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
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