



Building Blocks for Language and Literacy Learning

References

Terry L. Hallett, Ph.D., CCC-SLP
Nada Allender, M.A., CCC-SLP
Barb Conrad, M.A., CCC-SLP

References

- Aram, D. & Biron, S. (2004). Joint storybook reading and joint writing interventions among low SES preschoolers: Differential contributions to early literacy. *Early Childhood Research Quarterly, 19*, 588-610.
- Bellon-Harn, M., Hoffman, P., & Harn, W. (2004). Use of cloze and contrast word procedures on in repeated storybook reading: targeting multiple domains. *Journal of Communication Disorders, 37*, 53-75.
- Berko-Gleason, J. (2001). *The development of language*. Boston, MA: Allyn and Bacon.
- Bilystok, E., Luk, G., & Kwan, E. (2005). Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. *Scientific Studies of Reading, 9*, 43-61.
- Bowden, S.H. (2005). Literacy all the livelong day: A picture portfolio of kindergarten teaching and learning. *Language Arts, 82*, 278-285.

References

- Catts, H., Fey, M., Tomblin, B & Zhang, Z. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *JSLHR, 45*, 1142-1157.
- Charman, T., Baron-Cohen, S., Swettenham, J., Baird, G., Drew, A. & Cox, A. (2003). Predicting language outcome in infants with autism and pervasive developmental disorder. *International Journal of Language and Communication Disorders, 38*, 265-285.
- Cheung, A. & Slavn, R.E. (2005). Effective reading programs for English language learners and other language-minority students. *Bilingual Research Journal, 29*, 241-268.
- Clay, M. (2002). *Writing begins at home*. Heinemann Education. Birkenhead, Auckland.
- Clendon, S., Gillon, G. & Yoder, D. (2005). Initial insights into phoneme awareness intervention for children with complex communication needs. *International Journal of Disability, Development, & Education, 52*, 7-31.

References

- Cole, E.B. & Flexer, C.A. (2007). *Children with hearing loss: Developing listening and talking, birth to six*. San Diego, CA: Plural Publishing Inc.
- Craghead, N., Raison, L., Combs, S., Delaney, J., Lockwood, J., Mooth, S. & Walker, M. (2005). Summer language enrichment: SLPs and teachers creating literacy rich classrooms. *ASHA convention, Session 1089*.
- Culatta, B., Kovarsky, D., Theadore, G., Franklin, A. & Timler, G. (2003). Quantitative and qualitative documentation of early literacy instruction. *AJSLP, 12*, 172-188
- Dickinson, D.K. & Tabors, P.O. (2001). *Beginning literacy with language: Young children learning at home and school*. Baltimore, MD: Paul H. Brookes Publishing Co.
- de Jong, P. F., & Olson, R. K. (2004). Early predictors of letter knowledge. *Journal of Experimental Child Psychology, 8*, 254-273.

References

- Drew, A., Baird, G. & Baron-Cohen, S. (2002). A pilot randomized control trial of a parent training intervention for preschool children with autism: Preliminary findings and methodological challenges. *European Child and Adolescent Psychiatry*, 11, 266-272.
- Espinoza, L.M. (2002). Relationships and play: Links to language and literacy. *Early Childhood Today*, 17, 12.
- Ezell, H.K. & Justice, L.M. (2000). Increasing the print focus of adult-child shared book reading through observational learning. *AJSLP*, 9, 36-47.
- Ezell, H.K. & Justice, L.M. (2005). *Shared book reading: Building children's language and emergent literacy skills*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Fazio, B. (1997). Learning a new poem. *JSLHR*, 40, 1285-1297.
- Fazio, B. (1997). Memory for rote linguistic routines and sensitivity to rhyme. *Applied Psycholinguistics*, 18, 345-372.

References

- Gillon, G.T. (2004). *Phonological awareness: From research to practice*. New York: The Guilford Press.
- Gillon, G.T. (2005). Facilitating phoneme awareness development in 3- and 4- year old children with speech impairment. *LSHSS*, 36, 308-324.
- Fernandez-Fein, S. & Baker, L. (1997). Rhyme and alliteration sensitivity and relevant experience among preschoolers from diverse backgrounds. *Journal of Literacy Research*, 29, 433-459.
- Foy, J. G. and Mann, V. A. (2003) Home literacy environment and phonological awareness in preschool children: differential effects for rhyme and phoneme awareness. *Applied Psycholinguistics*, 24, 59-88.

References

- Girolametto, L., Weitzman, E., & Greenberg, J. (2003). Training day care staff to facilitate children's language. *AJSLP*, 12, 299-311.
- Gray, S., Washington, J., Culatta, B. & Justice, L. (2005). Evidence-based practices in language and emergent literacy. *ASHA convention*, Session 1846.
- Hargrave, A.C. & Senechal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly*, 15, 75-90.
- Harlaar, N., Hayiou-Thomas, M.E., Dale, P.S., & Plomin, R. (2008). Why do preschool language abilities correlate with later reading? A twin study. *JSLHR*, 51, 688-705.
- Harste, J.C., Woodward, V.A. & Burke, C.L. (1984). *Language stories and literacy lessons*. Portsmouth, NH: Heinemann Educational Books.

References

- Hickman, P., Pollard-durodo, S. & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English language learners. *Reading Teacher*, 57, 720-731.
- Horner, S.L. (2004). Observational learning during shared book reading: The effects on preschoolers' attention to print and knowledge. *Reading Psychology*, 25, 167-188.
- Huebner, C.E. & Meltzoff, A.N. (2005). Intervention to change parent-child reading style: A comparison of instructional methods. *Journal of Applied Developmental Psychology*, 26, 296-313.
- Johnston, J. (2006). *Thinking about child language: Research to practice*. Eau Claire, WI: Thinking Publications.
- Justice, L.M., Chow, S., Capellini, C., Flanigan, K., & Colton, S. (2003). Emergent literacy intervention for vulnerable preschoolers: Relative effects of two approaches. *AJSLP*, 12, 320-332.

References

- Justice, L.M. & Ezell, H. (2002). Use of storybook reading to increase print awareness in at-risk children. *AJSLP*, 11, 17-29.
- Justice, L.M., Mashburn, A., Pence, K.L., & Wiggins, A. (2008). Experimental Evaluation of a Preschool Language Curriculum: Influence on Children's Expressive Language Skills. *JSLHR*, 51, 983-101.
- Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: Findings from an intervention with at-risk kindergarteners. *LSHSS*, 36, 17-32.
- Justice, L.M., Skibbe, L. & Ezell, H. (2006). The importance of written language awareness. In T.A. Ukrainetz (Ed.), *Contextualized language intervention* (pp. 389-428). Eau Claire, WI: Thinking Publications.

References

- Kaderavek, J. & Justice, L.M. (2002). Shared storybook reading as an intervention context: Practices and potential pitfalls. *AJSLP*, 11, 395-406.
- Kashinath, S., Woods, J. & Goldstein, H. (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *JSLHR*, 49, 466-485.
- Kirk, C. & Gillon, G.T. (2007). Longitudinal effects of phonological awareness intervention on morphological awareness in children with speech impairment. *LSHSS*, 38, 342-352.
- Koegel, R.L. & Koegel, L.K. (2006). *Pivotal response treatments for autism: Communication, social, & academic development*. Baltimore: Paul. H. Brookes Publishers.
- Lonigan, C.J., Burgess, S.R., Anthony, J.L., & Barker, T.A. (1998). Development of phonological sensitivity in two- to five-year-old children. *Journal of Educational Psychology*, 90, 294-311.

References

- Lonigan, C. J., Anthony, J. L., Bloomfield, B. G., Dyer, S. M., & Samwell, C. S. (1999). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. *Journal of Early Intervention*, 22, 306-322.
- Long, M. & Hallam, S. (2005). Stamping, clapping, and chanting improve reading? *Literacy Today*, 42, 22-22.
- Maughan, S. (2005). Baby berlitz on board. *Publishers Weekly*, 252, 11.
- McLaughlin, S. (1998) *Introduction to language development*. San Diego, CA: Singular Publishing Group, Inc.
- McCandiss, B.D. & Noble, K.G. (2003). The development of reading impairment: A cognitive neuroscience model. *Mental Retardation and Developmental Disabilities Research Reviews*, 9, 196-205.

References

- Menn, L. & Stoel-Gammon, C. (2001). Phonological development: Learning sounds and sound patterns. In Berko-Gleason, J. *The development of language*. Pp 70-124, Boston, MA: Allyn and Bacon.
- Milam, P. (2004). Brain-friendly techniques for teaching information literacy skills. *School Library Media Activities Monthly*, 21, 26-49.
- Murray, B. Stahl, S., & Ivey, M.G. (1996). Developing phoneme awareness through alphabet books. *Reading and Writing*, 8, 307-322.
- Neuman (2005). Becoming a reader: The five essential elements of learning to read. *Scholastic Parent & Child*, 12, 64-67.
- Neuman, S. B., & Bredekamp, S. (2000). Becoming a reader: A developmentally appropriate approach. In D. S. Strickland & L. M. Morrow (Eds.), *Beginning reading and writing*. Language and literacy series (pp. 22-44). Newark, DE: International Reading Association.

References

- Owen, R.E. (2007). *Language development: An introduction*. Boston, MA: Allyn & Bacon.
- Ostrovsky-Solis, F. (2004). Can literacy change brain anatomy? *International Journal of Psychology*, 39, 1-4.
- Owocki, G. (1999). *Literacy through play*. Portsmouth, NH: Heinemann.
- Pan, B., Rowe, M., Singer, J.D. & Snow, C.E. (2005). Maternal correlates of growth in toddler vocabulary production in low-income families. *Child Development*, 76, 763-782.
- Paul, R. (2007). *Language disorders from infancy through adolescence: Assessment and intervention*. St. Louis, MO: Mosby.
- Pence, K.L., Justice, L.M. & Wiggins, A.K. (2008). Preschool teachers' fidelity in implementing a comprehensive language rich curriculum. *LSSH5*, 39, 329-341.

References

- Posner, M. I. & Rothbart, M. K. (2005). Influencing brain networks: Implications for education. *Trends in Cognitive Sciences*, 9, 99-103.
- Prizant, B., Schuler, A., Wetherby, A. & Rydell, P. (1997) Enhancing language and communication development: Language approaches. In D. Cohen and F. Volkmar (Eds.), *Handbook of autism and pervasive developmental disorders* (pp. 572-605). New York: John Wiley & Sons.
- Sachs, J. (2001). Communication development in infancy. In Berko-Gleason, J. (2001). *The development of language*. Pp. 40-69, Boston, MA: Allyn and Bacon.
- Shannon, P. (2007). *Reading against democracy: The broken promises of reading instruction*. Portsmouth, NH: Heinemann.

References

- Siller, M. & Sigman, M. (2002). The behaviors of parents of children with autism predict the subsequent development of their children's communication. *Journal of Autism and Developmental Disorders*, 32, 77-89.
- Sipe, L.R. (2001). Invention, convention, and intervention: Invented spelling and the teacher's role. *Reading Teacher*, 55, 264-273.
- Stadler, Marie A., & McEvoy, Mary A. (2003). The effect of text genre on parent use of joint book reading strategies to promote phonological awareness. *Early Childhood Research Quarterly*, 18 (4), 502-510.
- Stevens, J. (2004). Creating resource-rich environments. *Literacy Today*, 41, 12-12.
- Strickland, D.S. and Morrow, L.M. (2000). *Beginning reading and writing*. NY: Teachers College Press.

References

- Strickland, D. & Shanahan, T. (2004) Laying the groundwork for literacy. *Educational Leadership*, 61, 74-77.
- Sutherland, D.T. & Gillon, G.T. (2005). Assessment of phonological representations in children with speech impairment. *LSSH5*, 36, 294-307.
- Swanwick, R. & Watson, L. (2005). Literacy in the homes of young deaf children: Common and distinct features of spoken language and sign bilingual environments. *Journal of Early Childhood Literacy*, 5, 53-78.
- Torgesen, J.K., & Burgess, S.R. (1998). Consistency of reading-related phonological processes throughout early childhood: Evidence from longitudinal-correlational and instructional studies. In J. Metsala & L.Ehri (Eds.). *Word Recognition in Beginning Reading*. Hillsdale, NJ:Lawrence Erlbaum Associates.



References

- Vander Woude, J. & Barton, E. (2001). Specialized corrective repair sequences: Shared book reading with children with specific language impairment. *Discourse Processes, 32*, 1-28.
- van Kleeck, A., Vander Woude, J., & Hammett, L. A. (2006). Fostering literal and inferential language skills in Head Start preschoolers with language impairment using scripted book sharing discussions. *AJSLP, 15*, 85-95.
- Wasik, B. A., Bond, M. A., & Hindman, A. (2006). The effects of a language and literacy intervention on Head Start children and teachers. *Journal of Educational Psychology, 98*, 63-74.
- Weitzman, E., Greenberg, J. (2002). *Learning language and loving it: A guide to promoting children's social, language, and literacy development in early childhood settings*. Toronto, Ontario: The Hanen Centre.



References

- Westby, C. & Wilson, D. (2005). Children's play: The roots of language and literacy development. *ASHA Convention*, Session 1082.
- Whalen, C. & Schreibman, L. (2003). Joint attention training for children with autism using behavior modification procedures. *Journal of Child Psychology and Psychiatry, 44*, 456-468.
- Whitmore, K.F., Martens, P., Goodman, Y., & Owocki, G. (2005). Remembering critical lessons in early literacy research: A transactional perspective. *Language Arts, 82*, 296-307.
- Wolfram, W. & Christian, D. (1989). *Dialects and education: Issues and answers*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Yopp, H.K. & Yopp, R.H. (2000). Supporting the phonemic awareness development in the classroom. *Reading Teacher, 54*, 130-144.