



# Vocabulary Instruction and Assessment for Spanish Speakers

## Program Publications

The program project's publications, submitted publications, and manuscripts in process as of August 2013 are listed in this section. When available, PMCID and DOI numbers are provided.

### 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 21<sup>st</sup> 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. PMID: 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. PMID: PMC3169767
- Miccio, A., Tabors, P., Páez, 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.
- Páez, 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.
- Páez, M., & Rinaldi, C. (2006). Predicting English word reading skills for Spanish-speaking students in first grade. *Topics in Language Disorders*, 26(4), 338-350. PMID: PMC2853954
- Páez, 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. PMID: PMC2854405
- Paratore, J. R., Krol-Sinclair, B., Páez, 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., & Páez, M. (2008). Preschool matters: Predicting reading difficulties for Spanish-speaking students in first grade. *Learning Disabilities: A Contemporary Journal*, 6(1), 71-84. PMID: 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., & Páez, 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., Páez, 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., & Páez, 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 - 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., Páez, 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.

### **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.