

**Presentations by IES Grantees at Twentieth Annual Meeting
of the Society for the Scientific Study of Reading**

July 10-13, 2013

<http://www.triplesr.org/conference/13conf.php>

11-Jul Thursday

08:30-10:10 (Symposium 1)

Using narratives to understand language and literacy development

1. *The relation between pausing in oral narrative retells and comprehension*
Dawn Davis; Tiffany P. Hogan; Yanjie Long; Jordan Green; Mindy Bridges
3. *English Language learners' performance on language sample measures across second language proficiency levels*
Maria Adelaida Restrepo; Ekaterina Smyk; Shelley Gray
4. *Development of the Narrative Assessment Protocol*
Ryan Bowles; Laura M. Justice; Lori E. Skibbe; Shayne B. Piasta; Tricia Foster; Ashley Karsten; Chasity Edwards

Assessment and correlates of reading

1. *Understanding Innovative Reading Assessment Through Eye-tracking and Verbal Reports*
Gary Feng; Anita Sands; Margaret Redman; Deane Paul; John Sabatini

10:40-12:40 (Symposium 2)

Eye movements in reading: Individual variability in word processing and comprehension

2. *Strategies of topic monitoring while reading passages of text*
Ralph Radach; Christian Vorstius; Chris Lonigan; Carol Connor

Components of reading comprehension

1. *Reading and listening comprehension from 6 to 9 years: are attention and memory equally important for both?*
Kate Cain ; Tiffany Hogan; Jill Pentimonti; and the Language and Reading Research Consortium
4. *Fluency, background knowledge, and reading comprehension of narrative and expository texts in 2nd and 3rd grade readers*
Laura Halderman; John Sabatini; Tenaha O'Reilly; Kelly Bruce
5. *Explaining reading comprehension of elementary school children: A latent-variable approach to the Simple View of Reading*
Christopher Lonigan; Christopher Schatschneider

13:50-15:30 (Symposium 3)

Technology as a support for children's literacy

4. *What happens when text doesn't make sense? A Fifth-grade word knowledge e-book intervention based on eye movement research*
Carol McDonald Connor

12-Jul Fri

08:30-10:10 (Symposium 5)

Teacher knowledge from an international perspective

5. *Exploring the language and literacy knowledge of early childhood educators*
Shayne B. Piasta; Laura M. Justice; Ann O'Connell

What facilitates reading?

3. *Support for the Comprehensive Language Approach to Early Literacy Development: Age 4 - Grade 1*

David Dickinson; Kerry Hofer

4. *Improving academic vocabulary and content area classroom discussion: Unpacking the results from a randomized trial of the Word Generation program*
Joshua Lawrence; E. Juliana Paré-Blagoev; Amy Crosson; Jin Kyoung Hwang; Catherine Snow

10:40-12:20 (Symposium 6)

Early intervention for developing writers: Gauging response to standards based early writing practices

2. *Examining the effect of using peer assisted strategies to improve writing outcomes for kindergarten children*
Cynthia Puranik; Melissa Patchan; Christopher Lemons; Stephanie Al Otaiba
3. *Writing and responsiveness: Examining results of a text structure reading and writing intervention delivered within a first grade multi-tiered intervention*
Stephanie Al Otaiba; Young-Suk Kim; Jessica Folsom; Luana Greulich; Jeannie Wanzek

13:00-14:30 (Poster Session 1)

- 1-1 *Predicting reading comprehension difficulties in young children*
Catts, Hugh W. ; Diane Corcoran Nielsen; Mindy Sittner Bridges; Yi Syuan Liu; Daniel Bontempo
- 1-8 *Empirical investigation of the three-dimensional model of school readiness for children with language impairment*
Jill Pentimonti ; Kimberly Murphy; Laura Justice; Joan Kaderavek
- 1-18 *Effect of English Language proficiency and Spanish and English literacy on English reading comprehension for Spanish-speaking English Learners*
Doris Luft Baker; Yonghan Park; Scott K. Baker
- 1-19 *African American English: An exploration in the factor structure of AAE and its relation to narrative quality*
Adrienne Barnes ; Young-Suk Kim; Beth Phillips
- 1-34 *What Does Dynamic Assessment of Decoding Measure: Domain-Specific Responsiveness or Domain-General Learning Potential?*
Eunsoo Cho; Donald L. Compton
- 1-38 *Does intervention change the covariance between prior and later reading performance? If so, for whom?*
Alyson Collins ; Donald L. Compton; Jennifer K. Gilbert; Yaacov Petscher
- 1-45 *The unique associations of approaches to learning and attention with preschool children's emergent literacy skills*
Amber Farrington; Christopher J. Lonigan
- 1-48 *The Relative Contribution of Non-Mainstream American English Use to Reading Comprehension*
Brandy Gatlin ; Young-Suk Kim; Jeanne Wanzek

13-Jul Saturday

08:30-10:10 (Symposium 7)

Language Bases of Oral Language and Reading Comprehension in Bilingual Children

4. *Language bases of language comprehension in preschool bilinguals learning to read in English as a second language*
Maria_Adelaida Restrepo; Shelley Gray; The LARRC Consortium

10:40-12:20 (Symposium 8)

Phonological Sensitivity

1. *Bilingual phonological awareness: a meta-analysis of the latent relations*
Lee Branum-Martin; Sha Tao; Sarah Garnaat; David J. Francis

12:20-14:00 (Poster Session 2)

- 2-38 *Exploring the overlap between comprehension, language, knowledge, and executive function*
Esther Lindstrom; Jennifer Gilbert; Donald Compton

15:00-16:40 (Symposium 9)

Written language: Cognitive, orthographic, and developmental perspectives

3. *Development of letter writing skills: effects of student and letter characteristics*
Yaacov Petscher; Cynthia Puranik

Spelling, Print exposure, and home literacy

5. *Predictions of growth in preschool children's emergent literacy skills from their home language and literacy environments*
Beth Phillips; Christopher Lonigan; Yaacov Petscher; Galiya Tabulda

17:00-18:30 (Poster Session 3)

- 3-19 *The relationship between quality of instruction and literacy outcomes in first grade*
Heather Pilcher; Young-Suk Kim
- 3-20 *Measures of classroom equality in dual language learning preschool settings and children's development of emergent literacy and social skills*
Sharolyn Pollard-Durodola; Jorge Gonzalez; Laura Saenz
- 3-40 *Investigating the relationship between morphological knowledge, vocabulary knowledge, and reading comprehension in Adult Basic Education students*
Elizabeth Tighe; Christopher Schatschneider
- 3-41 *Does fast = functional? Oral reading rate in first grade*
Laura Tortorelli; Marcia Invernizzi