

SUGGESTED READING

Books

Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Bringing Words to Life: Robust Vocabulary Instruction*. NY: Guilford, 2002.

Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford, 2008.

Biemiller, Andrew. *Words Worth Teaching*. SRA/McGraw-Hill, 2010.

Fitzgerald, J. and Michael F. Graves. *Scaffolding Experiences for English Language Learners*. Norwood, MA: Christopher-Gordon, 2004.

Graves, Michael F. *Teaching Individual Words: One Size Does Not Fit All*. New York, NY: Teachers College Press/IRA, 2009.

Graves, Michael F. *The Vocabulary Book: Learning and Instruction*. New York: Teachers College Press, 2006.

Hart, Betty and Todd R. Risley. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Brookes Publishing Co., 1995.

Hart, Betty and Todd R. Risley. *The Social World of Children Learning to Talk*. Baltimore: Brookes Publishing Co., 1995.

National Institute of Child Health and Human Development. *Report of the National Reading Panel. Teaching Children to Read*. (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office, 2000.

Snow, Catherine E., M. Susan. Burns, and Peg Griffin, eds. *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press, 1998.

Articles

August, Diane, Mario Carlo, Cheryl Dressler, and Catherine E. Snow. "The Critical Role of Vocabulary Development for English Language Learners." *Learning Disabilities Research and Practice*, 20 (1), (2005): 50–57.

Beck, Isabel L. and Margaret G. McKeown. "Increasing Young Low-Income Children's Oral Vocabulary Repertoires through Rich and Focused Instruction." *Elementary School Journal*, 107 (3), (2007): 251–271.

Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. "Taking Delight in Words: Using Oral Language to Build Young Children's Vocabulary." *American Educator*, 27(1), (2003): 36–41, 45–47.

Biemiller, Andrew. "Teaching Vocabulary: Early, Direct, and Sequential." *American Educator*, 25 (1), (2001): 24–28.

Biemiller, Andrew. "Teaching Vocabulary in the Primary Grades: Vocabulary Instruction Needed" In *Vocabulary Instruction: Research to Practice*, eds. J.F. Baumann and E.J. Kameenui, 28–40. New York: Guilford, 2004.

Carlo, Maria, et al. "Closing the Gap: Addressing the Vocabulary Needs of English Language Learners in Bilingual and Mainstream Classrooms." *Reading Research Quarterly*, 39 (2), (2004): 188–215.

Chall, Jeanne S. and Vicki A. Jacobs. "Poor Children's Fourth-Grade Slump." *American Educator*, Spring, 2003.



Cunningham, Anne E. and Keith E. Stanovich. "The Impact of Print Exposure on Word Recognition." In *Word Recognition in Beginning Literacy*, eds. J. Metsala and L. Ehri, 235–62. Mahwah, NJ: Erlbaum, 1998.

Jiménez, Robert T. "Understanding and Promoting the Reading Comprehension of Bilingual Students." *Bilingual Research Journal* 18 (1&2), (1994): 99–119.

Kowal, Maria and Merrill Swain, M. "Using Collaborative Language Production Tasks to Promote Students' Language Awareness." *Language Awareness* 3, (1995): 73–93.

Morrison, I., T. Everton, J. Rudduck, J. Cannie, and L. Strommen. "Pupils Helping Other Pupils with their Learning: Cross-age Tutoring in a Primary and Secondary School." *Mentoring & Tutoring: Partnership in Learning* 8 (3), (2000): 187–200.

Topping, Keith J. and Angela Bryce. "Cross-Age Peer Tutoring of Reading and Thinking: Influence on Thinking Skills." *Educational Psychology* 24 (5), (2004): 595–621.

