3)	Symposium 45	Lesly Wade-Woolley
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147	Exploring the potential of cross-platform learning for early literacy: A book reading intervention study in Arab society (1)	Symposium 46	Ofra Korat
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809	Leveraging research-practice partnerships to improve reading outcomes in vulnerable populations: The development of the dyslexia sc	Symposium 47	Adelaide Restrepo
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210	Contextual dynamics in reading: Navigating challenges and leveraging opportunities across texts	Symposium 48	Joshua Lawrence
426	Contextual dynamics in reading: Navigating challenges and leveraging opportunities across textsThe impact of knowledge-building thrc	Symposium 48	Gina Cervetti
427	Contextual dynamics in reading: Navigating challenges and leveraging opportunities across textsDecoding the lexicon: Bridging the gap	Symposium 48	Joshua Lawrence
428	Contextual dynamics in reading: Navigating challenges and leveraging opportunities across texts: Reading fluency and word knowledge	Symposium 48	Ulrich Ludwig
429	Contextual dynamics in reading: Navigating challenges and leveraging opportunities across texts: Latent profiles as predictors of respo	Symposium 48	Paulina Kulesz
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900	Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions: Overview	Symposium 5	Mia Daucourt
902	Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions: Connectome-	Symposium 5	Mia Daucourt
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908	Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions: The co-develo	Symposium 5	Kimberly Tsujimoto
953	Multi-disciplinary approaches to understanding reading performance and its associated abilities and comorbid conditions: Discussant (5)	Symposium 5	Jeffrey Gruen
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848	Bases of representation in the reading system: What (in)accurate spelling reveals about orthographic representations (1)	Symposium 6	Valeria Rigobon
850	Bases of representation in the reading system: Resolving spoken mispronunciations: The role of sentence context (2)	Symposium 6	Signy Weaener
892	Bases of representation in the reading system: The role of morphology in the formation of lexical representations: Results from two stu	Symposium 6	Laura Steacy
895	Bases of representation in the reading system: A temporal model of learning to read words aloud (4)	Symposium 6	Matthew Cooper-Borkenhagen
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511	Toward an understanding of the role of dialect in literacy acquisition in children across languages and sociolinguistic contexts: The role	Symposium 8	ELINOR SAIEGH-HADDAD
516	Toward an understanding of the role of dialect in literacy acquisition in children across languages and sociolinguistic contexts: The role	Symposium 8	YASMIN SHAHOUB-AWWAD
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318	Factors in the reading development of deaf and hard-of-hearing readers: Overview	Symposium 9	Loes Wauters
783	Factors in the reading development of deaf and hard-of-hearing readers: Phonological memory and vocabulary development in childrer	Symposium 9	Lee Tecoulesco
807	Factors in the reading development of deaf and hard-of-hearing readers: Reading development in deaf and hard-of-hearing children: E	Symposium 9	Sascha Couvee
808	Factors in the reading development of deaf and hard-of-hearing readers: 3.Contribution of the preschool home literacy environment to	Symposium 9	Kathryn Mason
811	Factors in the reading development of deaf and hard-of-hearing readers: Executive functions and reading comprehension in deaf good	Symposium 9	Isabel Rodriguez-Ortiz
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221	Brain bases of morphological awareness relate to reading (dis)ability over time	Rebecca Marks	Group 01: Brain and (Neuro) Cognition
650	Fast, neural tuning for print in Chinese: ERP data from skilled adults and children with and without	Urs Maurer	Group 01: Brain and (Neuro) Cognition
481	The Effect of Working Memory Load on Listening versus Reading Comprehension	Patrick Dahdah	Group 01: Brain and (Neuro) Cognition
699	Rethink the Role of Working Memory in Reading: Dissociating Memory Span and Memory Precision	Ning An	Group 01: Brain and (Neuro) Cognition
<b>Group 02: Teacher Training and Perspectives</b>			
544	What Influences Teacher Perceptions of RTI?	Willa van Dijk	Group 02: Teacher Training and Perspectives
224	Mis/Understanding Reading Development: Early Beliefs Held by Preservice Teachers	Andrea Fraser	Group 02: Teacher Training and Perspectives
632	Dyslexia assessments and their capacity to enhance children's learning: Perspectives of parents and	Amanda Denston	Group 02: Teacher Training and Perspectives
263	The impacts of early childhood coaching on teacher and child reading-related outcomes	Rachel E. Schachter	Group 02: Teacher Training and Perspectives
79	Mixed-methods investigation of US preservice teachers' dyslexia concepts and knowledge sources	Susan Chambré	Group 02: Teacher Training and Perspectives
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254	The developmental interplay between phonology and morphology in learning to read Hebrew	Ravit Cohen-Mimran	Group 03: Morphology
512	Investigating the association between written morphology input and morphological processing in ch	Nicola Dawson	Group 03: Morphology
23	The Role of Morphological Awareness in English and French Reading Comprehension: A Longitudinal	Meng-Hsun Lee	Group 03: Morphology
193	Measuring morphological spelling proficiency in adolescents	Danielle Colenbrander	Group 03: Morphology
361	Bidirectional Cross-language Transfer of Morphological Awareness to Reading Comprehension in Chi	Adrian Pasquarella	Group 03: Morphology
<b>Group 04: Autism, ADHD, and Executive Function</b>			
126	The contribution of executive function to young children's reading comprehension in French and in E	Gina Harrison	Group 04: Autism, ADHD, and Executive Function
853	The effect of technological assistance (TA) and artificial intelligence (AI) on speech and reading dev	Lelly Ziglari	Group 04: Autism, ADHD, and Executive Function
957	The role of executive functions in reading comprehension by adolescents with ADHD	Meni Yeari	Group 04: Autism, ADHD, and Executive Function
887	The effect of attention on elementary word reading in English-French bilinguals	Shelley Rafailov	Group 04: Autism, ADHD, and Executive Function
956	Same spelling, different meaning: An EF-based homograph reading intervention for struggling reade	Shani Levy-Shimon	Group 04: Autism, ADHD, and Executive Function
<b>Group 05: Literacy Interventions I</b>			
278	The Effects of Comprehensive and Coordinated Tier 1 Classroom Reading Instruction Implemented v	Michael Coyne	Group 05: Literacy Interventions I
554	The Efficacy of BELLA to Support Young Multilingual Learners: Professional Learning for Collaboratio	Steven Amendum	Group 05: Literacy Interventions I
856	The marginal impact of in-person versus remote early literacy tutoring delivered by university stude	Katherine Miles	Group 05: Literacy Interventions I
589	An examination of Black Language in structured literacy lessons	Jasmine Rogers	Group 05: Literacy Interventions I
236	A story-based programme to support oral language and foundational learning at school entry	Ernesto Roque-Gutierrez	Group 05: Literacy Interventions I
<b>Group 06: Literacy Interventions II</b>			
198	Modelling the impact of effective early literacy instruction in New Zealand: Data from the Better Sta	Megan Gath	Group 06: Literacy Interventions II
219	Effects of an early phonological intervention: A ten year follow-up	Ulrika Wolff	Group 06: Literacy Interventions II
697	Improving reading in beginner readers at scale: A multi-site effectiveness RCT of ABRACADABRA in	Janet Vousden	Group 06: Literacy Interventions II
595	The most effective way to deliver a targeted language and literacy intervention in a preschool class	Jill Pentimonti	Group 06: Literacy Interventions II
703	A teacher-delivered movement and story-telling intervention (MAST) improves language and gross m	Anna Cunningham	Group 06: Literacy Interventions II
<b>Group 07: Literacy Interventions III</b>			
130	Systems-level support to promote implementation fidelity of an evidence-based reading program	Liz Brooke	Group 07: Literacy Interventions III
287	Effects of a multicomponent intervention on reading skills and motivation in grades 4-5	John Strong	Group 07: Literacy Interventions III
239	Large scale implementation of a culturally responsive early literacy teaching approach: Children's pr	Gail Gillon	Group 07: Literacy Interventions III
836	Reading ability and socioeconomic status differentially impact the vocabulary gains of children in re	Ola Ozernov-Palchik	Group 07: Literacy Interventions III
377	Digital tablet intervention effects on poor readers in Indonesia	Patricia Adam	Group 07: Literacy Interventions III
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933	Relationship Between Pretest Reading Scores and Social Studies Outcomes from PACT: Evidence for	Matthew Burns	Group 08: Literacy Interventions IV
515	Is remotely delivered reading with language instruction efficacious?	Cameron Downing	Group 08: Literacy Interventions IV
910	Scaling up: Facilitators of and barriers to district-wide implementation of an explicit and systemati	Holly Lane	Group 08: Literacy Interventions IV
16	The Active Ingredient in Reading Comprehension Strategy Intervention for Struggling Readers: A Bi	Peng Peng	Group 08: Literacy Interventions IV
99	Is an intensive Kindergarten phoneme awareness training program helpful for the development of p	Wim Van den Broeck	Group 08: Literacy Interventions IV
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106	Describing opportunities to learn literacy in preschool-third grade classrooms	Ashley Sanabria	Group 09: Literacy Instruction
47	Examining the uppercase facilitation effect in the context of learning	Somin Park	Group 09: Literacy Instruction
497	The relationship between US state literacy data and school curricular choice	Tim DeLuca	Group 09: Literacy Instruction
343	Linguistically heterogeneous versus homogeneous grouping: Evidence from a randomized controlled	Michael Kieffer	Group 09: Literacy Instruction
<b>Group 10: Early Literacy Development</b>			
473	Impact of Metalinguistic Awareness on the Chinese Character Reading Development in Early-Element	Yu Ka Wong	Group 10: Early Literacy Development
602	Exploring Relationships and Predictive Power of Early Literacy Measures on Word Reading Across	Nuria Gutierrez	Group 10: Early Literacy Development
778	The role of memory, vocabulary and reading in the distinction between central and peripheral event	Macarena Silva	Group 10: Early Literacy Development
92	A longitudinal investigation of Arabic word reading	Sana Tibi	Group 10: Early Literacy Development
785	A longitudinal investigation of the performance of 1st Grade students schooled in French regarding	Marie-France CÔTÉ	Group 10: Early Literacy Development
<b>Group 11: Socio-cognition (Resilience, motivation, emotions)</b>			
517	Predicting adult-age mental health with childhood reading and math disability: do resilience and cog	Minna Torppa	Group 11: Socio-cognition (Resilience, motivation, emotions)
383	Motives, means, and opportunity: The weight of habitual reading motivation and situation-specific r	Roel van Steensel	Group 11: Socio-cognition (Resilience, motivation, emotions)
823	Hard feelings: The frequency of negative emotions during word learning instruction in children with	Taylor Berrier	Group 11: Socio-cognition (Resilience, motivation, emotions)
491	Longitudinal associations between reading experience and Theory of Mind from age 12 to 16	Sanne van der Kleij	Group 11: Socio-cognition (Resilience, motivation, emotions)
863	Maybe I can be a debate man: Why early adolescents participate in dialogic discussions	Shireen Al-Adeimi	Group 11: Socio-cognition (Resilience, motivation, emotions)
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397	The RAN-reading relationship and dyslexia: insights from the eye-voice span	Antonin Rossier-Bisaillon	Group 12: Dyslexia I
155	Assessing dyslexia in second language learners by means of a computerized dynamic assessment of	Anna Gellert	Group 12: Dyslexia I
251	Improving spelling through morphological awareness training in French university adults with dyslex	Estelle Ardanouy	Group 12: Dyslexia I
839	The relationship between reading difficulties and reading motivation	Elvira Jeldrez	Group 12: Dyslexia I
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513	Towards formative criteria for diagnosing dyslexia	BEN MAASSEN	Group 13: Dyslexia II
463	Reliability of visual and auditory processing tasks in dyslexia research	Tatiana Logvinenko	Group 13: Dyslexia II
943	Child-level and contextual predictors of response to intervention among students identified with dys	Karen Kehoe	Group 13: Dyslexia II
919	Effects of a morphology-based intervention for students with dyslexia	Robin Irej	Group 13: Dyslexia II
667	Bayesian Insights into dyslexia: Identifying subtypes in a children's cohort using hierarchical model	Selçuk Güven	Group 13: Dyslexia II
<b>Group 14: Oral Language and Literacy Difficulties</b>			
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605	Cognitive profiles of poor readers across varying levels of reading comprehension difficulty	Alison Arrow	Group 14: Oral Language and Literacy Difficulties
543	Relationships among measures of reading, writing, and oral language in a sample of students with li	Anthony Koutsoufas	Group 14: Oral Language and Literacy Difficulties
326	Capturing current practice and provision of access arrangements for secondary students with literac	Catherine Antalek	Group 14: Oral Language and Literacy Difficulties
<b>Group 15: Identification and Diagnostics of at-Risk Readers</b>			
307	Can a computerised dynamic assessment of decoding accurately identify reception pupils at-risk of l	Hannah Nash	Group 15: Identification and Diagnostics of at-Risk Readers
103	Achieving better diagnostic discrimination via adaptive testing	Gina Biancarosa	Group 15: Identification and Diagnostics of at-Risk Readers
285	Identification of early risk for reading difficulties in Spanish-English bilingual students: Examining s	Marc Goodrich	Group 15: Identification and Diagnostics of at-Risk Readers
76	"Struggling reader or not? The answer depends on the reading comprehension test".	Hilde Lowell Gunnerund	Group 15: Identification and Diagnostics of at-Risk Readers
378	Diagnostic accuracy of French fluency screeners in identifying at-risk readers among French Immers	Songtao Wang	Group 15: Identification and Diagnostics of at-Risk Readers
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885	Early Language and Behavioral Screening Predictors of Later Reading Performance	Jason Chow	Group 16: Literacy Screening
791	Key predictors of reading challenges in grade 1: Insights from machine learning techniques	Afnan Khoury Metanis	Group 16: Literacy Screening
390	The impact of Tier 1 integrated vocabulary instruction on later vocabulary, reading and spelling skill	Amy Scott	Group 16: Literacy Screening
<b>Group 17: Instrument Development and Validation</b>			
401	Development and evaluation of a Quality Rating and Improvement System for Florida's Voluntary Pr	Jason Anthony	Group 17: Instrument Development and Validation
490	Comparing assessment properties of component reading tests in adolescent versus adult learners	John Sabatini	Group 17: Instrument Development and Validation
218	Phonemic awareness: validity of a universal task for second language learners in primary school	Matthieu Bignon	Group 17: Instrument Development and Validation
394	The Development and Deployment of a new Adaptive Elementary Reading Screening test	Bente Walgermo	Group 17: Instrument Development and Validation
327	Validation of the Teacher-Reported Reading Engagement Survey (TRRES): A multi-faceted reliability	Montserrat Cubillos	Group 17: Instrument Development and Validation
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252	Examining the role of quantity naming for arithmetic and reading fluency	Sara Huotari	Group 18: Issues in Literacy Assessment
732	Linguistic features effect comprehension of texts used in reading assessments	Lilla Magyari	Group 18: Issues in Literacy Assessment
716	The validity of the simple view of reading for German language in large scale assessment	Carola Schnitzler	Group 18: Issues in Literacy Assessment
27	Semantic fluency for authors as a proxy measure of print exposure in L2	SEAN MCCARRON	Group 18: Issues in Literacy Assessment
877	Developmental continuity in the structure and measurement of phonological processing skills among	Christopher Lonigan	Group 18: Issues in Literacy Assessment
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654	Balancing bilingualism: Unveiling compensatory pathways for enhanced reading performance in US	Qing Cai	Group 19: Bilingual and Second Language Learners I
797	Developing adolescent emergent bilinguals' literacy and disciplinary knowledge through social studie	Leticia Martinez	Group 19: Bilingual and Second Language Learners I
842	Foundational skills of literacy predicting typical and atypical development in a shallow orthography.	Emanuele Casani	Group 19: Bilingual and Second Language Learners I
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719	Learning English as a second orthography: A study of Welsh-to-English orthographic interference in	Maketa Caravolas	Group 20: Bilingual and Second Language Learners II
124	Analyzing early literacy skills of Spanish-speaking multi-language learners and monolingual English	Ifeoluwa Popoola	Group 20: Bilingual and Second Language Learners II
436	Effects of cross-linguistic instruction on L2 Chinese reading development in early English-Chinese bi	Sheryl W.X. Lim	Group 20: Bilingual and Second Language Learners II
653	Text-based Argumentative Writing Profiles of Monolingual and Bilingual Secondary Students	Joseph Hin Yan Lam	Group 20: Bilingual and Second Language Learners II
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792	Relationships between literacy skills and children's comprehenders profiles in first grade	Emilie Dujardin	Group 21: Language/Reading Comprehension I
562	The development of reading comprehension in Syrian refugee children in Canada.	Zein Abuosbeh	Group 21: Language/Reading Comprehension I
212	Beyond Words: Studying Story Comprehension through Interactive Book Reading with First Graders	Hilde van Keer	Group 21: Language/Reading Comprehension I
613	Are speed-enhancing reading activities functional and can reading fluency criteria be based on readi	L.J. Koning	Group 21: Language/Reading Comprehension I
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451	Fadeout and persistence: investigating long-term effects of a preschool language comprehension pr	ÅSTE HAGEN	Group 22: Language/Reading Comprehension II
631	The impact of diagrams on fourth-grade students' metacomprehension accuracy and comprehension	Daibao Guo	Group 22: Language/Reading Comprehension II
253	The effect of relevance on children's multiple text reading	DR. TUOMO HAIKIO	Group 22: Language/Reading Comprehension II
740	Evidence for late emerging reading comprehension problems in monolingual English and Spanish-En	Kate Cain	Group 22: Language/Reading Comprehension II
735	Building blocks of literacy: Kindergarten longitudinal predictors of grade 2 reading comprehension	Young-Suk Kim	Group 22: Language/Reading Comprehension II
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384	Effects of Classroom Writing Instruction and Student Practice on Writing Achievement in Kindergart	Ying Guo	Group 23: Writing
32	Argumentative French writing competency in multilingual high school students	Eve Julie Rioux	Group 23: Writing
82	Using piecewise linear-linear mixed-effects modeling to estimate non-linear longitudinal changes in	Seohyan Choi	Group 23: Writing
679	Evidence on the benefit of handwriting training in perceptual learning of visual graphs	Miguel Domingues	Group 23: Writing
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35	Eye movements analysis during spelling learning: a pilot study in dyslexic and non-dyslexic adults	Julie Robidoux	Group 24: Eye-Tracking Research
724	Syntactic complexity and socioeconomic status on school textbooks processing and comprehension.	Romualdo Ibañez	Group 24: Eye-Tracking Research
407	Children's eye movement patterns in search engine results page reading: Lessons learned from an	Oksana Kanerva	Group 24: Eye-Tracking Research
682	Multisensory integration in reading acquisition: Can eye movements unveil the role of handwriting	Susana Araujo	Group 24: Eye-Tracking Research
154	Readers use recent experiences with word meanings to support the processing of lexical ambiguity:	Adam Parker	Group 24: Eye-Tracking Research
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756	Copying Interventions to Improve Copying and Spelling Skills in First-Grade Children	Elise Blampain	Group 25: Spelling
304	Spelling pronunciations: a comparison of instructional methods	Anna Lithgow	Group 25: Spelling
55	A meta-analytic review of spelling interventions for students with or at-risk for learning disabilities	Brennan W Chandler	Group 25: Spelling
590	Effects of own name, letter name frequencies, and broad phonetic classes on U.S. 3--5-year-olds' s	Jayde Homer	Group 25: Spelling
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