

**National Center for Education Research (NCER) and National Center for Special
Education Research (NCSER)
Research Grant Presentations**

**Society for the Scientific Study of Reading 2014 Annual Meeting
July 16-July 19, Santa Fe, New Mexico**

Thursday, July 17, 2014

8:30am-10:10am (Symposiums)

Simple View of Reading (SVR): Validation Studies

Chair: R. Malatesha Joshi

Simple View as a Framework for the Early Prediction of Reading Comprehension

Hugh Catts, Florida State University; S. Kershaw; D. Nielsen; M. Bridges

The Simple View, Linguistic Comprehension, and Modeling across Languages

Patrick Proctor, Boston College; Rebecca Silverman, University of Maryland-College Park

Executive Function and Reading

Chair: Stephanie Day

Examining the Relations between Self-Regulation, ADHD, and Reading Outcomes in First Grade

Stephanie Day, Arizona State University; Carol Connor; Leigh McLean; Angela Barrus; Julie Fellows

Reading and Executive Functioning Associations from First through Third Grade

Carol Connor, Arizona State University; Stephanie Day; Beth Phillips; Mike Kaschak

10:40am-12:20pm (Symposiums)

**Fidelity in Assessment and Intervention: Issues of Assessment, Conceptualization,
Measurement, and Analysis**

Chair: Jessica Logan

Fidelity of Assessment in Reading Research and Practice

Kelly Cummings, University of Oregon; Deborah Reed; Gina Biancarosa; Andrew Schaper

Assessing Fidelity with an Interval Coding Scheme: Issues in Measurement and Analysis

Amy Pratt, Ohio State University and the Crane Center for Early Childhood Research and Policy; LARRC Consortium

An Empirical Investigation of the Dimensionality of Fidelity

Jaclyn Dynia, Ohio State University; Jessica Logan

Describing and Predicting Continued Study Involvement in Longitudinal Research
Brook Sawyer, Lehigh University; Laura Justice

E-Books in Early Literacy: Benefits and Cautions for Development and Learning

Chair: Karen Burstein

Effects and Feasibility of a Technology-Based Literacy Intervention on Preschooler's Literacy Skills

Leigh McLean, Arizona State University; Carol Connor; Stephanie Day; Lavonda Romain; Jeannine Herron

1:20pm-3:30pm (Poster Session)

Moving Beyond Phonology Alone without Leaving Phonology Behind in Reading and Writing Acquisition

William Nagy, Seattle Pacific University; Roxana DelCampo; William Buchanan; Virginia Berninger; Robert Abbott

Early Reading Interventions for Children with Intellectual Disability and Down Syndrome: Findings from Two IES Goal 2 Development Projects

Christopher Lemons, Peabody College of Vanderbilt; Jill Allor

Preventing School Dropout with Secondary Students: The Implementation of a Reading Intervention and Dropout Prevention Intervention

Greg Roberts, The University of Texas at Austin; Sharon Vaughn; Michael G. Vaughn; Anna-Maria Fall

Improving Outcomes for At-Risk Students through the Development of an Afterschool Peer-Tutoring Literacy program: Results from a Pilot Study

Christina Yeager Pelatti, Towson University; Shayne B. Piasta

Vocabulary knowledge Contributes to Reading Comprehension in Adults with Low Literacy Skills

Erin White, The Hospital for Sick Children; Jennifer Goudey; Jan C. Frijters; Daphne Greenberg; Erin Brown; Maureen W. Lovett

The Development and Transfer of Vocabulary Knowledge in Spanish-Speaking Language Minority Preschoolers

John Goodrich, Florida State University; Christopher Lonigan; Cherie Guerrero; JoAnn Farver

Vocabulary Development of Middle-School Students from Low Socioeconomic Households and its Influence on Component Processes and Comprehension Outcomes

Eric Oslund and Nathan Clemens, Texas A&M University

Investigating Longitudinal Change in Vocabulary Knowledge and Working Memory in Second, Third, and Fourth Graders: A Latent Change Score Modeling Approach

Mercedes Spencer, Florida State University; Richard K. Wagner

Classroom Talk and Vocabulary Skills

Perla Gamez, Loyola University Chicago; Sabina Neugebauer; Michael D. Coyne

Reading Instruction and First Graders' Literacy Skills

Heather Pilcher, Florida State University; Young-Suk Kim; Ben Kelcey; Yaacov Petscher

4:30pm-6:10pm (Symposiums)

Reading Comprehension: Exploring Determinants and How to Strengthen It

Chair: Douglas Fuchs

Cognitive Predictors of Comprehending Math Word Problems and Informational Text

Lynn S. Fuchs, Vanderbilt University; Doug Fuchs; Donald Compton

Cognitive Characteristics and Text Features as Predictors of Reading Comprehension

Laura M. Steacy, Vanderbilt University; Donald Compton; Esther Lindstrom; Amanda Miller

Relations between Vocabulary Knowledge and Reading

Marisa Mitchell, University of Maryland; Rebecca Silverman; Patrick Proctor; Jeffrey Harrin

Randomized Control Trial of the Value of Cognitive Training in a Reading Comprehension Program for Poor Readers in First Grade

Doug Fuchs, Vanderbilt University; Lynn Fuchs; Donald Compton; Amy Elleman; Devin Kearns; Peng Peng; Amanda Miller; Laura Steacy

Dyslexia

Chair: Kathleen Brown

Response to Reading-and Writing Interventions by Students with Different Profiles of Oral and Written Language Disabilities

William Nagy, Seattle Pacific University; Virginia Berninger; Bob Abbott

Assessment

Chair: Anna Gellert

Understanding Adolescent Reading Motivation Across Readers, Raters, and Content-Area Classrooms

Sabina Neugebauer, Loyola University Chicago

Integrating Component and Scenario-Based Reading Assessments: What Can We Learn From Each and From Both Together

John Sabatini, Educational Testing Service; Tenaha O'Reilly; Laura K. Halderman; Kelly Bruce

Developmental Differences between Kindergarten and Second Grade on a Comprehension Measure

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

Assessing Measurement Invariance of the TOPEL-Phonological Awareness Across DHH Children with Functional hearing and Hearing Minority Children

Mi-Young Webb, Georgia State University; Nicole Patton-Terry; Amy R. Lederberg; Gary E. Bingham

Development of an Observation System: Creating Opportunities to Learn from Text

Joanne Carlisle, University of Michigan; Carol Connor; Ben Kelcey; Yaacov Petscher; Nicole Sparapani; Sarah Ingebrand

Linguistic Diversity

Chair: Fiona Duff

The Effectiveness of Moved By Reading Program with Bilingual Children

Maria Adelaida Restrepo, Arizona State University; Ashley Adams; Arthur Glenberg; Erin Walker; Andreea Danielescu

Friday, July 18, 2014

8:30am-10:10am (Symposiums)

Reading Comprehension

Chair: Dolores Perin

The Structure, Stability, and Impact of Quality Reading Instruction in Grades One to Two

Lee Branum-Martin, Georgia State University; Paras D. Mehta; W. Pat Taulor; Coleen D. Carlson; David J. Francis

The Structure of Oral Language and Its Relation to Reading and Various Levels of Comprehension in Kindergarten through Grade 2

Sarah Kershaw, Florida Center for Reading Research, Florida State University; Barbara Foorman; Yaacov Petscher

Simple view of Reading and Multi-Component View of Reading: Convergence or Divergence?

Young-Suk Kim, Florida Center for Reading Research

A Survey of Adolescents' Use of Reading Strategies in Specific School Contexts: Differences Related to Reading Proficiency, Grade Level, and Gender

Carolyn Denton, University of Texas Health Science Center-Houston; Christopher Wolters; Mary York; Elizabeth Swanson; David J. Francis

Implementation and Impacts of *Read It Again!* in Preschool Classrooms

Chair: Shayne Piasta

Read It Again!: Preschool Teachers' Implementation Fidelity When Using a Supplemental Language and Literacy Curriculum

Shayne Piasta, The Ohio State University; Laura Justice; Anita McGinty; Andrew Mashburn; Laura Slocum

The Impacts of Read It Again! On the Language and Literacy Development of Rural Pre-Kindergarteners

Andrew Mashburn, Portland State University; Laura Justice; Anita McGinty; Laura Slocum

The Social Mechanism of Language and Literacy Development in Read it Again!

Tzu-Jung Lin, The Ohio State University; Laura Justice; Alyssa Emery; Andrew Mashburn; Jill Pentimonti

10:40-12:20 (Symposiums)

Development of Reading Comprehension Skills: Trans-Disciplinary Research Investigating Individual Differences in Reading

Chair: Brett Miller

Towards a Causal Indicator Model of Reading Comprehension

Richard Wagner, Florida State University; Mercedes Spencer

Reading and Language Development of Spanish-English Bilinguals: Insights From linguistic, cognitive, and Intervention Research

Chairs: Jeannette Mancilla-Martinez, Michael Kieffer

Scaling-Up a Research-Based Intervention for Spanish and English Reading in Grade 1: Initial Results from a Cluster-Randomized Effectiveness Trial

David Francis, University of Houston; Sharon Vaughn; Coleen Carlson; Colleen Reutebuch; Elsa Cardenas Hagan; Alison Boardman

Word Reading

Chair: Carol Connor

The Role of Language and Decoding Skills in Early Literacy-Development of Deaf and Hard-of-Hearing Children

Amy Lederberg, Georgia State University; Brenda Schick; Mi-Young Webb; Carol Connor; Susan Easterbrooks; Shirin Antia; Purna Kushalnagar

Eye Movements

Chair: Gary Feng

Early Development of Oculomotor Control in Reading: A Longitudinal Eye Tracking Study from Preschool Age to Second Grade

Thomas Gunther, RWTH Aachen University Medical Center; Wolfgang Sharke; Jennifer Crolll
Josefine Horback; Ralph Radach

Local and Global Responses of Elementary-Level Readers to Temporal Inconsistencies in Text Passages: Evidence from Eye Movements

Ralph Radach, University of Wuppertal; Christopher Lonigan

1:20pm-3:30pm (Poster Session)

Teachers' Knowledge about Teaching Reading, Their Instructional Practices, and Their Students' Reading Achievement: Evidence from Quantile Mediation

Ben Kelcey, University of Cincinnati; Joanne Carlisle

The Contribution of Attentional Control and Working Memory to Reading Comprehension and Decoding

C. Nikki Arrington, University of Houston; Paulina A. Kulesz; David J. Francis; Jack Fletcher;
Marcia A. Barnes

The Nature and Variability of First Grade Writing Instruction

Elizabeth Farley-Ripple, University of Delaware; David Coker; Skip MacArthur; Huijing Wen;
Allison Jackson

Entropy Rate As A predictor of Reading Comprehension Skills in Writing

Angela Friend, University of Colorado at Boulder; Donna Caccamise

Reading Characteristics of Adult Basic Education (ABE) Participants: A Preliminary Investigation into Eye Movement Patterns and their Relation to Reading Comprehension

Adrienne Barnes, Florida State University; Young-Suk Kim

Eye Movements in Developing Readers: Sentence and Paragraph Reading Data from 1st-5th Grade

Christian Vorstius, University of Wuppertal; Ralph Radach; Christopher J. Lonigan

Methods of Text Reading in Secondary English Language Arts Classrooms and Their Effects on Students' Text Comprehension

Leah Anderson and Melissa Fogarty, Texas A&M University

The Effects of text Structure Instruction on Information Text Comprehension: A Meta-Analysis

Michael Hebert, University of Nebraska-Lincoln; Janet Bohaty; Ron Nelson

Literacy Skills of At-Risk Learners and Kindergarten Entry: A Contemporary Analysis
Nathan Clemens, Texas A&M University; Stephanie Al Otaiba; Doris Luft de Baker; Scott Baker

3:30pm-5:10pm (Symposiums)

Intervention

Chair: Maria Adelaida Restrepo

The Effects of An Interactive Writing Intervention on Preschool Children's Early Writing Skills
Ying Guo, University of Cincinnati; Allison Breit-Smith; Carrie Biales

Saturday, July 19, 2014

8:30am-10:10am (Symposiums)

Struggling Readers in Childhood, Adolescence, and Adulthood: Assessment and Intervention Considerations

Chair: Maureen W. Lovett

Intervention Response and Individual Differences among Samples of Struggling Readers in Grades 1-3 and Grades 6-8

Maureen W. Lovett, The Hospital for Sick Children and University of Toronto; Jan Frijters; Karen Steinbach; Maryanne Wolf; Rose A. Sevcik; Robin D. Morris

Middle School Students with Reading Disabilities Can Learn to Read: Examining Reading Gains across Three Middle School Reading Project

Mary Beth Calhoun, Lehigh University; Yaacov Petscher

Component Model of Reading Comprehension for Adults with Low Literacy

Daryl F. Mellard, University of Kansas; Emily Fall

Duration of Reading Problems and Relationships with Motivation: Cross-Sample Study of Normally Achieving and Struggling Adult Readers

Jan C. Frijters, Brock University; Kimberley Tsujimoto; Jennifer Goudy; Maureen W. Lovett; Daphne Greenberg

Using Text/Word-Level and Student-Level Lenses to Unravel links Between Morphology, Vocabulary, and Comprehension

Chair: Amanda Goodwin

Growth in Language Skills and Reading Comprehension in Linguistically Diverse Students in Grades 2-5

Rebecca Silverman, University of Maryland; Patrick Proctor; Jeffrey Harring

Investigating Student and Word-Level Contributions to Morphological Analysis with Latin Roots
Amy Crosson, Harvard University; Margaret McKeown

Spelling/Writing

Chair: Clare Wood

Relation of Reading Skill and Source Text to Written Summarization of Low-Achieving Postsecondary Students

Dolores Perin, Teachers College Columbia University; Mark Lauterbach

10:40am-12:20pm (Symposiums)

Improving Adolescents' Reading Comprehension in the Content Areas

Chair: Elizabeth Swanson

Investigating Cognitive Difficulties in Struggling Comprehenders: A Comparison of Group Selection and Regression-Based Models

Marcia Barnes, The University of Texas at Austin; Karla Stuebing; Amy Barth; Jack Fletcher

The Effects of Team-Based Learning on Social Studies Knowledge Acquisition in Middle and High School

Jeanne Wanzek, Florida State University; Shawn Kent; Sharon Vaughn; Elizabeth Swanson, Greg Roberts; Martha Haynes

Improving Reading Comprehension and Social Studies Knowledge in Middle School

Sharon Vaughn, The University of Texas at Austin; Elizabeth Swanson; Stephanie Stillman-Spisak; Jeanne Wanzek; Michael Solis; Deborah Simmons

Improving Middle School Students' Knowledge and Comprehension in Social Studies: A Replication

Elizabeth Swanson, The University of Texas at Austin; Sharon Vaughn; Greg Roberts; Jeanne Wanzek

Reading Comprehension

Chair: Panayiota Kendeou

Enhancing World Knowledge and Comprehension through an Academic Word Vocabulary Intervention

Margaret McKeown, University of Pittsburgh; Amy Crosson; Isabel Beck

Child and word predictors of vocabulary acquisition during text reading among struggling readers.

Esther R. Lindstrom, Vanderbilt University; Laura M. Steacy; Amy M. Elleman; Donald L. Compton

Adolescents/Adults

Chair: James Kim

Effects of the ISA-X on Reading Achievement in Intermediate-Grade Struggling Readers with Limited Reading Accuracy

Fatima Allahverdi, Child Research and Study Center; Shufen Wang; Lynn Gelzheiser

1:20pm-3:30pm (Poster Session)

Early Word Reading Strategies of prekindergarten Children Who are Deaf and Hard-of-Hearing

Victoria Burke, Georgia State University; Amy Lederberg

Using Artificial Intelligence to Teach Braille Contractions

Tessa McCarthy, University of Nebraska-Lincoln; Penny Rosenblum; Benny Johnson; Jeff Dittel; Devin Kearns

Instructor Language and Student Active Engagement in Elementary Students with Autism Spectrum Disorder

Nicole Sparapani, Learning Sciences Institute; Lindee Morgan; Vanessa P. Reinhardt; Amy M. Wetherby

Fingerspelling as Alternative Gateway to Phonological Representations and Literacy in Deaf and Hard-of-Hearing Children

Brenda Schick, University of Colorado-Boulder; Amy Lederberg; Mi-Young Webb

Small Group Literacy Instruction in Early Childhood Classrooms

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

Assessment of Narrative Skills in Preschoolers with Language Difficulties

Hannah Goldberg, Georgia State University; Amy Lederberg

ECE and ECSE Teachers' Use of Literal and Inferential talk During Shared Book Reading

Sabrina Sembante, The Ohio State University; Jaclyn Dynia; Laura Justice; Joan Kaderavek

Early Childhood Literacy Coaching: An Examination of Coaching Intensity and Changes in Early Childhood Educator's Literacy

Melissa Weber-Mayrer, The Ohio State University; Shayne Piasta; Laura M. Justice; Anne O'Connell

Measurement in the Context of Reading: A Replication of the Direct and Inferential (DIME) Model of Reading Comprehension Using Latent Variables

Yusra Ahmed, University of Houston; David Francis; Jack Fletcher; Mary York; Marcia Barnes

Designing a Disciplinary Measure of Reading Comprehension in the Context of a Reading Intervention: Opportunities and Challenges

Tenaha O'Reilly, ETS; Jonathan Weeks, John Sabatini, Laura Halderman, Jonathan Steinberg

The Relationship Between Oral Language and Writing Outcomes for English Only and English Learner Students in Upper Elementary School

David Coker, University of Delaware; Rebecca Silverman; C. Patrick Proctor; Kelly W. Piantedosi; Anna Meyer

Examining the Relationship between Vocabulary Decoding and Working Memory for Adolescent English Language Learners' Reading Comprehension

Melissa Fogarty and Leah Anderson, Texas A&M University

3:30pm-5:10pm (Symposiums)

Observing Use and Intervening To Enhance Language Supports in Preschool Classrooms

Chair: David Dickinson

Examining Preschool Classrooms for Evidence of Academic Language Registers

David Dickinson, Vanderbilt University; Kerry G. Hofer; Erica Barnes; Jill Grifenagen

Improving Preschool Children's Vocabulary through Book Reading and Play: A Teacher Implemented Intervention

Katherine Newman, Vanderbilt University; Kimberly Nestbitt; David Dickinson

Early Language and Literacy Skills among Spanish-Speaking Dual-Language Learners

Chair: Christopher Lonigan

Patterns of Development of Early Literacy Skills of Spanish-Speaking Dual-Language learner Preschool Children

Christopher Lonigan, Florida State University; J. Marc Goodrich; JoAnn Farver

Dual Language Learner Latino Preschool Children: Internal and External Validation of Emergent Literacy Profiles

Jorge Gonzalez, Texas A&M University

Home Environment Predictors of Language Minority Preschool Children's English and Spanish Skills

Beth Phillips, Florida State University; Christopher Lonigan; Kimberly McDowell; JoAnn Farver

Vocabulary

Chair: Suzanne Adlof

Existing Vocabulary Knowledge, Phonological Memory, and Reading Skills as Predictors of New Word Learning

Suzanne Adlof, University of South Carolina; Hanna Patten; Allison Randel

Effects of Word and Reader Characteristics on Difficulty of Vocabulary Test Items

Paulina Kulesz, University of Houston; J.K. Hwang; J. Lawrence; David Francis