

References

- Abramson, S., Robinson, R., & Ankenman, K. (1995, Summer). Project work with diverse students: Adapting curriculum based on the Reggio Emilia Approach. *Childhood Education, 71*(4), 197-202.
- Adams, M.J. (1990). *Beginning to read: Thinking and learning in print*. Cambridge, MA: Massachusetts Institute of Technology.
- Allington, R.L. (1994, September). The schools we have. The schools we need. *The Reading Teacher, 48*(1), 14-29.
- Anderson, R.C. (1984). *Becoming a nation of readers: The report of the commission on reading*. Urbana, IL: University of Illinois, Center for the Study of Reading.
- Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1984). *Becoming a nation of readers: The report of the Commission on Reading*. Urbana, IL: University of Illinois, Center for the Study of Reading.
- Anderson, R.C., Wilson, P.T., & Fielding, L.G. (1988, Summer). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly, 23*(3), 285-303.
- Associated Press. (1992, October 3). Studies: Speech is heard before birth. *Oregonian*, p. C1.
- Barclay, K., Benelli, C., & Curtis, A. (1995, May). Literacy begins at birth: What caregivers can learn from parents of children who read early. *Young Children, 50*(4), 24-28.
- Bearse, C.I. (1992, May). The fairy tale connection in children's stories: Cinderella meets Sleeping Beauty. *The Reading Teacher, 45*(9), 688-695.
- Beck, I.L., & Carpenter, P.A. (1986, October). Cognitive approaches to understanding reading: Implications for instructional practice. *American Psychologist, 41*(10), 1098-1105.
- Bell, S.M., & Ainsworth, M.D.S. (1972, December). Infant crying and maternal responsiveness. *Child Development, 43*(4), 1171-1190.
- Berk, L.E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children.
- Benard, B. (1993, November). Fostering resiliency in kids. *Educational Leadership, 51*(3), 44-48.
- Bialostok, S. (1992). *Raising readers: Helping your child to literacy*. Winnipeg, Canada: Peguis.
- Bialostok, S. (1997, December). Offering the olive branch: The rhetoric of insincerity. *Language Arts, 74*(8), 618-629.
- Blank, M. (1982). Moving beyond the difference-deficit debate. In L.V. Feagans & D.C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 245-250). New York, NY: Academic Press.
- Boloz, S., & Jenness, D. (1984, May). The sun is shining in my eyes: The Navajo child enters kindergarten expecting to write and he can. *Journal of American Indian Education, 23*(3), 25-30.
- Bos, B. (1983). *Before the basics: Creating conversations with young children*. Roseville, CA: Turn the Page Press.
- Boutte, G.S., & McCormick, C.B. (1992, Spring). Authentic multicultural activities: Avoiding pseudomulticulturalism. *Childhood Education, 68*(3), 140-144.

- Bowman, B.T., & Stott, F.M. (1994). Understanding development in a cultural context: The challenge for teachers. In B.L. Mallory & R.S. New (Eds.), *Diversity and developmentally appropriate practices: Challenges for early childhood education* (pp. 119-133). New York, NY: Teachers College Press.
- Boyer, E.L. (1991). *Ready to learn: A mandate for the nation*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Boyer, E.L. (1995). *The basic school: A community for learning*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Bracey, G.W. (1994, March). Research: Research turns 10. *Phi Delta Kappan*, 75(7), 567-569.
- Bracey, G.W. (1997, February). Research: Worst possible spin syndrome (continued). *Phi Delta Kappan*, 78(6), 476-477.
- In response to: Walberg, H.J. (1996, October). U.S. schools teach reading least productively. *Research in the Teaching of English*, 30(3), 328-343.
- Braunger, J. (1995). *Building equity in early literacy: Two case studies of improving the school literacy program*. Portland, OR: Northwest Regional Educational Laboratory.
- Braunger, J. (1995). *Tensions to resolve: Improving literacy programs in the context of school reform*. Portland, OR: Northwest Regional Educational Laboratory.
- Braunger, J. (1996). Retelling: Reading assessment that's also good instruction (or, reading instruction that's also good assessment). In R. Blum and J. Arter (Eds.), *A handbook for student performance assessment in an era of restructuring* (pp. IV-12:1- IV-12:8). Alexandria, VA: Association for Supervision and Curriculum Development.
- Braunger, J., & Lewis, J.P. (1997). *Building a knowledge base in reading*. Portland, OR: Northwest Regional Educational Laboratory; Urbana, IL: National Council of Teachers of English; & Newark, DE: International Reading Association.
- Bretherton, I. (1988). How to do things with one word: The ontogenesis of international message making in infancy. In M.D. Smith & J.L. Locke (Eds.), *The emergent lexicon: The child's development of linguistic vocabulary* (pp. 225-260). New York, NY: Academic Press.
- Britton, J.N. (1970). *Language and learning*. Middlesex, United Kingdom: Penguin Press.
- Bruner, J.S. (1972, August). Nature and uses of immaturity. *American Psychologist*, 27(8), 687-708.
- Bruner, J.S. (1983). *Child's talk: Learning to use language*. New York, NY: W.W. Norton.
- Bruner, J.S. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Bruner, J.S. (1987). *Making sense: The child's construction of the world*. New York, NY: Methuen.
- Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

- Bryant, P.E., Bradley, L., Maclean, M., & Crossland, J. (1989, June). Nursery rhymes, phonological skills and reading. *Journal of Child Language*, *16*(2), 407-428.
- Buchoff, R. (1995, November). Family stories. *The Reading Teacher*, *49*(3), 230-233.
- Caine, R.N., & Caine, G. (1990, October). Understanding a brain-based approach to learning and teaching. *Educational Leadership*, *48*(2), 66-70.
- Cambourne, B. (1987). Language, learning, and literacy. In A. Butler & J. Turbill (Eds.), *Towards a reading-writing classroom* (pp. 5-9). Portsmouth, NH: Heinemann.
- Cambourne, B. (1995, November). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher*, *49*(3), 182-190.
- Campbell, B. (1989). Multiple intelligences in the classroom. *In Context*, *27*, 12-15.
- Carnegie Task Force on Learning in the Primary Grades. (1996). *Years of promise: A comprehensive learning strategy for America's children*. New York, NY: Carnegie Corporation of New York.
- Carnegie Task Force on Meeting the Needs of Young Children. (1994). *Starting points: Meeting the needs of our youngest children*. New York, NY: Carnegie Corporation of New York.
- Carroll, L. (1946). *Through the looking glass and what Alice found there*. New York, NY: Random House.
- Caudell, L.S. (1996, Fall). Voyage of discovery: An Alaskan odyssey for effective portfolio assessment. *Northwest Education*, *2*(1), pp. 8-15, 34.
- Cazden, C.B. (Ed.). (1981). *Language in early childhood education*. Washington, DC: National Association for the Education of Young Children.
- Chall, J.S. (1969). Research in linguistics and reading instruction: Implications for further research and practice. In J.A. Figurel (Ed.), *Reading and realism*. Newark, DE: International Reading Association.
- Chall, J.S. (1983). *Learning to read: The great debate*. New York, NY: McGraw-Hill.
- Chall, J.S., & Jacobs, V.A. (1983, May). Writing and reading in the elementary grades: Developmental trends among low SES children. *Language Arts*, *60*(5), 617-626.
- Chall, J.S., Jacobs, V.A., & Baldwin, L.E. (1990). *The reading crisis: Why poor children fall behind*. Cambridge, MA: Harvard University Press.
- Children's Defense Fund. (1995). *The state of America's children yearbook*. Washington, DC: Author.
- Children First for Oregon. (1994). *Measuring our commitment: 1994 Oregon kids count report*. Portland, OR: Author.
- Chomsky, C. (1972, February). Stages in language development and reading exposure. *Harvard Educational Review*, *42*(1), 1-33.
- Clark, D.L., & Astuto, T.A. (1994, March). Redirecting reform: Challenges to popular assumptions about teachers and students. *Phi Delta Kappan*, *75*(7), 512-520.
- Clay, M.M. (1977). *Reading: The patterning of complex behavior*. Exeter, NH: Heinemann.

- Clay, M.M. (1982). *Observing young readers: Selected papers*. Exeter, NH: Heinemann.
- Clay, M.M., & Cazden, C.B. (1990). A Vygotskian interpretation of Reading Recovery. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of socio-historical psychology* (pp. 206-222). New York, NY: Cambridge University Press.
- Cohen, D.H. (1968, February). The effects of literacy on vocabulary and reading achievement. *Elementary English*, 45(2), pp. 209-213, 217.
- Cooper, P. (1993). *When stories come to school: Telling, writing, and performing stories in the early childhood classroom*. New York, NY: Teachers and Writers Collaborative.
- Copenhaver, J. (1997). *Instances of inquiry* [Online]. Available: <http://www.ncte.org/ncte.old/idea/research/copen.html> [Downloaded October 6, 1998].
- Crawford, P.A. (1995). Early literacy: Emerging perspectives. *Journal of Research in Childhood Education*, 10(1), 71-86.
- Cramer, B. (1987). Objective and subjective aspects of parent-child relations: An attempt at correlation between infant studies and clinical work. In J.D. Osofsky (Ed.), *Handbook of infant development* (2nd ed.) (pp. 1037-1057). New York, NY: Wiley.
- Crowie, H. (1984). The value of imaginative writing. In H. Crowie (Ed.), *The development of children's imaginative writing* (pp. 49-68). New York, NY: St. Martin's Press.
- Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. San Francisco, CA: Jossey-Bass.
- Cullinan, B.E. (Ed.). (1987). *Children's literature in the reading program*. Newark, DE: International Reading Association.
- Cummins, J. (1986, February). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-36.
- Cunningham, P.M., & Allington, R.L. (1994). *Classrooms that work: They can all read and write*. New York, NY: HarperCollins College.
- Dahl, K.L., & Freppon, P.A. (1995, January-March). A comparison of innercity children's interpretations of reading and writing instruction in the early grades in skills-based and whole language classrooms. *Reading Research Quarterly*, 30(1), 50-74.
- Daniels, H. (1995, Winter). Is whole language doomed? *Rethinking Schools*, 10(2), pp. 1, 5.
- Delpit, L.D. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY: New Press.
- Demos, V. (1989). Resiliency in infancy. In T.F. Dugan & R. Coles (Eds.), *The child in our times: Studies in the development of resiliency* (pp. 3-17). New York, NY: Brunner/Mazel.
- Denman, G.A. (1988). *When you've made it on your own ... : Teaching poetry to young people*. Portsmouth, NH: Heinemann.

- Derman-Sparks, L., & the Anti-Bias Curriculum Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington, DC: National Association for the Education of Young Children.
- Deyhle, D. (1992, January). Constructing failure and maintaining cultural identity: Navajo and Ute school leavers. *Journal of American Indian Education, 31*(2), 24-47.
- Dickinson, D.K., & Smith, M.W. (1994, April-June). Long-term effects of pre-school teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly, 29*(2), 104-122.
- Dore, J. (1986). The development of conversational competence. In R.L. Schiefelbusch (Ed.), *Language competence: Assessment and intervention* (pp. 3-60). San Diego, CA: College-Hill.
- Duckworth, E. (1972, May). The having of wonderful ideas. *Harvard Educational Review, 42*(2), 217-231.
- Duthie, C., & Zimet, E.K. (1992, September). Poetry is like directions for your imagination. *The Reading Teacher, 46*(1), 14-24.
- Dyson, A.H. (1982, November-December). Reading, writing, and language: Young children solving the written language puzzle. *Language Arts, 59*(8), 829-839.
- Dyson, A.H. (1987, November). The value of "time off task:" Young children's spontaneous talk and deliberate text. *Harvard Educational Review, 57*(4), 396-420.
- Edelsky, C., Altwater, B., & Flores, B. (1991). *Whole language: What's the difference?* Portsmouth, NH: Heinemann.
- Edwards, P.A. (1995, April). Empowering low-income mothers and fathers to share books with young children. *Reading Teacher, 48*(7), 558-564.
- Ehri, L.C., & Robbins, C. (1992). Beginners need some decoding skill to read words by analogy. *Reading Research Quarterly, 27*(1), 12-26.
- Eisner, E.W. (1991, February). What really counts in schools. *Educational Leadership, 48*(5), pp. 10-11, 14-17.
- Eisner, E.W. (1992, April). The misunderstood role of the arts in human development. *Phi Delta Kappan, 73*(8), 591-595.
- Emde, R.N. (1987). Infant mental health: Clinical dilemmas, the expansion of meaning and opportunities. In J.D. Osofsky (Ed.), *The handbook of infant development* (2nd ed., pp. 1297-1317). New York, NY: Wiley.
- Enciso, P.E. (1992, December). *Accounting of engagement: Emerging principles for rethinking reading processes*. Paper presented at the meeting of the National Reading Conference, San Antonio, TX.
- Engel, S. (1995). *The stories children tell*. New York, NY: W.H. Freeman.
- Engel, S. (1996/97, December-January). The guy who went up the steep nicken: The emergence of story telling during the first three years. *Zero to Three, 17*(3), pp. 1, 3-9.
- Entwisle, D.R. (1995, Winter). The role of schools in sustaining early childhood program benefits. *The Future of Children, 5*(3), 133-144.
- Fantz, R.L. (1963, April 19). Pattern vision in newborn infants. *Science, 140*, 296-297.

- Farran, D.C., & Ramey, C.T. (1980, March). Social class differences in dyadic involvement during infancy. *Child Development*, 51(1), 254-257.
- Feitelson, D., Goldstein, Z., Eshel, M., Flasher, A., Levin, M., & Sharon, S. (1984). *Effects of listening to stories on kindergartners' comprehension and use of language*. Unpublished manuscript.
- Feitelson, D., Kita, B., & Goldstein, Z. (1986, December). Effects of listening to series stories on first graders' comprehension and use of language. *Research in the Teaching of English*, 20(4), 339-356.
- Fielding, L.G., & Pearson, P.D. (1994, February). Reading comprehension: What works. *Educational Leadership*, 51(5), 62-68.
- Fillmore, L.W., & Valadez, C. (1986). Teaching bilingual learners. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 648-685). New York, NY: Macmillan.
- Fillmore, L.W. (1991, September). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6(3), 323-347.
- Finlay, B. (Ed.). (1995). *The state of America's children yearbook: 1995*. Washington, DC: Children's Defense Fund.
- Finn, J.D., & Cox, D. (1992, Spring). Participation and withdrawal among fourth-grade pupils. *American Educational Research Journal*, 29(1), 141-162.
- Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Franco, F., & Butterworth, G. (1996). Pointing and social awareness: Declaring and requesting in the second year. *Journal of Child Language*, 23(2), 307-335.
- Freppon, P.A. (1991). Children's concepts of the nature and purpose of reading in different instructional settings. *Journal of Reading Behavior*, 23(2), 139-163.
- Freppon, P.A. (1995, December). Low-income children's literacy interpretations in a skills-based and a whole-language classroom. *Journal of Reading Behavior*, 27(4), 505-533.
- Freppon, P.A., & Dahl, K.L. (1991, March). Learning about phonics in a whole language classroom. *Language Arts*, 68(3), 190-197.
- Garcia, E.E. (1991). Bilingualism, second language acquisition, and the education of Chicano language minority students. In R.R. Valencia (Ed.), *Chicano school failure and success: Research and policy agendas for the 1990s*. New York, NY: Falmer Press.
- Garmezy, N. (1991, March-April). Resiliency and vulnerability to adverse developmental outcomes associated with poverty. *American Behavioral Scientist*, 34(4), 416-430.
- Gaskins, R.W., Gaskins, J.C., & Gaskins, I.W. (1991, March). A decoding program for poor readers—and the rest of the class too! *Language Arts*, 68(3), 213-225.
- Glazer, S.M. (1989). Oral language and literacy development. In D.S. Strickland & L.M. Morrow (Eds.), *Emerging literacy: Young children learn to read and write* (pp. 16-26). Newark, DE: International Reading Association.

- Goswami, U. (1986, August). Children's use of analogy in learning to read: A developmental study. *Journal of Experimental Child Psychology, 42*(1), 73-83.
- Goswami, U. (1990, April). Phonological priming and orthographic analogies in reading. *Journal of Experimental Child Psychology, 49*(2), 323-340.
- Goswami, U., & Bryant, P.E. (1992). Rhyming, analogy and children's reading. In P.B. Gough, L.C. Ehri, & R. Treiman (Eds.), *Reading acquisition*. Hillsdale, NJ: L. Erlbaum Associates.
- Goswami, U., & Mead, F. (1992). Onset and rime awareness and analogies in reading. *Reading Research Quarterly, 27*(2), 152-162.
- Gottschall, S.M. (1995, May). Hug-a-Book: A program to nurture a young child's love of books and reading. *Young Children, 50*(4), 29-35.
- Gough, P. (Panelist). (1997, October). In *Critical balances: Early instruction for lifelong reading. Panel discussion* [Online]. Available: <http://www.readingonline.org/critical/houston/index.html> [Downloaded October 6, 1998].
- Gough, P.B., & Hillinger, M.L. (1980). Learning to read: An unnatural act. *Bulletin of the Orton Society, 30*, 171-176.
- Graue, M.E. (1992, June). Social interpretations of readiness for kindergarten. *Early Childhood Research Quarterly, 7*(2), 225-243.
- Greenberg, P. (1991). *Character development: Encouraging self-esteem and self-discipline in infants, toddlers, and two-year-olds*. Washington, DC: National Association for the Education of Young Children.
- Griffith, P.L., & Leavell, J.A. (1995-1996, Winter). There isn't much to say about spelling ... or is there? *Childhood Education, 72*(2), 84-90.
- Gunnar, M.R. (1996). *Quality of care and the buffering of stress physiology: Its potential in protecting the developing human brain*. Minneapolis, MN: University of Minnesota Institute of Child Development.
- Gunning, T.G. (1995, March). Word building: A strategic approach to the teaching of phonics. *The Reading Teacher, 48*(6), 484-488.
- Hakuta, K., & Garcia, E.E. (1989, February). Bilingualism and education. *American Psychologist, 44*(2), 374-379.
- Hancock, L. (1996, February 19). Why do schools flunk biology? *Newsweek, pp. 55-62*.
- Hart, B. (1982). Contingencies in communication. In L. Feagans & D.C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 199-216). New York, NY: Academic Press.
- Hart, B., & Risley, T.R. (1992, November). American parenting of language-learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology, 28*(6), 1096-1105.
- Hart, B., & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: P.H. Brookes.
- Healy, J.M. (1990). *Endangered minds: Why children don't think*. New York, NY: Simon & Schuster.

- Heath, S.B. (1982, April). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 11(1), 49-76.
- Hiebert, E.H. (1988, November). The role of literacy experiences in early childhood programs. *Elementary School Journal*, 89(2), 161-171.
- Hiebert, E.H. (1998). Selecting texts for beginning reading instruction. In T.E. Raphael & K.H. Au (Eds.), *Literature-based instruction: Reshaping the curriculum* (pp. 195-218). Norwood, MA: Christopher-Gordon.
- Holdaway, D. (1979). *The foundations of literacy*. New York, NY: Ashton Scholastic.
- Holbrook, H.T. (1981, October). ERIC/RCS report: Johnny could write when he was a kid. *Language Arts*, 58(7), 864-867.
- Honig, A.S. (1995, July). Singing with infants and toddlers. *Young Children*, 50(5), 72-78.
- Honigman, J.J., & Bhavnagri, N.P. (1998, Summer). Painting with scissors: Art education beyond production. *Childhood Education*, 74(4), 205-212.
- Jalongo, M.R., & Ribblett, D.M. (1997, Fall). Using song picture books to support emergent literacy. *Childhood Education*, 74(1), 15-22.
- Joyce, B., & Calhoun, E. (1995, April). School renewal: An inquiry, not a formula. *Educational Leadership*, 52(7), 51-55.
- Juel, C. (1996, July-September). What makes literacy tutoring effective? *Reading Research Quarterly*, 31(3), 268-289.
- Juel, C., Griffith, P.L., & Gough, P.B. (1986, August). Acquisition of literacy: A longitudinal study of children in first and second grade. *Journal of Educational Psychology*, 78(4), 243-255.
- Kasten, W.C., & Clarke, B.K. (1989). *Reading/writing readiness for preschool and kindergarten children: A whole language approach*. Sanibel, FL: Florida Educational Research and Development Council, Inc. (ERIC Document Reproduction Service No. ED 312 041)
- Katz, L.G., & Chard, S.C. (1989). *Engaging children's minds: The project approach*. Norwood, NJ: Ablex.
- Kohn, A. (1994, December). The truth about self-esteem. *Phi Delta Kappan*, 76(4), 272-283.
- Kolakowski, J.S. (1995). Reading and Rembrandt: An integrated study of artists and their works. In B. Bosma and N.D. Guth (Eds.), *Children's literature in an integrated curriculum: The authentic voice* (pp. 27-36). New York, NY: Teachers College Press.
- Kontos, S. (1986, November). Research in review: What preschool children know about reading and how they learn it. *Young Children*, 42(1), 58-66.
- Kostelnik, M.J. (1992, May). Myths associated with developmentally appropriate programs. *Young Children*, 47(4), 17-23.
- Kuhl, P. (Panelist). (1997, April 17). In *The White House Conference on Early Childhood Development and Learning: What new research on the brain tells us about our youngest children* [Online]. Available: <http://www.ed.gov/offices/OERI/ECI/session1.html> [Downloaded October 8, 1998].

- Kupetz, B.N., & Green, E.J. (1997, January). Sharing books with infants and toddlers: Facing the challenges. *Young Children*, 52(2), 22-27.
- Ladson-Billings, G. (1994). *The dream-keepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.
- Lang, S. (1998, February 19). CU studies show evidence babies born with language-learning ability. *Cornell Chronicle*, 12(22). [Online] Available: <http://www.news.cornell.edu/Chronicles/2.19.98/language.html> [Downloaded October 8, 1998].
- Learn, S. (1998, January 18). Educators put reading to the test. *Oregonian*, p. A18.
- Lewis, C.C., Schaps, E., & Watson, M.S. (1995, March). Beyond the pendulum: Creating challenging and caring schools. *Phi Delta Kappan*, 76(7), 547-545.
- Loban, W. (1963). *The language of elementary school children: A study of the use and control of language and the relations among speaking, reading, writing and listening*. Champaign, IL: National Council of Teachers of English.
- MacGillivray, L. (1997, Spring-Summer). "I've seen you read:" Reading strategies in a first-grade class. *Journal of Research in Childhood Education*, 11(2), 135-146.
- Madura, S. (1995, October). The line and texture of aesthetic response: Primary children study authors and illustrators. *The Reading Teacher*, 49(2), 110-118.
- Malaguzzi, L. (1993, November). For an education based on relationships. *Young Children*, 49(1), 9-12.
- Manning, M., Manning, G., & Long, R. (1989). *Effects of a whole language and a skill-oriented program on the literacy development of inner city primary children*. (ERIC Document Reproduction Service No. ED 324 642)
- Martin, L.A., & Hiebert, E.H. (1997, April). *Becoming literate in school: Examining the profiles of first-grade readers in Chapter 1*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Martinez, M.G., & Roser, N.L. (1991). Children's responses to literature. In J. Flood, J.M. Jensen, D. Lapp, & J. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 643-663). New York, NY: Macmillan.
- McGinley, W., & Tierney, R.J. (1989, July). Traversing the topical landscape: Reading and writing as ways of knowing. *Written Communication*, 6(3), 243-269.
- McGuinness, G. (1982). The language of the poverty child: Implications from center-based intervention and evaluation programs. In L. Feagans & D.C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 219-240). New York, NY: Academic Press.
- McIntyre, E., & Freppon, P.A. (1994, December). A comparison of children's development of alphabetic knowledge in a skills-based and a whole language classroom. *Research in the Teaching of English*, 28(4), 391-417.
- McLane, J.B., & McNamee, G.D. (1991, September). The beginnings of literacy. *Zero to Three*, 12(1), 1-8.

- Meier, D. (1995). *The power of their ideas: Lessons from a small school in Harlem*. Boston, MA: Beacon Press.
- Meisels, S.J., Dorfman, A., & Steele, D. (1995). Equity and excellence in group-administered and performance assessments. In M.T. Nettles & A.L. Nettles (Eds.), *Equity and excellence in educational testing and assessment* (pp. 243-261). Boston, MA: Kluwer Academic.
- Ministry of Education. (1992). *Dancing with the Pen: The learner as a writer*. Wellington, New Zealand: Learning Media.
- Moll, L.C., & Whitmore, K.F. (1993). Vygotsky in classroom practice: Moving from individual transmission to social transaction. In E.A. Forman, N. Minick, & C.A. Stone (Eds.), *Contexts for learning: Sociocultural dynamics in children's development* (pp. 19-42). New York, NY: Oxford University Press.
- Moorman, G.B., Blanton, W.E., & McLaughlin, T. (1994, October-December). The rhetoric of whole language. *Reading Research Quarterly*, 29(4), 308-329.
- Morrow, L.M. (1988, Winter). Young children's responses to one-to-one story readings in school settings. *Reading Research Quarterly*, 23(1), 89-107.
- Morrow, L.M. (1990, Summer). Small group story readings: The effects on children's comprehension and responses to literature. *Reading Research and Instruction*, 29(4), 1-17.
- Morrow, L.M. (1992). The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds. *Reading Research Quarterly*, 27(3), 250-275.
- Morrow, L.M., O'Connor, E.M., & Smith, J.K. (1990). Effects of a story reading program on the literacy development of at-risk kindergarten children. *Journal of Reading Behavior*, 22(3), 255-275.
- Moustafa, M. (1995, July-September). Children's productive phonological recoding. *Reading Research Quarterly*, 30(3), 464-476.
- Nash, M. (1997, February 3). Fertile minds. *Time*, pp. 49-56.
- National Council of Teachers of English. (n.d.). *Teaching storytelling: A position statement from the NCTE committee on storytelling* [Online]. Available: <http://www.ncte.org/teach/activities/29036.html> [Downloaded October 8, 1998].
- National Research Council. (1998, March 19). Experts sound out truce on reading. *Oregonian*, p. A9.
- Nebraska Department of Education. (year). *The primary program: Growing and learning in the Heartland*. Lincoln, NB: Office of Child Development.
- Nelson, K. (1985). *Making sense: The acquisition of shared meaning*. Orlando, FL: Academic Press.
- Nelson, K. (1986). *Language in cognitive development: The emergence of the mediated mind*. New York, NY: Cambridge University Press.
- Newman, F., & Holzman, L. (1993). *Lev Vygotsky: Revolutionary scientist*. New York, NY: Routledge.

- Newman, L.S. (1990, October). Intentional versus unintentional memory in young children: Remembering versus playing. *Journal of Experimental Child Psychology*, 50(2), 243-258.
- Newmann, F.M. (1993, March). Beyond common sense in educational restructuring: The issues of content and linkage. *Educational Researcher*, 22(2), pp. 4-13, 22.
- Ng, M.M., Guthrie, J.T., McCann, A.D., Van Meter, P., & Alao, S. (1996). *How do classroom characteristics influence intrinsic motivations for literacy?* (Reading Research Report No. 56). Athens, GA & College Park, MD: National Reading Research Center.
- Nieto, S. (1994, Winter). Lessons from students on creating a chance to dream. *Harvard Educational Review*, 64(4), 392-426.
- Noddings, N. (1995, May). Teaching themes of care. *Phi Delta Kappan*, 76(9), 675-679.
- Novick, R. (1996). *Developmentally appropriate and culturally responsive teaching: Theory in practice*. Portland, OR: Northwest Regional Educational Laboratory.
- Novick, R. (1996). *Successful early childhood education in an imperfect world: Lessons learned from four Northwest schools*. Portland, OR: Northwest Regional Educational Laboratory.
- Okagaki, L., & Sternberg, R.J. (1994, Fall). Perspectives on kindergarten: Rafael, Vanessa, and Jamlien go to school. *Childhood Education*, 71(1), 14-19.
- O'Neil, J. (1996, September). On emotional intelligence: A conversation with Daniel Goleman. *Educational Leadership*, 54(1), 6-11.
- Pace, G. (1993). *Making decisions about grouping in language arts*. Portland, OR: Northwest Regional Educational Laboratory.
- Paley, V.G. (1981). *Wally's stories*. Cambridge, MA: Harvard University Press.
- Paley, V.G. (1984). *Boys and girls: Superheroes in the doll corner*. Chicago, IL: University of Chicago Press.
- Paley, V.G. (1988). *Bad guys don't have birthdays: Fantasy play at four*. Chicago, IL: University of Chicago Press.
- Paley, V.G. (1989). *White teacher*. Cambridge, MA: Harvard University Press.
- Paley, V.G. (1990). *The boy who would be a helicopter: The uses of storytelling in the classroom*. Cambridge, MA: Harvard University Press.
- Pappas, C.C., Keifer, B.Z., & Levstick, L.S. (1990). *An integrated language perspective in the elementary school: Theory into action*. New York, NY: Longman.
- Park, B. (1982, November-December). The Big Book trend—A discussion with Don Holdaway. *Language Arts*, 59(8), 815-821.
- Patlak, M. (1993, November 1). Newborns come equipped to learn language. *Oregonian*, p. D1.
- Paulson, F.L., Paulson, P.R., & Meyer, C.A. (1991, February). What makes a portfolio a portfolio? *Educational Leadership*, 48(5), 60-63.
- Pearson, P.D. (1997). *The politics of reading research and practice* [Online]. Available: <http://ed-web3.educ.msu.edu/cspds/pdppaper/politics.htm> [Downloaded October 8, 1998].

- Pearson, P.D., & Fielding, L.G. (1991). Comprehension instruction. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research, volume 2*. New York, NY: Longman.
- Perfetti, C.A., Beck, I.L., Bell, L.C., & Hughes, C. (1987, July). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first grade children. *Merrill-Palmer Quarterly*, 33(3), 283-319.
- Phillips, C.B. (1988, January). Nurturing diversity for today's children and tomorrow's leaders. *Young Children*, 43(2), 42-47.
- Phillips, D.A. (Ed.). (1987). *Quality in child care: What does research tell us?* Washington, DC: National Association for the Education of Young Children.
- Pickett, L. (1998, Spring-Summer). Literacy learning during block play. *Journal of Research in Childhood Education*, 12(2), 225-230.
- Pikulski, J.J. (1994, September). Preventing reading failure: A review of five effective programs. *The Reading Teacher*, 48(1), 30-39.
- Purcell-Gates, V. (1988, May). Lexical and syntactic knowledge of written narrative held by well-read-to kindergartners and second graders. *Research in the Teaching of English*, 22(2), 128-160.
- Purcell-Gates, V., McIntyre, E., & Frep-pon, P.A. (1995, Fall). Learning written storybook language in school: A comparison of low-SES children in skills-based and whole language classrooms. *American Educational Research Journal*, 32(3), 659-685.
- Raspberry, W. (1998, February 2). Studying the masters. *Oregonian*, p. C5.
- Riley, R. (1994). *Strong families, strong schools*. Washington, DC: U.S. Department of Education.
- Rosegrant, T. (1992). Reaching potentials in a multilingual classroom: Opportunities and challenges. In S. Bredekamp & T. Rosegrant (Eds.), *Reaching potentials: Appropriate curriculum and assessment for young children* (Vol. 1, pp. 145-147). Washington, DC: National Association for the Education of Young Children.
- Rosenblatt, L.M. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.
- Routman, R. (1994). *Invitations: Changing as teachers and learners*. Portsmouth, NH: Heinemann.
- Routman, R. (1996). *Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas*. Portsmouth, NH: Heinemann.
- Routman, R., & Butler, A. (1995). Why talk about phonics? [Excerpt from the November 1995 issue of *School Talk*] [Online]. Available: <http://www.ncte.org/ncte.old/idea/lit/school.html> [Downloaded October 8, 1998].
- Rowe, D.W. (1998, January-March). The literate potentials of book-related dramatic play. *Reading Research Quarterly*, 33(1), 10-35.
- Rutter, M. (1985, December). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. *British Journal of Psychiatry*, 147, 598-611.
- Rybczynski, M., & Troy, A. (1995, Fall). Literacy-enriched play centers: Trying them out in the "real world." *Childhood Education*, 72(1), 7-12.

- Sampson, M. (Panelist). (1997, October). In *Critical balances: Early instruction for lifelong reading* [Panel discussion] [Online]. Available: <http://www.readingonline.org/critical/houston/panintro.htm> [Downloaded October 8, 1998].
- Schickedanz, J.A. (1986). *More than the ABCs: The early stages of reading and writing*. Washington, DC: National Association for the Education of Young Children.
- Schorr, L.B. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America*. New York, NY: Doubleday.
- Shapiro, J., & White, W. (1991, Summer). Reading attitudes and perceptions in traditional and nontraditional reading programs. *Reading Research and Instruction, 30*(4), 52-66.
- Shimoni, R., Baxter J.M., & Kugelmass, J.W. (1992). *Every child is special: Quality group care for infants and toddlers*. New York, NY: Addison-Wesley.
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago, IL: University of Chicago Press.
- Shore, R. (1997). *Rethinking the brain: New insights into early development*. New York, NY: Families and Work Institute.
- Silvern, S.B., Taylor, J.B., Williamson, P.A., Surbeck, E., & Kelley, M. (1986, January). Young children's story recall as a product of play, story familiarity, and adult intervention. *Merrill-Palmer Quarterly, 32*(1), 73-86.
- Skutnabb-Kangas, T., & Cummins, J. (Eds.). (1988). *Minority education: From shame to struggle*. Cleveland, United Kingdom: Multilingual Matters.
- Slavin, R.E., Karweit, N.L., & Wasik, B.A. (1992-93, December-January). Preventing early school failure: What works? *Educational Leadership, 50*(4), 10-18.
- Smith, F. (1983, May). Reading like a writer. *Language Arts, 60*(5), 558-567.
- Snow, C.E., Burns, S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Research Council.
- Snow, C.E., Dubber, C., & Blauw, A.D. (1982). Routines in mother-child interaction. In L. Feagans & D.C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 55-72). New York, NY: Academic Press.
- Soundy, C.S., & Genisio, M.H. (1994, Fall). Asking young children to tell the story. *Childhood Education, 71*(1), 20-23.
- Spandel, V. (1996). *Seeing with new eyes: A guidebook on teaching and assessing beginning writers*. Portland, OR: Northwest Regional Educational Laboratory.
- Speigel, D.L. (1995, October). A comparison of traditional remedial programs and Reading Recovery: Guidelines for success for all programs. *The Reading Teacher, 49*(2), 86-96.
- Squire, J.R. (1983, May). Composing and comprehending: Two sides of the same basic process. *Language Arts, 60*(5), 581-589.
- Sroufe, L.A. (1979, October). The coherence of individual development: Early care, attachment, and subsequent developmental issues. *American Psychologist, 34*(10), 834-841.

- Stanovich, K.E. (1986, Fall). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-407.
- Stanovich, K.E., & Stanovich, P.J. (1995, September). How research might inform the debate about early reading acquisition. *Journal of Research in Reading*, 18(2), 87-105.
- Steinberg, J. (1997, December 14). Class wars: Clashing over education's one true faith. *The New York Times*, section 4, p. 12.
- Steinberg, J. (1998). *Reading experts suggest teachers mix two methods* [Online]. Available: <http://www.nytimes.com/yr/mo/day/news/national/reading.html>.
- Stern, D. (1977). *The first relationship: Infant and mother*. Cambridge, MA: Harvard University Press.
- Stice, C.F., & Bertrand, N.P. (1990). *Whole language and the emergent literacy of at-risk children: A 2-year comparative study*. Nashville, TN: Tennessee State University, Center for Excellence and Basic Skills.
- Stone, P. (1992, November). How we turned around a problem school. *Principal*, 72(2), 34-36.
- Stone, S.J., & Christie, J.F. (1996, Spring-Summer). Collaborative literacy learning during sociodramatic play in a multiage (K-2) primary classroom. *Journal of Research in Childhood Education*, 10(2), 123-133.
- Strickland, D.S. (1990, March). Emergent literacy: How young children learn to read and write. *Educational Leadership*, 47(6), 18-23.
- Strickland, D.S., & Morrow, L.M. (Eds.). (1989). *Emerging literacy: Young children learn to read and write*. Newark, DE: International Reading Association.
- Strickland, D.S., & Taylor, D. (1989). Family storybook reading: Implications for children, families, and curriculum. In D.S. Strickland & L.M. Morrow (Eds.), *Emerging literacy: Young children learn to read and write* (pp. 27-34). Newark, DE: International Reading Association.
- Sulzby, E. (1985, Summer). Children's emergent reading of favorite storybooks: A developmental study. *Reading Research Quarterly*, 20(4), 458-481.
- Sulzby, E., & Teale, W.H. (1991). Emergent literacy. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 727-758). New York, NY: Longman.
- Sweet, A.P. (1993, November). *State of the art: Transforming ideas for teaching and learning to read*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.
- Teale, W.H., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Reading and writing*. Norwood, NJ: Ablex.
- Thomas, S., & Oldfather, P. (1995, November). Enhancing student and teacher engagement in literacy learning: A shared inquiry approach. *The Reading Teacher*, 49(3), 192-205.
- Tierney, R.J., & Shannahan, T. (1991). Research on the reading-writing relationship: Interactions, transactions, and outcomes. In R. Barr, M.L. Kamil, P.B. Mosenthal., & P.D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 246-280). New York, NY: Longman.

- Tough, J. (1982). Language, poverty, and disadvantage in school. In L. Feagans & D.C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 3-17). New York, NY: Academic Press.
- Traill, L. (1993). *Highlight my strengths: Assessment and evaluation of literacy learning*. Crystal Lake, IL: Rigby Education.
- Treiman, R. (1985, February). Onsets and rimes as units of spoken syllables: Evidence from children. *Journal of Experimental Child Psychology*, 39(1), 161-181.
- Trevarthen, C., & Hubley, P. (1978). Secondary intersubjectivity: Confidence, confiding, and acts of meaning in the first year. In A. Lock (Ed.), *Action, gesture, and symbol: The emergence of language* (pp. 183-229). New York, NY: Academic Press.
- Turner, J.C. (1995, July-September). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly*, 30(3), 410-441.
- United States General Accounting Office. (1994). *Infants and toddlers: Dramatic increases in numbers living in poverty*. Washington, DC: Author.
- U.S. Department of Education. (1994). *Strong families, strong schools: A research base for family involvement in learning from the U.S. Department of Education*. Washington, DC: Author.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wassermann, S. (1992, Spring). Serious play in the classroom: How messing around can win you the Nobel Prize. *Childhood Education*, 68(3), 133-139.
- Weaver, C., Gillmeister-Krause, L., & Vento-Zogby, G. (1996). *Creating support for effective literacy education: Workshop materials and handouts*. Portsmouth, NH: Heinemann.
- Weaver, C. [Participant]. (1997). Transcript from *Critical balances: Early instruction for lifelong reading* [Online]. Available: <http://www.readingonline.org/critical/houston/weaver.htm> [Downloaded October 19, 1998].
- Wehlage, G.G., Rutter, R.A., Smith, G.A., Lesko, N., & Fernandez, R.R. (1989). *Reducing the risk: Schools as communities of support*. Philadelphia, PA: Falmer Press.
- Wells, C.G. (1986). *The meaning makers: Children learning language and using language to learn*. Portsmouth, NH: Heinemann.
- Werner, E.E., & Smith, R.S. (1992). *Overcoming the odds: High risk children from birth to adulthood*. Ithaca, NY: Cornell University Press.
- Wilhelm, J.D. (1995, December). Reading is seeing: Using visual response to improve the literacy reading of reluctant readers. *Journal of Reading Behavior*, 27(4), 467-503.
- Willig, A.C. (1985). A meta-analysis of selected studies on the effectiveness of bilingual education. *Review of Educational Research*, 55(3), 269-318.
- Willis, A.I. (1995, Spring). Reading the world of school literacy: Contextualizing the experience of a young African American male. *Harvard Educational Review*, 65(1), 30-49.

- Wills, C. (1995). Voice of inquiry: Possibilities and perspectives. *Childhood Education, 71*(5), 261-265.
- Wise, B.W., Olson, R.K., & Treiman, R. (1990, February). Subsyllabic units in computerized reading instruction: Onset-rime vs. postvowel segmentation. *Journal of Experimental Child Psychology, 49*(1), 1-19.
- Wolfe, L. (1992). Reaching potentials through bilingual education. In S. Bredekamp & T. Rosegrant (Eds.), *Reaching potentials: Appropriate curriculum and assessment for young children* (pp. 139-144). Washington, DC: National Association for the Education of Young Children.
- Wood, D.J., Bruner, J.S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, 17*(2), 89-100.
- Wu, P.C. (1992, Fall). Opening one door. *Kappa Delta Pi Record, 29*(1), 15-18.
- Yatvin, J. (1998, April 9). Reading isn't just one skill. *Oregonian*, p. D9.
- Yopp, H.K. (1992, May). Developing phonemic awareness in young children. *The Reading Teacher, 45*(9), 696-703.