



Universiteit
Leiden
The Netherlands

Reading comprehension in elementary school children: cognitive studies of the reader, the text, and the task

Karlsson, A.K.J.

Citation

Karlsson, A. K. J. (2021, April 7). *Reading comprehension in elementary school children: cognitive studies of the reader, the text, and the task*. Retrieved from <https://hdl.handle.net/1887/3158744>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3158744>

Note: To cite this publication please use the final published version (if applicable).

Cover Page



Universiteit Leiden



The handle <https://hdl.handle.net/1887/3158744> holds various files of this Leiden University dissertation.

Author: Karlsson, J.A.K.

Title: Reading comprehension in elementary school children: cognitive studies of the reader, the text, and the task

Issue Date: 2021-04-07

© Josefine Anna Karin Karlsson, 2021

Title: Reading comprehension in elementary school children:
Cognitive studies of the reader, the text, and the task

All rights are reserved to the author Josefine Karlsson. No parts of this publication may be reproduced, stored in a retrieval system, or transmitted in any form without the prior permission from the author.

Print: Örebro University/Repro 03/2021

Cover illustration: Anna Billing and Colin Demain
Cover models: Felix and Mons

**Reading comprehension in elementary school children:
Cognitive studies of the reader, the text, and the task**

ter verkrijging van
de graad van doctor aan de Universiteit Leiden,
op gezag van rector magnificus prof.dr.ir. H. Bijl,
volgens besluit van het college voor promoties
te verdedigen op woensdag 7 april, 2021
klokke 11.15 uur
door
Josefine Anna Karin Karlsson
geboren te Ryd, Zweden
in 1984

Promotor:

Prof. Dr. Paul van den Broek

Co-promotor:

Dr. Linda van Leijenhorst

Promotiecommissie:

Prof. Dr. Eddie Denessen (Universiteit Leiden)

Dr. Jacqueline Evers-Vermeul (Universiteit Utrecht)

Dr. Marga Sikkema-de Jong (Universiteit Leiden)

Prof. Dr. Eliane Segers (Radboud Universiteit)

Prof. Dr. Judith Rispens (Universiteit van Amsterdam)

Dr. Jochanan Verbeek (Universiteit Leiden)

Table of Contents

CHAPTER 1	5
General Introduction	
CHAPTER 2	21
Profiles of young readers: Evidence from thinking aloud while reading narrative and expository texts	
CHAPTER 3	53
The Effect of Upper Elementary School Children’s Online Reading Profiles on their Memory Representation of Narrative and Expository Texts	
CHAPTER 4	69
Individual differences in children’s comprehension of temporal relations: Dissociable contributions of working memory capacity and working memory updating	
CHAPTER 5	99
The Role of Working Memory in Inference Generation during Reading and Listening Comprehension	
CHAPTER 6	119
Summary and General Discussion	
NEDERLANDSE SAMENVATTING	137
SVENSK SAMMANFATTNING	147
ENGLISH SUMMARY	157
REFERENCE LIST	167
PROPOSITIONS.....	193
DANK AAN/THANKS TO:.....	195
CURRICULUM VITAE	197
LIST OF PUBLICATIONS	199

