

Society for the Scientific Study of Reading
22nd Annual Meeting
July 15-18, 2015
Hapuna Beach Prince Hotel, Hawaii

www.triplesr.org

Wednesday, July 15, 2015

5:30pm – 7:30pm

Poster Session I

Room TBA

Improving Content Area Reading Comprehension with Spanish-Speaking English Language Learners In Grades 4-6 Using Web-Based Tutoring for the Structure Strategy

Kausalai Wijekaumar, *Texas A&M University*, Bonnie J.F. Meyer, Puiwa Lei, Anita Hernandez, Jose Montelongo

Early Childhood Teachers' Use of Knowledge about How Children Learn and Develop Literacy Skills in their Thinking about Practice and Its Relation to Enacted Practice

Rachel E. Schacter, *Ohio State University*

Differential Treatment Effects of an Academic Vocabulary Intervention on Adolescent Language Minority Students

Jin Kyoung Hwang, *University Of California, Irvine*, Joshua Lawrence, Catherine Snow

A Comparison of the Literacy Beliefs and Practices of ECE and ECSE Teachers

Caitlin Spear, *Ohio State University*, Shayne B. Piasta, Jennifer R. Ottley, Rachel E. Schacter, Laura M. Justice, Ann O'Connell

Sensitivity and Specificity of the Behavioral Phenotype in Children with Down Syndrome and Its Relationship with Early Reading Skills

Christopher Lemons, *Vanderbilt University*

Multicomponent Reading Comprehension Models: A Latent Profile Analysis of Struggling and Adequate Adolescent Readers

Eric Oslund, *Middle Tennessee State University*, Deborah Simmons, Nathan Clemens

Thursday, July 16, 2015

9:45am – 11:25am

[Symposium] Innovative Measures of Language and Literacy

Chair: Gina Biancarosa

Room TBA

Supporting Innovative Assessment and Data-Based Decision Making with Young Children: Individual Growth and Development Indicators – Automated Performance Evaluation of Early Literacy and Language

Scott McConnell, *University Of Minnesota*, Alisha Waskerle-Hollman

Beyond Vocabulary: Validation of a Novel Instrument to Capture School-Relevant Language Skills

Paula Uccelli, *Harvard Graduate School Of Education*, Emily Phillips Galloway, Christopher D. Barr

Diagnostic Measurement of Reading Comprehension Processes of Poor Comprehenders: Initial Psychometric Results

Gina Biancarosa, *University Of Oregon*, Sarah Carlson, Ben Seipel, Marl K. Davison

12:00pm – 1:30pm

Poster Session II

Room TBA

Varying Trajectories of Literacy Skills Growth of At-Risk Kindergarteners: A Cautionary Tale

Stephanie Al Otaiba, *Southern Methodist University*, Nathan Clemens, Yu-Yu- Hsiao, Brenna Rivas

Relationship of Reading Components to Higher Level Comprehension: Can We Route Based on Components?

Tenaha O'Reilly, *Educational Testing Service*, Laura Halderman, John Sabatini

Cognitive Processes in the Relation between Linguistic Comprehension and Reading Comprehension

Zhe Wang, *Ohio State University*, Sarah Lukowski, Madeline Doran, Victoria Schenker, Stephen Petrill

Predicting Reading Comprehension Across Different Assessment Response Formats

Alyson Collins, *Vanderbilt University*

Donald L. Compton, Esther R. Lindstrom, Jennifer K. Gilbert, Laura M. Steacy

The Effects of a Text-Centered Supplemental Curriculum for Students with Intellectual Disabilities

Jill Allor, *Southern Methodist University*, Stephanie Al Otaiba, Paul Yovanoff, Jennifer Cheatham, Diane Gifford, Dawn Levy, Melinda Mcgrath, Miriam Ortiz, Ashley M. Sandoval

1:30pm – 3:00pm

[Symposium] Eye Movements

Chair: TBA

Room TBA

Coordination of Perceptual, Oculomotor, and Linguistic Systems in Reading: A Reinforcement Learning Account of Reading Eye Movements

Gary Feng, *Educational Testing Service*

Reading Development at the Text Level: A Large Scale Investigation of Surprisal and Text Coherence Effects in Grades 1 to 5

Ronan Reilly, *National University Of Ireland, Maynooth*, Ralph Radach, Christian Vorstius, Christopher Lonigan

[Symposium] Never Too Late? Unpacking Complex Literacy Skills Among Adults who Struggle with Reading

Chair: Lee Branum-Martin & Daphne Greenberg

Room TBA

Figurative Language, Indirect Requests, and Sarcasm: Really?

Erin Brown, *Georgia State University*, Vincent Hunter, Daphne Greenberg, Lee Branum-Martin

Traits Versus Methods in Reading Skills Among Adult Learners

Elena Nightingale, *Georgia State University*, Lee Branum-Martin, Daphne Greenberg

Understanding the Structure of Literacy and Language Among Adult Learners

Lee Branum-Martin, *Georgia State University*, Daphne Greenberg

3:25pm – 5:05pm

[Symposium] Early Literacy

Chair: TBA

Room TBA

Effects of Teacher-Delivered Book Reading on Preschool Children's Productive and Expressive Knowledge of Words

David Dickinson, *Vanderbilt University*

Friday, July 17, 2015

8:30am – 10:10am

[Symposium] Understanding Linguistic Diversity and Reading Comprehension across Writing Systems

Chair: Xiuli Tong & Young-Suk Kim

Room TBA

Paths of Influence of Language and Cognitive Skills to Reading Comprehension

Young-Suk Kim, *Florida State University*

[Symposium] Assessment Fidelity in Reading Research: Effects of Examiner, Reading Passage, and Scoring Methods

Chair: Kelli Cummings

Room TBA

Exploring the Evidence of Speech Recognition and Shorter Passage Length in Computerized Oral Reading Fluency (CORE)

Joseph Nese, *University Of Oregon*, Akihito Kamata, Julie Alonzo

Discussion of Assessment Fidelity: Implications for Research and Practice

David Francis, *University of Houston*

10:25am – 12:05pm

[Symposium] Assessment Fidelity in Reading Research: Effects of Examiner, Reading Passage, and Scoring Methods

Chair: TBA

Room TBA

Cross-Sectional, Developmental Trends from Kindergarten to Third Grade on a Comprehension Measure

Laura Halderman, *Educational Testing Service*, Tenaha O'Reilly, John Sabatini

Patterns of Performance of Middle Grades Students on Reading Component Skills: Examining Change across Years on a Developmental Scale

John Sabatini, *Educational Testing Service*, Tenaha O'Reilly, Kelly Bruce, John Steinberg, Jon Weeks

[Symposium] Struggling Readers in Adolescence: Assessment and Intervention Considerations

Chair: Maureen W. Lovett

Room TBA

The Influence of Reader and Text Characteristics on Reading Comprehension: An Explanatory Item Response Study

Paulina Kulesz, *University Of Houston*, David Francis, Marcia A. Barnes, Jack M. Fletcher

[Symposium] Dual Language Measurement of the Spanish Early Language and Literacy Development of Preschoolers: Challenges and Innovation

Chair: Alisha Wackerle-Hollman

Room TBA

Advances in the Assessment of Emergent Literacy of English-Speaking, Spanish-Speaking, and Spanish-English Bilingual Children

Jason Ant, *University Of Texas, Houston*

Innovations in the Development of a Spanish Early Language and Literacy General Outcome Measure: The Spanish Individual Growth and Development Indicators (S-IGDIS)

Lillian Duran, *Utah State University*

Understanding Level of Language Exposure through a Measurement Lens: Spanish Individual Growth and Development Indicators

Alisha Wackerle-Hollman, *University Of Minnesota*

Assessing the Early Literacy Skills of Spanish-Speaking Preschool Children: Understanding the Effects of Dialectic Variation on Children's Responses

Ana Marty, *Florida State University*, Christopher J. Lonigan, Amber L. Farrington, Matthew D. Lerner

[Symposium] Exploring the Language-Based Contributions to Reading Comprehension: Developmental and Cross-Linguistic Perspectives

Chair: Kyle Levesque

Room TBA

The Generality of Comprehension Problems for Individuals with Poor Comprehension Despite Adequate Decoding: A Meta-Analytic Review

Mercedes Spencer, *Florida State University*

12:35pm – 2:05pm

Poster Session III

Room TBA

Evaluating the Efficacy of a Supplemental Kindergarten Vocabulary Intervention Implemented within a Tiered Instructional Framework

Michael Coyne, *University Of Connecticut*, D. Betsy McCoach, Susan Loftus, Doris Baker, Sharon Ware

Vocabulary Knowledge as a Multidimensional Concept: A Six Factor Model

Judith Scott, *University Of California, Santa Cruz*, Susan Leigh Flinspach, Jack Vevea

What Is the Relation between Oral and Silent Reading Fluency and Reading Comprehension in Beginning Readers? An Eye Movement Study

Christian Vorstius, *University Of Wuppertal*, Young-Suk Kim, Ralph Radach

Quantile Dominance for the Study of Individual Differences in Reading

Yaacob Petcher, *Florida Center For Reading Research*, Barbara Foorman

2:05pm – 3:45pm

[Symposium] Motivation, Executive Function, and Psychosocial Factors

Chair: TBA

Room TBA

Examining the Relations between Executive Function and Academic Achievement in Third Grade Students

Stephanie Day, *Arizona State University*, Carol Connor

The Motivation and Reading Achievement Relationship: Understanding What Motivates the Struggling Adult Reader

Kimberley Tsujimoto, *Brock University*, Jan Frijteres, Jennifer Goudey, Maureen Lovett, Daphne Greenberg

[Symposium] Reading Comprehension

Chair: TBA

Room TBA

Development of Comprehension Monitoring in Beginning Readers

Laura Justice, *Ohio State University*, Gloria Yeomans-Maldonado, Language And Reading Research Consortium

Saturday, July 18, 2015

8:30am – 10:10am

[Symposium] Reading Comprehension of Students from Elementary School through High School: Predicting It Is Easier than Changing It

Chair: Christopher Lonigan & Sharon Vaughn

Room TBA

Testing the Simple View of Reading with First through Fifth-Grade Children: Current and Longitudinal Influences of Reading Comprehension

Christopher Lonigan, *Florida State University*, Michael Kaschak, Christopher Schatschneider

Testing the DIME Model in Middle- and High-School: The Impact of Measurement Error and Method Variance on the Determinants of Reading Comprehension

Yusra Ahmed, *University Of Houston*, David Francis, Marcia Barnes, Paulina Kulesz, Carolyn Denton, Chris Wolters, Mary York, Jack Fletcher

Language for Understanding: Two Large-Scale Studies of Small-Group Language Interventions in Prekindergarten And Kindergarten

Beth Phillips, *Florida State University*, Carol Connor, Jeanne Wanzek, Elizabeth Swanson, Greg Roberts

Efficacy of Comprehension and Content Acquisition for Middle School Students Who Are and Are Not English Language Learners

Sharon Vaughn, *University Of Texas, Austin*, Jeanne Wanzek, Elizabeth Swanson, Greg Roberts

[Symposium] Longitudinal Studies

Chair: TBA

Room TBA

Quantity versus Quality of Reading Instruction

Xiaoxuan Lei, *Georgia State University*, Lee Branum-Martin, Pat Taylor, Coleen D. Carlson, David J. Francis

10:25am – 12:05am

[Symposium] Interactive e-Books: What Is the Role of Parents and Teachers?

Chair: Carol Connor

Room TBA

Is the World Knowledge (WK) e-Book More or Less Effective with or without a Teacher-Led Book Club?

Carol McDonald Connor, *Arizona State University*, Lavonda Romain, Stephanie L. Day

[Symposium] Longitudinal Studies of the Relations between Language and Literacy

Chair: Jamie Quinn

Room TBA

The Co-Development of Vocabulary Knowledge and Reading Comprehension

Jamie Quinn, *Florida State University*, Richard Wagner, Andre Menzel, Yaacov Petscher, Christopher Schatschneider, John McArdle

12:35pm – 2:05pm

Poster Session IV

Room TBA

Assessing Vocabulary Knowledge with Web-Based Checklists

Suzanne Adlof, *University Of South Carolina*, Sheida Abdi, Shalev Nessaiver, Adam Kapelner, Margaret Mckeown, Charles Perfetti

PALS Español: Predicting Later Reading Achievement in Spanish and English

Karen Ford, *University Of Virginia*, Marcia Invernizzi, Francis Huang

2:05pm – 3:45pm

[Symposium] Writing from Preschool to Fourth Grade: Measurement, Assessment, and Instruction

Chair: Cynthia Puranik

Room TBA

Intervention for Beginning Writers: A Synthesis of Literature

Kristen McMaster, *University Of Minnesota*, Amy Kunkel, Jaehyun Shin, Erica Lembke

Kindergarten Predictors of Third Grade Writing

Jeannie Wanzek, *Florida State University*, Young-Suk Kim, Stephanie Al Otaiba

The Connection between Writing Skill and Writing about Mathematics

Michael Hebert, *University Of Nebraska, Lincoln*, Sarah Powell

[Symposium] Phonological Awareness, Vocabulary, & Reading Comprehension

Chair: TBA

Room TBA

Text Processing Differences in Adolescent Adequate and Poor Comprehenders Reading Accessible and Challenging Narrative and Informational Text

Carolyn Denton, *University Of Texas Health Science Center*, Mischa Enos, Mary J. York, David J. Francis, Marcia A. Barnes, Paulina Kulesz, Jack M. Fletcher, Suzanne Carter

An Integrated Reading and Science Curriculum to Help Struggling Readers in Middle School

Donna Caccamise, *University Of Colorado*, Angela Friend, Eileen Kintsch, Megan Littrell-Baez, Christine Okochi