Society for the Scientific Study of Reading
Twenty Third Annual Meeting
July 13-16, 2016
Faculty of Psychology and Educational Sciences, University of Porto
www.triplesr.org

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 Brum-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