

**Society for the Scientific Study of Reading  
Twenty Third Annual Meeting  
July 13-16, 2016**

Faculty of Psychology and Educational Sciences, University of Porto

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**WEDNESDAY, JULY 13, 2016**

**5:30pm – 7:00pm**

**Poster Session I**

*Beyond scores: Design and analysis of process data for computer- based reading assessment*

Gary Feng, Educational Testing Service

*Is there evidence for differences in comprehension between silent and oral reading?*

Ralph Radach, University of Wuppertal; Christian Vorstius; Albrecht Inhoff

*The effects of context constraint and reading skill on children's contextual word learning*

Leslie Hodges, Georgia State University; Gwen Frishkoff; SungJin Nam; Kevyn Collins

*The impact of shared book reading on young ELLs' English vocabulary: A meta-analysis*

Lisa Fitton, Florida State University; Autumn McIlraith; Carla Wood

**THURSDAY, JULY 14, 2016**

**8:30am - 10:10am**

**Symposium: Literacy skills in deaf children and adolescents: Predictors and current achievement levels**

*Does language modality affect literacy skills of deaf and hard-of-hearing children?*

Amy Lederberg, Georgia State University; Mi young Webb; Lee Branum-Martin; Carol Connor; Susan Easterbrooks; Brenda Schick; Shirin Antia

**Symposium: Writing development and intervention in children and adults in different orthographies**

*The impact of self-regulated strategies development model training on 4th and 5th graders writing*

Kausalai Wijekumar, Texas A&M University

**Spoken papers: Assessment Intervention**

*On the influence of text materials on silent and oral reading in beginning readers. Studying fluency and comprehension with eye movements*

Christian Vorstius, University of Wuppertal; Young-Suk Grace Kim; Ralph Radach

**10:25 am – 12:05 pm**

**Symposium: The reading for understanding network: Interventions, research, and theory**

**Chair: Sharon Vaughn**

*Effectiveness and fidelity of implementation of a text-based content intervention in secondary social studies classes*

Sharon Vaughn, University of Texas; Jeanne Wanzek; Leticia Martinez

*Experimental effects of the strategic adolescent reading intervention on reading comprehension outcomes*

Catherine Snow, Harvard University; James Kim; Lowry Hemphill; Margaret Troyer; Stephanie Jones; Maria LaRusso; Suzanne Donovan; John Sabatini; Tenaha O'Reilly

*Supporting language and comprehension in second grade: Results from a tier 2 efficacy trial*

Beth M. Phillips, Florida State University; Carol M. Connor; Christopher J. Lonigan; Karli B. Willis ; Elizabeth Crowe

*Exploring the impact of ¡Vamos a aprender!: A supplemental, oral-language focused English/Spanish curriculum for dual language learners*

Alain Bengochea, Ohio State University; C. Mesa; M. A. Restrepo; Shayne Piasta

*Implications for theory and practice: Findings from the RFU Network*

Discussant: Kate Cain

**Symposium: Exploring Similarities and differences between reading and mathematics difficulties**

*Pathways to third-grade competence in word-reading versus math competence: are they more alike or different?*

Lynn Fuchs, Vanderbilt University; Douglas Fuchs; Donald L. Compton

*Does improving math calculation fluency strengthen word-reading competence in children with reading difficulties?*

Douglas Fuchs, Vanderbilt University; Lynn S. Fuchs; Donald L. Compton

**Symposium: Understanding English language & reading development among bilinguals: Findings across varied methodological approaches**

*Exploring language development in the context of a long-term school- university partnership*

C. Patrick Proctor, Boston College; María Estela Brisk; Avery Newton; Laura O'Dwyer

**Spoken papers: Poor comprehenders**

*Using regression analyses to examine how and when struggling comprehenders generate inferences*

Ben Seipel, California State University, Chico; Sarah Carlson; Lina Shanley; Gina Biancarosa; Mark Davison

**Spoken Papers: Morphology**

*Contributions of morphology instruction to English learner adolescents' academic vocabulary learning*

Amy Crosson, Penn State University ; Margaret McKeown; Debra Moore; Elizabeth Hirshorn

**12:35pm -2:05pm**

**Poster Session II**

*Examining intervention effects on adolescent reading comprehension using quantile regression*

Eric Oslund, Middle Tennessee State University; Deborah Simmons; Nathan Clemens; Melissa Fogarty

*Using quantile regression to estimate how word recognition/decoding scores impact reading comprehension scores*

Zuowei Wang, Educational Testing Service; John Sabatini; Tenaha O'Reilly

**2:05pm-3:45pm**

**Symposium: Promoting early writing development: The role of interactions and interventions across multiple contexts**

*Using peer assisted strategies to improve writing outcomes for kindergarten children*

Cynthia Puranik, Georgia State University, Melissa Patchan; Christopher Lemons ; Stephanie Al Otaiba ;Yaacov Petscher

*Feasibility study of innovative online teacher professional development for writing: An iterative approach to the design of professional development*

Hope Gerde, Michigan State University, Gary Bingham; Margaret Quinn; Megan Goetsch

**4:00pm – 5:40 pm**

**Symposium: Reading-writing connections: Towards Integrative literacy science**

*What explains the relation of reading comprehension to written composition?*

Young-Suk Grace Kim, Florida State University & Florida Center for Reading Research

*How classroom writing matters: Evidence for a relationship to reading achievement*

David L. Coker, University of Delaware; Austin S. Jennings; Elizabeth Farley-Ripple; Charles A. MacArthur

**FRIDAY, JULY 15, 2016**

**8:30am – 10:10 am**

**Symposium: Digital text comprehension: The online comprehension of hypertext and multimedia text**

*Strategic and inferential processing in text, diagrams, and text+diagram representations: A think-aloud study with high school students*

Jennifer G. Cromley, University of Illinois; Stephanie McMichael

**10:25 am -12:05 pm**

**Symposium: International Perspectives on Fostering Language in Preschool Classrooms**

*Combining book reading and play to teach vocabulary*

David Dickinson, Vanderbilt University; Molly Collins; Kathy Hirsh-Pasek; Roberta Golinkoff

**Symposium: Understanding the comorbidity between attention and reading disorders: Etiology, neuropsychological factors, and the effects of ADHD treatment and reading intervention on attention and reading outcomes**

*The impact of intensive reading intervention on level of attention in middle school students*

Greg Roberts, University of Texas at Austin; Jack M. Fletcher; Sharon Vaughn

**Spoken papers: Literacy**

*Early childhood educators' knowledge, beliefs, education, experiences, and children's language- and literacy-learning opportunities: What is the connection?*

Rachel E. Schachter, Ohio State University; Caitlin F. Spear; Shayne B. Piasta; Laura Justice; Jessica A. R. Logan

*From research to practice: Supporting teachers' efforts to individualize literacy instruction using A2i technology*

Carol McDonald Connor, University of California, Irvine; Nicole Sparapani; Henry May; Taffeta Wood; Barry Fishman; Frederick J. Morrison

*Measurement invariance for language and literacy in fundamentally different groups*

Lee Branum-Martin, Georgia State University; Mi-Young Webb; Amy Lederberg; Brenda Schick; Carol M. Connor; Susan Easterbrooks; Shirin Antia

**12:35 pm -2:05pm**

**Poster Session III**

*Item factor analysis of the phonological awareness literacy screening in Spanish for preschoolers*

Patrick Meyer, University of Virginia; Marcia Invernizzi; Karen Lee Ford

*Predicting second grade listening comprehension using pre- kindergarten and kindergarten measures*

Crystle Alonzo, MGH Institute of Health Professions; Tiffany Hogan; Gloria Yeomans-Maldonado; Kimberly Murphy; Language and Reading Research Consortium

*Usability and feasibility of an English vocabulary program using an intelligent tutoring system*

Doris Luft Baker, Southern Methodist University; Jillian Conry, Paul Polanco, Stephanie Al Otaiba

*Validity of letter-sound short forms: Associations with early literacy skills and classroom practices*

Kristin Farley, The Ohio State University; Shayne Piasta; Ann O'Connell

*What does the X say? Identifying what letter sounds should be assessed as correct*

Janelle Montroy, UT Health; Jason Anthony; Jeffrey Williams; Matthew Foster; ChengHsien Li; KwangHee Jung; Ryan Bowles

**2:05pm -3:45 pm**

**Symposium: Longitudinal prediction of reading comprehension: From preschool through to adolescence**

*Predictors of reading and listening comprehension from prekindergarten to grade 3*

Kate Cain, Lancaster University; Hugh W. Catts

*The contribution of oral language, higher-level language and decoding across grades reading comprehension in bilingual children*

Maria Adelaida Restrepo, Arizona State University; Shelley Gray; Tiffany Hogan, Gloria Yeomans- Maldonado, Carol Mesa

**Symposium: Exploring the predictive validity of Spanish and English early language and literacy assessments**

*Examining the predictive validity of the Spanish individual growth and development indicators:*

*The relationship between Spanish performance and English and Spanish outcomes in Kindergarten*

Alisha Wackerle-Hollman, University of Minnesota

*Within- and cross-language predictive validity of early literacy assessments for Spanish-speaking language-minority preschool children*

Christopher Longian, Florida State University; Ana H. Marty; Kimberly D. McDowell; Jo Ann M. Farver

**Symposium: Diagnostic assessment of reading**

*Diagnosing the reading comprehension processes of poor comprehenders: Year 2 results of the multiple-choice online causalcomprehension assessment*

Gina Biancarosa, University of Oregon; Mark Davison; Sarah Carlson; Ben Seipel

*Vertical scaling and longitudinal predictive relationships of scenario-based assessments across grades*

Tenaha O'Reilly, Educational Testing Service; John Sabatini; Jonathan Weeks; Jonathan Steinberg; Szu-Fu Chao; Zuowei Wang

*Relation of reading components to scenario-based assessments in adolescents*  
John Sabatini, Educational Testing Service; Tenaha O'Reilly; Kelly Bruce

**Symposium: Mechanisms and methods for enhancing the effectiveness of reading comprehension interventions**

*The effects of a text-processing comprehension intervention on struggling middle school readers*

Amy Barth, University of Missouri-Columbia; Sharon Vaughn; Phil Capin; Eunsoo Cho; Amory Cable

*Targeting lower- and higher-level language skills to support comprehension: Effects of let's know!*

Shayne Piasta, Ohio State University

*Comparison of statistical models examining whether intervention impacts test-specific components of variance in comprehension, broad aspects of the comprehension construct, or specific dimensions of comprehension that are common across assessments*

Paulina Kulesz, University of Houston; David Francis; Yusra Ahmed; Jack Fletcher; Sharon Vaughn

**SATURDAY, JULY 16, 2016**

**10:25 am-12:05 pm**

**Symposium: I'd rather be reading: The importance of print exposure across settings**

*Adapting an evidence-based literacy intervention to promote reading engagement and comprehension: A school-level randomized experiment to assess the role of teacher adaptations on student outcomes*

James Kim, Harvard University, Graduate School of Education; Jonathan Guryan; Mary Burkhauser; David M. Quinn; Helen Chen Kingston

**12:35 pm -2:05 pm**

**Poster Session IV**

*A multidimensional assessment of morphological analysis tasks with bound Latin roots*

Feifei Ye, University of Pittsburgh; Amy Crosson; Margaret McKeown; Meng Hua

*A secondary reading comprehension curriculum: Exploring how Foi impacts student performance*

Donna Caccamise, University of Colorado; Megan Littrell-Baez; Christine Okochi

*Comparing children with ASD and their peers' growth in print knowledge*

Jaclyn Dynia, Ohio State University; Matt Brock; Laura Justice; Jessica AR Logan; Joan Kaderavek

*Comprehension in context: A crossed random-effects model examining item-, reader-, and passage-level predictors of third grade comprehension scores*

Autumn McIlraith, Florida State University; Donald L. Compton; Hugh W. Catts

*Effectiveness of large-scale, state-sponsored language and literacy professional development on early childhood educator outcomes*

Melissa M. Weber-Mayrer, The Ohio State University; Shayne B. Piasta ; Laura M. Justice; Ann O'Connell; Susie Mauck; Rachel Schachter; Kristin Farley; Caitlin Spear

*Evaluating child responses as a means for validation of construct representation on a Spanish expressive verb task*

Jose Palma, University of Minnesota; Stephanie Brunner; Alisha Wackerle-Hollman; Lillian Duran; Theresa Kohlmeier; Chase Callard ; Michael Rodriguez

*Generalizability theory and the reliability of the phonological awareness literacy screening in spanish for preschool*

Marcia Invernizzi, UVA-Curry School of Education; Patrick Meyer; Karen Ford

*Impact of language of instruction and language modeling ratings on growth trajectories of Spanish-English bilingual preschoolers' early literacy skills*

Stephanie Brunner, University of Minnesota; Theresa Kohlmeier; Jose Palma; Alisha Wackerle-Hollman; Lillian Duran; Chase Callard

*Interchangeability of the narrative language measures for English- and Spanish-speaking preschoolers: An analysis with methodological recommendations*

Marilyn Thompson, Arizona State University; Trina Spencer; Douglas Peterson; Laida Restrepo

*RAN and reading: Revisiting the visual-verbal deficit hypothesis*

Jessica Logan, The Ohio State University; LARRC Consortium

**2:05 pm -3:45**

**Spoken Papers: Early Language**

*The connections between early literacy, oral language, and precocious narrative abilities in young children*

Kiren Khan, Ohio State University; Jessica Logan; Laura Justice; Ryan Bowles; Lori Skibbe; Shayne Piasta