## Educational Psychology®

www.apa.org/pubs/journals/edu

May 2015

Volume 107 Number 2

Articles	
321	The Relations Between Lower and Higher Level Comprehension Skills and Their Role in Prediction of Early Reading Comprehension <i>Macarena Silva and Kate Cain</i>
332	Behavioral Engagement and Reading Achievement in Elementary-School-Age Children: A Longitudinal Cross-Lagged Analysis Ying Guo, Shuyan Sun, Allison Breit-Smith, Frederick J. Morrison, and Carol McDonald Connor
348	The Effects of Stress on Reading: A Comparison of First-Language Versus Intermediate Second-Language Reading Comprehension <i>Manpreet K. Rai, Lester C. Loschky, and Richard Jackson Harris</i>
364	How Elementary-Age Children Read Polysyllabic Polymorphemic Words <i>Devin M. Kearns</i>
391	The Relationship of Discourse and Topic Knowledge to Fifth Graders' Writing Performance
	Natalie G. Olinghouse, Steve Graham, and Amy Gillespie
407	Professional Development for Early Childhood Educators: Efforts to Improve Math and Science Learning Opportunities in Early Childhood Classrooms  Shayne B. Piasta, Jessica A. R. Logan, Christina Yeager Pelatti,  Janet L. Capps, and Stephen A. Petrill
423	Arithmetic Practice Can Be Modified to Promote Understanding of Mathematical Equivalence  Nicole M. McNeil, Emily R. Fyfe, and April E. Dunwiddie
437	CBM Reading, Mathematics, and Written Expression at the Secondary Level: Examining Latent Composite Relations Among Indices and Unique Predictions With a State Achievement Test Robin S. Codding, Yaacov Petscher, and Adrea Truckenmiller
451	Models as Feedback: Developing Representational Competence in Chemistry Shamin Padalkar and Mary Hegarty
468	Two Brief Interventions to Mitigate a "Chilly Climate" Transform Women's Experience, Relationships, and Achievement in Engineering Gregory M. Walton, Christine Logel, Jennifer M. Peach, Steven J. Spencer, and Mark P. Zanna
486	Gender Differences and School Influences With Respect to Three Indicators of General Intelligence: Evidence From Saudi Arabia Sascha Hein, Mei Tan, Abdullah Aljughaiman, and Elena L. Grigorenko
502	Teacher–Child Relationship Quality and Academic Achievement in Elementary School: Does Gender Matter?  Meghan P. McCormick and Erin E. O'Connor

517	The Evocative Influence of Child Academic and Social-Emotional Adjustment on Parent Involvement in Inner-City Schools Wendy L. G. Hoglund, Stephanie M. Jones, Joshua L. Brown, and J. Lawrence Aber
533	Teachers' Implicit Attitudes, Explicit Beliefs, and the Mediating Role of Respect and Cultural Responsibility on Mastery and Performance-Focused Instructional Practices  Revathy Kumar, Stuart A. Karabenick, and Jacob N. Burgoon
546	Examining Variation in the Impact of School-Wide Positive Behavioral Interventions and Supports: Findings From a Randomized Controlled Effectiveness Trial  Catherine P. Bradshaw, Tracy E. Waasdorp, and Philip J. Leaf
558	Preliminary Empirical Model of Crucial Determinants of Best Practice for Peer Tutoring on Academic Achievement Kim Chau Leung
580	To Confirm or to Conform? Performance Goals as a Regulator of Conflict With More-Competent Others <i>Nicolas Sommet, Céline Darnon, and Fabrizio Butera</i>
599	The Role of Perceived Popularity on Collaborative Learning: A Dyadic Perspective Rob Gommans, Eliane Segers, William J. Burk, and Ron H. J. Scholte
609	Less Is More: Teachers' Influence During Peer Collaboration Tzu-Jung Lin, May Jadallah, Richard C. Anderson, Amanda R. Baker, Kim Nguyen-Jahiel, Il-Hee Kim, Li-Jen Kuo, Brian W. Miller, Ting Dong, and Xiaoying Wu

## Other

630	Correction to Fitzgerald et al. (2015)
467	Correction to Padalkar and Hegarty (2014)
598	E-Mail Notification of Your Latest Issue Online!
iv	Instructions to Authors
532	Members of Underrepresented Groups: Reviewers for Journal Manuscripts Wanted
557	Subscription Order Form

All articles in this issue were accepted during the editorial term of Art C. Graesser.