

Vocabulary Instruction and Assessment for Spanish Speakers

Program Publications

The program project's publications, submitted publications, and manuscripts in process are listed in this section. When available, PMCID and DOI numbers are provided.

2.1 Publications (2001-2013)

- Arteagoitia, I., Howard, E., Louguit, M., Malabonga, V., & Kenyon, D. (2005). The Spanish Developmental Contrastive Spelling Test: An instrument for investigating intra-linguistic and cross-linguistic influences on Spanish spelling. *Bilingual Research Journal*, 29(3), 541-560. doi: 10.1080/15235882.2005.10162851
- August, D., Carlo, M. S., Calderón, M., & Nuttall, M. (2006). Developing literacy in English-language learners: An examination of the impact of English-only versus bilingual instruction. In P. McCardle & E. Hoff (Eds.), *Childhood bilingualism: Research on infancy through school age* (pp. 91-106). Clevedon, England: Multilingual Matters.
- August, D., Carlo, M., Calderón, M., & Proctor, P. (2005). Development of literacy in Spanish-speaking English-language learners: Findings from a longitudinal study of elementary school children. *Perspectives*, 31(2), 17-19.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). Accelerating English academic vocabulary: An intervention design for Spanish literate children acquiring English as a second language. *Learning Disabilities Research and Practice*, 20(1), 50-57.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). Avoiding the misidentification of English language learners as learning disabled: The development of vocabulary. *Learning Disabilities Research and Practice*, 20, 50-57.
- August, D., Goldenberg, C., Saunders, W., & Dressler, C. (2010). Recent research on English language and literacy instruction: What we have learned to guide practice for English-language learners in the 21st century. In M. Shatz & L. Wilkinson (Eds.), *Preparing to educate English language learners* (pp. 272-297). New York: Guilford Press.
- August, D., & Gray, J. (2010). Developing comprehension in English language learners: Research and promising practices. In K. Ganske & D. Fisher (Eds.), *Comprehension across the curriculum: Perspectives and practices K-12* (pp. 225-245). New York: Guilford Press.
- August, D., Snow, C., Carlo, M., Proctor, P., San Francisco, A., Duursma, E., & Szuber, A. (2006). Literacy development in elementary school second language learners. *Topics in Language Disorders*, 26(4), 351-364. doi: 10.1097/00011363-200610000-00007
- August, D. (2011). Developing oral proficiency in second language learners in the context of literacy instruction. In P. McCardle, B. Miller, J. R. Lee, & O. Tzeng (Eds.), *Dyslexia across languages* (pp. 305-322). Baltimore, MD: Paul H. Brookes Publishing Company.
- Castro, D. C., Espinosa, L., & Páez, M. M. (2011). Defining and measuring quality in early childhood practices that promote dual language learners' development and learning. In

- M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality measurement in early childhood settings* (pp. 257-280). Baltimore, MD: Paul H. Brookes Publishing Company.
- Castro, D. C., Páez, M. M., Dickinson, D. K., & Frede, E. (2011). Promoting language and literacy in young dual language learners: Research, practice, and policy. *Child Development Perspectives*, 5(1), 15-21. doi: 10.1111/j.1750-8606.2010.00142.x
- Dressler, C., Carlo, M. S., Snow, C. E., August, D., & White, C. E. (2011). Spanish-speaking students' use of cognate knowledge to infer the meaning of English words. *Bilingualism: Language and Cognition*, 14(2), 243-255.
- Duursma, E., Romero-Contreras, S., Szúber, A., Proctor, C. P., Snow, C., August, D., & Calderón, M. (2007). The role of home literacy and language environment on bilinguals' English and Spanish vocabulary development. *Applied Psycholinguistics*, 28, 171-190. doi: 10.1017/S0142716407070099
- Goodwin, A. P., Huggins, A. C., Carlo, M. S., August, D., & Calderon, M. (in press). Minding morphology: How morphological awareness relates to reading for English language learners. *Reading and Writing: An International Journal*. Advance online publication. doi: 10.1007/s11145-012-9412-5
- Goodwin, A., Huggins, A., Carlo, M., Malabonga, V., Kenyon, D., & August, D. (2012). Development and validation of Extract the Base: An English derivational morphology test for third through fifth grade monolingual students and Spanish-speaking English language learners. *Language Testing*, 29(2), 265-289.
- Graves, M., August, D., & Mancilla-Martinez, J. (2012). *Teaching vocabulary to English language learners*. New York: Teacher's College Press.
- Howard, E., Arteagoitia, I., Louguit, M., Malabonga, V., & Kenyon, D. (2006). The English Developmental Contrastive Spelling Test: A tool for investigating Spanish influence on English spelling development. *TESOL Quarterly*, 40(2), 399-420. doi: 10.2307/40264528
- Howard, E. R., Green, J. D. & Arteagoitia, A. (2012). Can yu rid guat ay rot? A developmental investigation of cross-linguistic spelling errors among Spanish-English bilingual students. *Bilingual Research Journal*, 35(2). doi: 10.1080/15235882.2012.703637
- Lesaux, N. K. (2013). How can schools best educate Hispanic students?: Focus on higher-order literacy skills. *Education Next*, 13(2), 51-56.
- Lesaux, N. K. (2012). Reading and reading instruction for children from low-income and non-English-speaking households. *Future of Children*, 22(2), 73-88.
- Lesaux, N. K., & Harris, J. R. (2013). Linguistically diverse students' reading difficulties: Implications for models of LD identification and effective instruction. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *The handbook of learning disabilities* (2nd ed., pp. 69-84). New York: Guilford Press.
- López, L. M. (2005). A look into the homes of Spanish-speaking preschool children. In J. Cohen, K. McAlister, K. Rolstad, & J. MacSwan (Eds.), *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press.
- López, L. M., & Miccio, A. W. (2003). Phonological acquisition of English and Spanish in bilingual preschool children. In M. J. Solé, D. Recasens, & J. Romero (Eds.), *Proceedings of the 15th International Congress of Phonetic Sciences* (pp. 1553-1556). Barcelona: Universitat Autònoma de Barcelona.

- Malabonga, V., Kenyon, D. M., Carlo, M., August, D., & Louguit, M. (2008). Development of a cognate awareness measure for Spanish-speaking English language learners. *Language Testing*, 25(4), 495-519. doi: 10.1177/0265532208094274
- Mancilla-Martinez, J., & Lesaux, N. K. (2011). Early home language use and later development. *Journal of Educational Psychology*, 103(3), 535-546. doi: 10.1037/a0023655
- Mancilla-Martinez, J., & Lesaux, N. K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology*, 102(3), 701-711. PMCID: PMC2941150
- Mancilla-Martinez, J., & Lesaux, N. K. (2011). The gap between Spanish speakers' word reading and word knowledge: A longitudinal study. *Child Development*, 82(5), 1544-1560. PMCID: PMC3169767
- Miccio, A., Tabors, P., Pérez, M., Hammer, C., & Wagstaff, D. (2005). Vocabulary development in Spanish-speaking Head Start children of Puerto Rican descent. In J. Cohen, K. McAlister, K. Rolstad, & J. MacSwan (Eds.), *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadia Press.
- Pérez, M., Paratore Bock, K., & Pizzo, L. (2011). Supporting the language and early literacy skills of English language learners: Effective practices and future directions. In S. B. Neuman & D. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 3, pp. 136-152). New York: Guilford Press.
- Pérez, M., & Rinaldi, C. (2006). Predicting English word reading skills for Spanish-speaking students in first grade. *Topics in Language Disorders*, 26(4), 338-350. PMCID: PMC2853954
- Pérez, M., Tabors, P. O., & López, L. M. (2007). Dual language and literacy development of Spanish-speaking preschool children. *Journal of Applied Developmental Psychology*, 28(2), 85-102. PMCID: PMC2854405
- Paratore, J. R., Krol-Sinclair, B., Pérez, M., & Paratore-Bock, K. (2010). Supporting literacy learning in families for whom English is an additional language. In G. Li & P. Edwards (Eds.), *Best practices in ELL instruction* (pp. 299-327). New York: Guilford Press.
- Proctor, C. P., August, D., Carlo, M., & Barr, C. (2010). Language maintenance versus language of instruction: Spanish reading development among Latino and Latina bilingual readers. *Journal of Social Issues*, 66(1), 79-94. doi: 10.1111/j.1540-4560.2009.01634.x
- Proctor, C. P., August, D., Snow, C., & Barr, C. (2010). Continuum of interdependence: A perspective on the nature of Spanish-English bilingual reading comprehension. *Bilingual Research Journal*, 2, 5-20. doi: 10.1080/15235882.2010.505504
- Proctor, C. P., Carlo, M., August, D., & Snow, C. (2005). Native Spanish-speaking children reading in English: Towards a model of comprehension. *Journal of Educational Psychology*, 97(2), 246-256. doi: 10.1037/0022-0663.97.2.246
- Proctor, C. P., Carlo, M., August, D., & Snow, C. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology*, 98(1), 159-69. doi: 10.1037/0022-0663.98.1.159
- Rinaldi, C., & Pérez, M. (2008). Preschool matters: Predicting reading difficulties for Spanish-speaking students in first grade. *Learning Disabilities: A Contemporary Journal*, 6(1), 71-84. PMCID: PMC3124283

- San Francisco, A. R., Carlo, M., August, D., & Snow, C. (2006). The role of language of literacy instruction and vocabulary in the English phonological awareness of Spanish-English bilingual children. *Applied Psycholinguistics*, 27, 229-246.
- San Francisco, A. R., Mo, E., Carlo, M., August, D., & Snow, C. (2006). The influences of language of literacy instruction and vocabulary on the spelling of Spanish-English bilinguals. *Reading and Writing* 19(6), 627-642. doi: 10.1007/s11145-006-9012-3
- Snow, C. E., & Kang, J. Y. (2006). Becoming bilingual, biliterate, and bicultural. In A. Renninger & I. Sigel (Eds.), *Handbook of child psychology, Volume 4, Child psychology in practice* (pp. 75-102). Hoboken, NJ: John Wiley & Sons. doi: 10.1002/9780470147658.chpsy0403
- Snow, C. E., & Kim, Y.-S. (2006). Large problem spaces: The challenge of vocabulary for English-language learners. In R. K. Wagner, A. Muse, & K. Tannenbaum (Eds.), *Vocabulary acquisition: Implications for reading comprehension* (pp. 123-139). New York: Guilford Press.
- Snow, C. E., & Pérez, M. (2004). The Head Start classroom as an oral language environment: What should the performance standards be? In E. Zigler & S. Styfco (Eds.), *The Head Start debates* (pp. 113-128). Baltimore, MD: Brookes Publishing.
- Tabors, P. O., Pérez, M., & López, L. M. (2003). Dual language abilities of bilingual four-year olds: Initial findings from the Early Childhood Study of Language and Literacy Development of Spanish- Speaking Children. *NABE Journal of Research and Practice*, 1, 70-91.
- Uccelli, P., & Pérez, M. (2007). Narrative and vocabulary development of bilingual children from kindergarten to first grade: Developmental changes and associations among English and Spanish skills. *Language, Speech, and Hearing Services in Schools*, 38(3), 225-236. PMID: PMC2881826

2.2 Manuscripts Submitted for Publication

- Goodwin, A.P., August, D., Carlo, M., & Calderon, M. (2013). More than decoding: Morphological awareness as a reading comprehension and vocabulary support for ELLs. Manuscript submitted for publication.
- Goodwin, A. P., Huggins, C., Carlo, M., & Llabre, M. (2013). The role of morphological awareness unique from phonological awareness in predicting overall reading achievement and vocabulary development in English language learners. Manuscript submitted for publication.
- Howard, E. R., Pérez, M., August, D. L., Barr, C. D., Kenyon, D., & Malabonga, V. (2013). The importance of SES, home and school language and literacy practices, and oral vocabulary in bilingual children's English reading development. Manuscript submitted for publication.
- Lesaux, N. K., Lizárraga, A., & Mancilla-Martinez, J. (2013). Achievement, home-school contexts, and parental understandings of education: A window into U.S.-born children of immigrants. Manuscript submitted for publication.
- Uccelli, P., Barr, C., & Rosenthal, F. (2013). Language for thinking: Teaching connectives to Spanish-speaking English learners in second grade. Manuscript submitted for publication.

2.3 Manuscripts in Preparation

- Artzi, L., August, D., Barr, C., & Massoud, L. (2013). The role of reinforcement in developing vocabulary knowledge in young Spanish-speaking ELLs. Manuscript in preparation.
- August, D., Artzi, L., Barr, C., & Massoud, L. (2013). The role of explicit instruction and word type in the acquisition of vocabulary by young Spanish-speaking ELLs. Manuscript in preparation.
- August, D., Barr, C., Artzi, L., & Massoud, L. (2013). Developing vocabulary through storybook reading: Results of an effective vocabulary intervention for young Spanish-speaking ELLs. Manuscript in preparation.
- August, D., Barr, C., & Artzi, L. (2013). Measuring knowledge of high frequency vocabulary in English Learners and English proficient school-age children. Manuscript in preparation.
- August, D., Carlo, M., Barr, C., Proctor, P., & Calderon, M. (2013). The Moderating Effect of Language of Instruction in the Development of English Word Reading Skills in Bilingual Children. Manuscript in preparation.
- August, D., Kenyon, D., Barr, C., Francis, D., & Artzi, L. (2013). The Test of Academic Vocabulary in English: An Effective , Practical Measure of High Frequency Grade-level Vocabulary Knowledge in English Learners and English Proficient Students. Manuscript in preparation.
- Branum-Martin, L., Kenyon, D., August, D., Artzi, L., & Haynes, E. (2013). Assessing depth of word knowledge in school-age English language learners and English proficient children. Manuscript in preparation.
- Carlo, M., August, D., Barr, C., & Calderon, M. (2013). The Role of Language of Instruction in the Development of English Reading Comprehension in Spanish-speaking English-language Learners. Manuscript in preparation.
- Carlo, M.S., Lipsky, M.G., Goodwin, A., & August, D. Cross-language transfer of morphological awareness. Manuscript in preparation.
- Duguay, A., Kenyon, D., Haynes, E., August, D., & Yanosky, T. (2013). Measuring teachers' knowledge of vocabulary development and instruction. Manuscript in preparation.
- Goodwin, A. P., August, D., & Calderon, M. (2013). Reading in multiple orthographies: Differences and similarities in reading in Spanish and English for English learners. Manuscript in preparation.
- Harris, J.R., & Lesaux, N. K. (2013). Exploring the Reading Comprehension Processes of Adolescent Language Minority Learners who Demonstrate Reading Difficulties. Manuscript in preparation.
- Haynes, E., Branum-Martin, L., Kenyon, D., August, D., & Artzi, L. August, D.(2013). Measuring knowledge of multiple-meaning words in school-age English language learners and English proficient children. Manuscript in preparation.
- Hunter, C. & Páez, M. (2013). Dual language abilities of bilingual kindergarteners: Exploring the effects home and literacy environments on students' language skills. Manuscript in preparation.
- Massoud, L. A., August, D., Artzi, L. & Haynes, E. (2013). Assigning concreteness and imageability values to words: Development of a rubric for important word attributes. Manuscript in preparation.

- Páez, M., Pizzo, L., & Dudley-Marling, A. (2013). Vocabulary instruction through home-school connections: Findings from an intervention program for Spanish-English bilingual students. Manuscript in preparation.
- Páez, M., Pizzo, L., Venkatesh, K., & Hunter, C. (2013). Dual language intervention for improving the vocabulary skills of bilingual kindergarteners. Manuscript in preparation.
- Pizzo, L. & Páez, M. (2013). Improving the language and literacy skills of bilingual kindergarteners: Implementation fidelity and sustainability of a research-based vocabulary intervention program. Manuscript in preparation.
- Pizzo, L. & Páez, M. (2013). Creating wonderful worlds of words: Effective strategies for teaching vocabulary to bilingual learners in early childhood. Manuscript in preparation.
- Rosenthal, F. (2013). *Connective Detectives: English language learners in second grade discern relations between ideas and produce academic vocabulary to link them.* (Doctoral dissertation). Manuscript in preparation.
- Rosenthal, F. & Uccelli, P. (2013). *Connective Detectives: Scaffolding comprehension, speech, and writing with the words that link ideas.* Manuscript in preparation.
- Uccelli, P., Barr, C., & Rosenthal, F. (2013). Language for thinking: Teaching connectives to Spanish-speaking English learners in second grade. Manuscript in preparation.
- Venkatesh, K., Li, Z. & Páez, M. (2013). Trajectories in early childhood vocabulary and reading skills for urban students. Manuscript in preparation.
- Wright, L., Elmore, J., & August, D. (2013). A corpus-based approach to identifying academically important multiword units in texts. Manuscript in preparation.