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Introduction

The ELL Federal Interagency Initiative was interested in supplementing the database of research literature found by the National Early Literacy Panel and the National Literacy Panel on Language-Minority Children and Youth (LMP) since the time of completing their research syntheses. To accomplish this goal three tasks were outlined:

- Identify relevant search categories and terms
- Identify relevant databases and conduct searches of the databases
- Review the citations retrieved according to specified criteria and tabulate the citations and accompanying abstracts

To begin, a detailed list of 447 search terms were identified across 22 categories including emergent literacy skills, literacy, assessment, schooling, home and family, motivation, age, population, and research (see Appendix).

The search terms were informed by the results of the NELP in the completion of a research synthesis on early literacy development for young children birth to age five including kindergarten. Additionally, the search terms used by the LMP were consulted and contributed to the final list. Thus, the final list of categories and terms is specialized, but expanded from earlier search lists, to meet the requirements of the current search for age (birth to age five, including kindergarten) and ELL population.

Sixteen different databases were identified for searching based upon the relevance of their catalogued literature. Eighteen search combinations were identified and the searches were conducted within each database. A specific search of the database, Dissertations Abstracts, was excluded due to the cost and difficulty in retrieving dissertations. Table 1 indicates the number of records generated for each database. It is important to note that these numbers do not necessarily indicate total individual citations for all the databases. Duplicate citations within and across searches often inflate the numbers generated.

The search was limited by a band of years from publication year (PY) 2002 to publication year (PY) 2008. Because the National Early Literacy Panel retrieved literature through 2003 and the National Literacy Panel on Language-Minority Children and Youth through 2002, the current search extended those searches beginning with publication year 2002. The search cast a broad net to identify publications related to any type of research literature that met the pre-determined criteria: age, population, and domain of interest. Therefore, the list of citations included here has not been vetted in any way other than for age, population, and domain of interest and involves all types of research and research-related literature.

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Table 1. *Records Generated for each Database.*

Database	Number of Records Generated
Academic Search Premier	25
Alternative Press Index	30
Article First	118
Arts and Humanities Search	255
Communication & Mass Media Complete	8
Education Research Complete	29
ERIC	174
Family & Society Studies Worldwide	0
GPO (Government Publications)	252
Military & Government Collection	0
MLA (Modern Language Association) International Bibliography	0
Professional Development Collection	23
PsycARTICLES	219
PsycINFO	228
SocINDEX	7
Sociological Collection	3

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Citation	Abstract
Araujo, L. (2002). The literacy development of kindergarten English language learners. *Journal of Research in Childhood Education, 16(2)*, 232-247.	This year-long qualitative study explored how a literature-based literacy curriculum supported literacy growth of ESL kindergartners in a full-day Portuguese-English bilingual program. Findings indicated that emphasizing phonics and construction of meaning from texts supported children's construction of literacy understandings. Limited oral language proficiency did not constrain emergent writing and reading development.
Atiles, J. R. & Allexsaht-Snider, M. (2002). *Effective approaches to teaching young Mexican immigrant children.* Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.	Of the 22 million children currently enrolled in U.S. schools, more than 2 million have limited English proficiency. Preschoolers and elementary-age children make up the greatest proportion of the immigrant student population, and many teachers need support in educating these young, linguistically diverse students. This digest reviews proven educational strategies for working with Mexican and other immigrant children. Myths about the second-language learner and the complexity and lengthiness of the process of second-language acquisition are briefly discussed. The following teaching strategies for preschool and elementary teachers are described: 1) encourage development of the child's first language; (2) provide visible signs of children's first language, and learn Spanish; (3) learn about Mexican culture, and teach acceptance; (4) be sensitive to children's struggles, and follow a classroom routine; (5) acknowledge children's strengths, and use portfolio-style assessment; (6) plan real-world language lessons, and provide a print-rich environment; (7) communicate clearly; (8) allow for the developing stages of language production; (9) aim for comprehension; and (10) allow children opportunities to practice their language skills with peers, and encourage student participation.
Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly, 22(3),* 277-294.	Preschool programs in the United States have sought to keep pace with the rapidly growing number of children who are English language learners. For example, the Hispanic population in public school and Head Start programs is 25-30 percent. These children present challenges and opportunities for public preschool programs. This NIEER study addresses the gap in research available to identify which approach -- monolingual or dual language (bilingual) -- offers the most effective support for both English and Spanish language acquisition in preschool.
Bauer, E. B. (2003). Finding Esmerelda's shoes: A case study of a young bilingual child's responses to literature. In A. I. Willis, G. E. Garcia, R. B. Barrera, & V. J. Harris (Eds.), Multicultural issues in literacy research and practice (pp.11-27). Mahwah, NJ: Erlbaum.	(from the chapter) Presents the case of the literature responses of a 2-yr-old female, who was raised as an English and German bilingual from birth. Responses to 3 books were analyzed. Both German and English reading events were coded for incidences of importations, comments made by the subject (S) that went beyond repeating or paraphrasing what was in the text. Two themes emerged from the data. Both themes centered around the format of the books. The patterns that emerged across the texts held regardless of the language in which the books were read. The S's responses to the texts

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	read to her were limited because of her young age. Excerpts from book interactions are used to illustrate certain points.
Bernhard, J. K., Cummins, J., Campoy, F. I., Ada, A. F., Winsler, A., & Bleiker, C. (2006). Identity texts and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk for learning disabilites. *Teachers College Record, 11,* 2380-2405.	There is little research on English language learners (ELLs) in relation to learning disability (LD) assessment and identification. More important, there is a scarcity of research on models and strategies that enhance learning opportunities and outcomes for ELLs prior to an LD diagnosis. We describe in this article an innovative language intervention program involving the creation of bilingual, student self-authored identity texts. Called the Early Authors Program (EAP), the intervention stands as an example of how spaces and opportunities for literacy development among young ELLs can be created in a classroom instructional environment. The EAP, which reached 800 families, was evaluated using a combination of methods and instruments. The goal of the evaluation component was to collect data spanning one year from 325 randomly selected participating children in both control and experimental groups. Among its several beneficial outcomes, the EAP had demonstrably positive effects on children's language scores and appears to have strengthened their identities and fostered their self-esteem. Because a proportion of these students would be at risk for LD, we propose the implementation of programs of this type generally for ELL children, and especially for those considered likely to have future school-related difficulties.
Càrdenas-Hagan, E., Carlson, C. D., & Pollard-Durodola, S. D. (2007). The cross-linguistic transfer of early literacy skills: The role of initial L1 and L2 skills and language or instruction. *Language, Speech, and Hearing Services in Schools, 38(3),* 249-259.	The purpose of this study was to examine the effects of initial first and second language proficiencies as well as the language of instruction that a student receives on the relationship between native language ability of students who are English language learners (ELLs) and their development of early literacy skills and the second language. Method: This study investigated the development of early language and literacy skills among Spanish-speaking students in 2 large urban school districts, 1 middle-size urban district, and 1 border district. A total of 1,016 ELLs in kindergarten participated in the study. Students were administered a comprehensive battery of tests in English and Spanish, and classroom observations provided information regarding the Spanish or English language use of the teacher. Results: Findings from this study suggest that Spanish-speaking students with high Spanish letter name and sound knowledge tend to show high levels of English letter name and sound knowledge. ELLs with low Spanish and English letter name and sound knowledge tend to show high levels of English letter name and sound knowledge when they are instructed in English. Letter name and sound identification skills are fairly highly positively correlated across languages in the beginning of the kindergarten year. In addition, phonological awareness skills appear to be the area with the most significant and direct transfer of knowledge, and language skills do not appear to be a factor in the development of phonological awareness. Finally, the relationship between oral language skills across languages was low, suggesting little relationship between oral language skills across languages at the beginning of the kindergarten year.

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Chang, C. J. (2006). Linking early narrative skill to later language and reading ability in Mandarin-speaking children - A longitudinal study over eight years. *Narrative Inquiry, 16(2)*, 275-293.	The aim of this study is to examine the relationship between Mandarin Chinese-speaking children's narrative skill in telling personally experienced stories in preschool and their later language and reading ability. Fourteen Mandarin-speaking children, 8 boys and 6 girls, were visited at home when they were 3;6, 7;5, and 10;1. The children were asked to tell personal narratives to the experimenter at 3;6 and 7;5 and to complete word definition, receptive vocabulary, and Chinese reading comprehension tests at 7;5 and 10;1. Two of the children's stories with the greatest number of narrative clauses were selected and measured using adaptations of the narrative assessment profile developed by McCabe and Bliss (2003). A number of significant positive correlations were observed between the children's narrative skills and their receptive vocabulary, definition, and reading comprehension abilities. These findings suggest that the children who had good narrative skill in preschool also performed better in reading comprehension and language tasks in primary school. This study shows that the continuous and interrelated relationship between early oral narrative and later language and literacy is evident not only in English-speaking children but also in Mandarin-speaking children. The educational implications for this study are highlighted.
Dean, E. O. (2007). The efficacy of systematic, explicit literacy instruction in kindergarten and first grade. *Dissertation Abstracts International Section A: Humanities and Social Sciences, 68(6-A),* 2382.	This investigation examined the extent to which teacher implemented systematic, explicit instruction affected the literacy achievement of kindergarten and first grade students. Two cohorts of students in a southwestern United States school district were utilized for this study. Cohort 1 (n=94) received classroom literacy instruction from the state adopted basal reading series. Cohort 2 (n=96) received literacy instruction from the basal series and an additional reading program designed to systematically and explicitly teach phonological awareness, letter name identification, and the alphabetic principle. Each cohort was followed from the middle of kindergarten through the end of first grade. Kindergarten measures included the Texas Primary Reading Inventory (TPRI) tests of phonological awareness, letter naming, letter sound knowledge, and listening comprehension, and were administered at the middle and end of kindergarten. At the beginning of first grade, TPRI phonological awareness, word reading, reading comprehension, and fluency were measured. Middle of year first grade variables were TPRI reading comprehension and fluency. End of the year first grade measures were TPRI word reading, fluency, reading comprehension, and Iowa Test of Basic Skills (ITBS) word analysis, reading comprehension, listening comprehension, vocabulary, and spelling. A MANCOVA was conducted at each interval using English language learner status as the covariate. Hierarchical regression analysis was conducted to determine which variables best predicted end of first grade reading comprehension, word reading, and fluency. Results from the MANCOVA indicated that Cohort 2 outperformed Cohort 1 on kindergarten TPRI measures of phonological awareness, letter naming, and letter sound correspondences. Cohort 2 also performed better than Cohort 1 on first grade TPRI reading comprehension, fluency, and end of year word reading, however, there were no statistically significant

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	differences on the ITBS measures. Conclusions and recommendations for further research and for practice are also discussed.
Denney, M. K., Itkonen, T., & Okamoto, Y. (2007). Early intervention systems of care for Latino families and their young children with special needs: Salient themes and guiding implications. *Infants and Young Children, 20(4),* 326-335.	There is growing interest in the experiences of ethnically and linguistically diverse families of young children with special needs and the myriad of early intervention systems of care they encounter in the United States. The research on Latino families and their young children with special health and developmental needs highlights critical issues of language, culture, and family adaptation to a myriad of service delivery systems. This emerging area of research reveals that ethnically and linguistically diverse families may view difficulties as not inherent in their young children with special needs; rather the locus of hassles and stressors may be mediated to some extent by unresponsive service delivery systems. To this regard, the objective of this literature review is to synthesize salient themes from the extant research about the experiences of Latino families and their young children with early intervention systems of care in order to illuminate guiding implications for policy, research, and practice.
Dickinson, D. K., McCabe, A., & Anastasopoulos, L. (2003). The comprehension language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children. *Journal of Educational Psychology, 95(3),* 465-481.	This article describes 2 points of view about the relationship between oral-language and literacy skills: The phonological sensitivity approach posits that vocabulary provides the basis for phonological sensitivity, which then is the key language ability supporting reading, and the comprehensive language approach (CLA) posits that varied language skills interact with literacy knowledge and continue to play a vital role in subsequent reading achievement. The study included 533 Head Start preschool-aged children (M=4 years 9 months) in 2 locations and examined receptive vocabulary, phonological awareness, and print knowledge. Partial correlational and regression analyses found results consistent with the CLA approach and evidence of a core deficit in phonological sensitivity, interpreted in a manner consistent with the CLA perspective.
Dickinson, D. K., & Neuman, S. B. (2006). *Handbook of early literacy research: Volume 2.* New York, NY: Guilford Press.	Current research increasingly highlights the role of early literacy in young children's development--and informs practices and policies that promote success among diverse learners. This handbook presents cutting-edge knowledge on all aspects of literacy learning in the early years. Volume 2 provides additional perspectives on important topics covered in Volume 1 and addresses critical new topics: the transition to school, the teacher-child relationship, sociodramatic play, vocabulary development, neuroimaging work, Vygotskian theory, findings from international studies, and more. This book serves as a text in advanced undergraduate and graduate-level courses and can be used by students and researchers in reading, early childhood education, child development, educational psychology, linguistics, and social policy; reading specialists, staff developers, and classroom teachers; policymakers focusing on literacy and early intervention. This book divides into seven parts and 30 chapters. Part I, Cognitive and Linguistic Building Blocks of Early Literacy Development, contains: (1) A Window of Opportunity We Must Open to All: The Case for Preschool with High-Quality Support for Language and Literacy (David K. Dickinson, Allyssa McCabe, and Marilyn J. Essex); (2) The

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Knowledge Gap: Implications for Early Education (Susan B. Neuman); (3) Vocabulary Development and Instruction: A Prerequisite for School Learning (Andrew Biemiller); (4) Literacy Development: Insights from Research on Skilled Reading (Jane Ashby and Keith Rayner); and (5) Neurobiological Investigations of Skilled and Impaired Reading (Kenneth R. Pugh, Rebecca Sandak, Stephen J. Frost, Dina Moore, and W. Einar Mencl). Part II, Phonemic Awareness and Letter Knowledge, contains: (6) Conceptualizing Phonological Processing Skills in Prereaders (Christopher J. Lonigan); (7) The Development of Phonological Sensitivity (Stephen R. Burgess); (8) Phonemic Awareness and Reading: Beyond the Growth of Initial Reading Accuracy (Beth M. Phillips and Joseph K. Torgesen); and (9) The Roots of Learning to Read and Write: Acquisition of Letters and Phonemic Awareness (Linnea C. Ehri and Theresa Roberts). Part III, Families and Relationships: Socioemotional and Linguistic Supports, contains: (10) The Influence of Parenting on Emerging Literacy Skills (Susan H. Landry and Karen E. Smith); (11) Teacher-Child Relationships in Early Literacy (Robert C. Pianta); (12) Environmental Supports for Language Acquisition (Erika Hoff); and (13) The Misunderstood Giant: On the Predictive Role of Early Vocabulary to Future Reading (Monique Senechal, Gene Ouellette, and Donna Rodney). Part IV, Cultural and Linguistic Diversity, contains: (14) Effective Interventions for English Language Learners (Spanish/English) at Risk for Reading Difficulties (Sharon R. Vaughn, Sylvia Linan-Thompson, Sharolyn Pollard-Durodola, Patricia G. Mathes, and Elsa Cardenas-Hagan); (15) Recent Research on the Language and Literacy Skills of African American Students in the Early Years (Holly K. Craig and Julie A. Washington); (16) Cultural Diversity in Early Literacy: Findings in Dutch Studies (Paul P. M. Leseman and Cathy van Tuijl); and (17) Considering Culture in Research-Based Interventions to Support Early Literacy (Stuart McNaughton). Part V, Supporting Literacy in Preschool Classrooms, contains: (18) Vygotskian Perspectives on Teaching and Learning Early Literacy (Elena Bodrova and Deborah J. Leong); (19) Preschool Classroom Environments and the Quantity and Quality of Children's Literacy and Language Behaviors (Dale C. Farran, Canan Aydogan, Shin Ji Kang, and Mark W. Lipsey); (20) The Relationships between Sociodramatic Play and Literacy Development (Lesley Mandel Morrow and Judith A. Schickedanz); (21) Encouraging Young Children's Language Interactions with Stories (Isabel L. Beck and Margaret G. McKeown); and (22) Early Literacy Policy and Pedagogy (Kathleen Roskos and Carol Vukelich). Part VI, Programmatic Interventions During the Preschool Years, contains: (23) Reading Ahead? Effective Interventions for Young Children's Early Literacy Development (Pia Rebello Britto, Allison S. Fuligni, and Jeanne Brooks-Gunn); (24) A Pediatric Approach to Early Literacy, Robert (Needlman, Perri Klass, and Barry Zuckerman); and (25) Emergent Literacy of Low Income Children in Head Start: Relationships with Child and Family Characteristics, Program Factors, and Classroom Quality (Nicholas Zill and Gary Resnick). Part VII, Toward Effective Primary Grade Instruction, contains: (26) The Transition to School (Frederick J. Morrison, Carol

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	McDonald Connor, and Heather Bachman); (27) Perspectives on the Difficulty of Beginning Reading Texts (Elfrieda H. Hiebert and Heidi Anne E. Mesmer); (28) The Impact of Early School Experiences on Initial Reading (Connie Juel); (29) Policy Decisions in Early Literacy Assessment (Terry Salinger); and (30) Early Education Interventions: Principles of Effective and Sustained Benefits from Targeted Early Education Programs (Sharon Landesman Ramey and Craig T. Ramey).
Engstrand, O., Williams, K., & Lacerda, F. (2003). Does babbling sound native? Listener responses to vocalizations produced by Swedish and American 12-and 18-month-olds. *Phonetica, 60(1)*, 19-46.	Previous studies of infants' babbling have reported contradictory results as to the extent and timing of discernible phonetic influences of the ambient language. In the present experiment, five experienced phoneticians were asked to listen for ambient language effects on vocalizations produced by American and Swedish 12- and 18-month-olds (with 8 children in each language and age group), and to motivate their decisions in terms of word or phonetic-cue perception. Group results indicated that listeners did not perceive effects of ambient language on pure babbles for either of the two age groups, whereas a clear effect appeared in both age groups given a more liberal definition of babbling. This is taken to suggest that results of ambient language listening tests may depend crucially on judgments of vocalizations' word status. As compared to the group trends, listener responses to individual children's vocalizations did not indicate that a majority of either 12- or 18-monthers were sufficiently native-sounding to be reliably identified on the basis of ambient language. A closer analysis of listeners' use of phonetic cues indicated that one single phonetic property, the grave tonal word accent, was discerned by most listeners in vocalizations produced by the Swedish 18-monthers; this property was also discerned by one listener in vocalizations produced by Swedish 12-monthers. This result is consistent with the generally held belief in the primacy of tonal features in phonetic acquisition, and with experimental evidence indicating that Swedish mothers tend to enhance word accent contours in baby talk. In the final section of the paper, the results are discussed with a view to reconcile competing theories of babbling development, notably the 'babbling drift' and the 'independence' hypotheses.
Espinosa, L. M. (2005). Curriculum and assessment considerations for young children from culturally, linguistically, and economically diverse backgrounds. *Psychology in the Schools, 42(8)*, 837-853.	Early childhood educators and school personnel increasingly will be working with children and families from diverse economic, ethnic, cultural, and linguistic backgrounds. While the student population is rapidly becoming diverse, the teaching force remains predominantly White and from middle-class backgrounds (Whitebook, 2003). This growing cultural and linguistic discrepancy between the children enrolled and the teachers who teach them underscores the need for all educators to develop the skills, knowledge, and, most importantly, the attitudes to effectively teach in multicultural and multilingual settings. Children from different cultures and low-income households who enter school programs speaking little or no English are highly vulnerable to chronic academic underachievement and eventual school failure. Recent research has revealed dramatic differences in young children's achievement in mathematics and literacy by race, ethnicity, and socioeconomic status (SES) at school entry (V. Lee & D. Burkam, 2002). This article reviews the relevant research on effective teaching and assessment

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	practices for young children from diverse backgrounds and offers recommendations for school personnel.
Espinosa, L. M. (2007). English language learners as they enter school. In R. C. Planta, M. J. Cox, & K. L. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (pp.175-195). Baltimore, MD: Brookes.	(from the chapter) It is important for the early childhood profession in the US to have a clear understanding of the developmental characteristics of young English-language learners (ELLs)--children whose home language is not English--and of how children successfully learn a second language so that educators can design and provide high-quality learning environments for children who are in the process of acquiring English as their second language. This chapter provides an overview of the developmental profiles of ELLs at kindergarten entry, their unique cultural and linguistic strengths and learning concerns, and examples of promising programs and instructional approaches that have been linked to positive long-term educational outcomes. Finally, educational policies are suggested at the classroom, local, and state levels to support the research findings reported. Topics include: who and where are young Latinos, ELLs and kindergarten transition, social-emotional development and resiliency, social-emotional development and bilingualism, how do children learn a second language, preschool and ELLs, and promising models and instructional approaches for preschool ELLs (family literacy programs and preschool programs).
Farver, J. M., Nakamoto, J., & Lonigan, C. J. (2007). Assessing preschoolers' emergent literacy skills in English and Spanish with the Get Ready to Read! screening tool. *Annals of Dyslexia, 57(2)*, 161-178.	This study investigated the ability of the English and Spanish versions of the Get Ready to Read! Screener (E-GRTR and S-GRTR) administered at the beginning of the preschool year to predict the oral language and phonological and print processing skills of Spanish-speaking English-language learners (ELLs) and English-only speaking children (EO) at the end of the year. The results revealed that the E-GRTR predicted the EO and ELL children's English emergent literacy skills and the ELL children's Spanish emergent literacy skills, and the S-GRTR predicted the ELL children's English and Spanish emergent literacy skills. For both groups, the E-GRTR and the S-GRTR were better at predicting children's print knowledge in English and Spanish compared to the other emergent literacy measures. The findings suggest that both screeners can be used effectively to assess preschool children's emergent literacy skills.
Fitts, M. (2008). Early literacy development of English language learning Head Start students. *Dissertation Abstracts International Section A: Humanities and Social Sciences, 68(8-A),* 3277.	The purpose of this study is to gain a more comprehensive understanding of the course of literacy development of Hispanic English Language Learning (ELL) preschool students in an effort to identify means of supporting their successful literacy development. 25 native English-speaking and 21 native Spanish-speaking ELL Head Start students' language and early literacy skills were assessed to address two research questions. The first question examined the relevance of Cummin's (1979) linguistic interdependence model for low-income urban Hispanic ELL children. The linguistic interdependence model proposes that literacy skills transfer across languages. The results of linear multiple regression analyses suggested that both age and Spanish language vocabulary skills, but not English language vocabulary skills, accounted for a significant proportion of the variance in ELL

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	participants' English language early literacy skills. The results of the analyses provide evidence in support of the linguistic interdependence model. The purpose of the second question was to gain a better understanding of the early literacy skill acquisition of ELL preschool children in comparison with their native English-speaking peers. A multivariate analysis of covariance provided evidence of a significant language status effect of native English-speaking versus ELL participants' performance on language and early literacy tasks.
Fletcher, P., Chan, C. W. Y., Wong, P. T. T., Stokes, S., Tardif, T., Leung, S. C. S. (2004). The interface between phonetic and lexical abilities in early Cantonese language development. *Clinical Linguistics & Phonetics, 18(6-8),* 535-545.	Data from the Cantonese Communicative Development Inventory (CCDI) is used to review the phonological preferences of younger (16-22 months) and older (23-30 month) groups of children in the lexical items they are reported to be able to say. Analogous results to those found for English emerge from the Cantonese data: the younger group display selectivity in the initial consonants of words they say, and their preferences accord with developmental tendencies in Cantonese phonology. From children whose scores fell below the tenth percentile of the CCDI, a subset were followed up 1 year later and their linguistic progress evaluated. Only a proportion of these children were below still below the tenth percentile for vocabulary at follow-up. Their lexical immaturities were accompanied by limited phonetic abilities. The implications of the findings are discussed.
Girolametto, L., Bonifacio, S., Visini, C., Weitzman, E., Zocconi, E., & Pearce, P.S. (2003). International Early Childhood Resources from Educational Research Abstracts (ERA) Mother-child interactions in Canada and Italy: linguistic responsiveness to late-talking toddlers. *International Journal of Early Years Education, 11(3)*, 255-260.	The aim was to examine cross-cultural variation in linguistic responsiveness to young children in 10 English-speaking mother-child dyads and 10 Italian-speaking mother- child dyads. All 20 children were late talkers who possessed delays in expressive vocabulary development but age-appropriate cognitive and receptive language skills. Dyads were filmed in 15 minute free play contexts, which were transcribed and coded for measures of maternal linguistic input (e.g. rate, MLU, labels, expansions) and child language productivity (e.g. utterances, different words used). The results revealed that the Italian mothers used more utterances, spoke more quickly and used a more diverse vocabulary than the Canadian mothers. The Italian children mirrored their mothers and also used more utterances and a more diverse vocabulary than the Canadian children. Mothers in both groups used similar percentages of responsive labels and expansions. However, Italian mothers responded to fewer of their children's vocalizations, using a smaller percentage of imitations and interpretations than the Canadian mothers. Correlations between maternal input and children's language productivity revealed that contingent language measures (e.g. imitations, interpretations, expansions) were related to high levels of productivity in children in both cultural groups. The results support the use of language interventions based on increasing maternal responsiveness for these children at the one-word stage of language development. They also point to differences that may be culturally based. For example, Italian mothers use faster rates of interaction and appear to have higher expectations for their children's verbal participation in interaction. This is reflected in higher rates of language production from their children, even though children in both cultural groups have similar vocabulary sizes.

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Hammer, C.S., Miccio, A.W., & Wagstaff, D.A. (2003). Home literacy experiences and their relationship to bilingual preschoolers' developing English literacy abilities: An initial investigation. *Language, Speech, and Hearing Services in Schools, 34*(1), 20-33.	Investigated the relationship between home literacy experiences and bilingual preschoolers' (mean age 3 yrs., 8 mo) early literacy outcomes. 43 Puerto Rican mother-child dyads recruited form Head Start programs were grouped according to whether the children had learned Spanish and English from birth (simultaneously) or Spanish from birth and English in Head Start (sequentially). Mothers of simultaneous and sequential learners were compared on the value they placed on literacy, press for achievement, the number of reading materials that were available in the home, and how often they read to their child. The children were compared on their scores on the Test of Early Reading Ability-2 which was given during the first and second years of their Head Start program. Mothers of simultaneous and sequential learners differed with regard to mothers' press for achievement. No differences were found between the 3 groups with respect to the other measures. When the early literacy abilities of the 2 groups of children were assessed, all learners had comparable mean emergent reading scores. The mean literacy scores of the entire group of children were significantly lower at Year 2 as compared to Year 1.
Hojen, A., & Flege, J. E. (2006). Early learners' discrimination of second-language vowels. *Journal of the Acoustical Society of America, 119(5)*, 3072-3084.	It is uncertain from previous research to what extent the perceptual system retains plasticity after attunement to the native language (L1) sound system. This study evaluated second-language (L2) vowel discrimination by individuals who began learning the L2 as children ("early learners"). Experiment 1 identified procedures that lowered discrimination scores for foreign vowel contrasts in an AXB test (with three physically different stimuli per trial, where "X" was drawn from the same vowel category as "A" or "B"). Experiment 2 examined the AXB discrimination of English vowels by native Spanish early learners and monolingual speakers of Spanish and English (20 per group) at interstimulus intervals (ISIs) of 1000 and 0 ms. The Spanish monolinguals obtained near-chance scores for three difficult vowel contrasts, presumably because they did not perceive the vowels as distinct phonemes and because the experimental design hindered low-level encoding strategies. Like the English monolinguals, the early learners obtained high scores, indicating they had shown considerable perceptual learning. However, statistically significant differences between early learners and English monolinguals for two of three difficult contrasts at the 0-ms ISI suggested that their underlying perceptual systems were not identical. Implications for claims regarding perceptual plasticity following L1 attunement are discussed.
Hu, C. F. (2003). Phonological memory, phonological awareness, and foreign language word learning. *Language Learning, 53(3)*, 429-462.	The role of phonological memory and phonological awareness in foreign language (FL) word learning was examined. Measures of phonological memory and phonological awareness were administered to 58 Chinese-speaking 4-year-olds 4 times (T1 to T4) across 2 years. FL (English) word learning was assessed at T3, and children's ability to relearn the words was assessed at T4. Phonological memory was related to FL word learning at T3, whereas phonological awareness was not. However, phonological awareness emerged as: a significant predictor at T4, even after allowing for FL word

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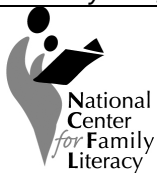
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	learning at T3 and phonological memory. The results suggest that phonological memory and phonological awareness may support FL word learning, but phonological awareness may play a specific role when the words are relearned.
Inkelas, S., & Rose, Y. (2007). Positional neutralization: A case study from child language. *Language, 83(4)*, 707-736.	A new longitudinal diary study of a child (E) learning American English reveals two patterns of segmental neutralization: velar fronting, in which /k/ and /g/ are realized as [t] and [d], and lateral gliding, in which /l/ is realized as [j]. Both phenomena are restricted to prosodically strong positions, affecting only consonants in word-initial position or in the onsets of stressed syllables. An explanation for positional velar fronting that combines phonetic and grammatical considerations is proposed to account for the occurrence of the effect in children but not adults: the greater gestural magnitude of prosodically strong onsets in English interacts with the anatomy of the young child's vocal tract to produce coronalization of prosodically strong velars. E extended the resulting pattern to lateral gliding, which developed later and has similar grammatical conditioning but less direct phonetic motivation.
Kabak, B., & Idsardi, W. J. (2007). Perceptual distortions in the adaptation of English consonant clusters: Syllable structure or consonantal contact constraints? *Language and Speech, 50*, 23-52.	We present the results from an experiment that tests the perception of English consonantal sequences by Korean speakers and we confirm that perceptual epenthesis in a second language (L2) arises from syllable structure restrictions of the first language (L1), rather than linear co-occurrence restrictions. Our study replicates and extends Dupoux, Kakehi, Hirose, Pallier, & Mehler's (1999) results that suggested that listeners perceive epenthetic vowels within consonantal sequences that violate the phonotactics of their L1. Korean employs at least two kinds of phonotactic restrictions: (i) syllable structure restrictions that prohibit the occurrence of certain consonants in coda position (e.g., *[c.], *[g.]), while allowing others (e.g., [k.], [1.]), and (ii) consonantal contact restrictions that ban the co-occurrence of certain heterosyllabic consonants (e.g., *[k.m]; *[l.n]) due to various phonological processes that repair such sequences on the surface (i.e., /k.m/ -> [n.m]; /l.n/ -> [1.1]). The results suggest that Korean syllable structure restrictions, rather than consonantal contact restrictions, result in the perception of epenthetic vowels. Furthermore, the frequency of co-occurrence fails to explain the epenthesis effects in the percept of consonant clusters employed in the present study. We address questions regarding the interaction between speech perception and phonology and test the validity of Steriade's (2001 a,b) Perceptual-Mapping (P-Map) hypothesis for the Korean sonorant assimilation processes. Our results indicate that Steriade's hypothesis makes incorrect predictions about Korean phonology and that speech perception is not isomorphic to speech production.
Kalia, V. (2007). Assessing the role of book reading practices in Indian bilingual children's English language and literacy development. *Early Childhood Education Journal, 35(2)*, 149-153.	The goal of this study was to examine the role of Indian bilingual parents' book reading practices on the development of the children's oral language, narrative and literacy skills in English, their second language. About 24 bilingual children from two preschools in Bangalore, India were tested in schools in English on receptive vocabulary, complex syntax, narrative expression, phonological awareness, and concepts about print. The findings suggest that exposure to book reading in English is associated with

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	bilingual children's oral language, narrative and literacy development in their second language.
Kenner, C. (2003). Biliteracy benefits. *Literacy Today, 37*, 21-21.	Highlights the Signs of Difference research project which focused on biliteracy. Benefits of multi-language literacy experiences on young children; Problems associated with developing the literacy of children from bilingual homes.
Kenner, C., Kress, G., Al-khatib, H., Kam, R., & Tsai, K. (2004).. Finding the keys to biliteracy: How young children interpret different writing systems. *Language & Education, 18(2),* 124-144.	This paper discusses ways in which young bilingual children understand the principles underlying different writing systems. Six case studies were conducted, involving six-year-olds growing up in London who were learning to write in Chinese, Arabic or Spanish at the same time as English. The children's formal and informal literacy inter- actions were observed at home, community language school and primary school. Peer teaching sessions were also set up so that children could demonstrate their ideas about Chinese, Arabic or Spanish to primary school classmates. Findings show that these young emergent biliterates were able to grasp concepts from different systems, by producing their own interpretations of the input provided by teachers and family. A discussion follows as to whether such understandings were heightened by dealing with more than one writing system, and whether the research points to a more general propensity amongst young children to look for the principles involved in graphic representation. Finally, the paper argues that mainstream educators need to recognise the cognitive gains for minority-language children who are becoming biliterate and offer support for this important area of learning.
Klinger, J. K., Artiles, A. J., & Barletta, L. W. (2006). English language learners who struggle with reading: Language acquisition or LD? *Journal of Learning Disabilites, 39(2),* 108-128.	We review empirical research on English language learners (ELLs) who struggle with reading and who may have learning disabilities (LD). We sought to determine research indicators that can help us better differentiate between ELLs who struggle to acquire literacy because of their limited proficiency in English and ELLs who have actual LD. We conclude that more research is warranted to further elucidate the strengths and learning needs of subgroups of underachieving ELLs, to help us determine who should qualify for special education, and to clarify why some ELLs who do not have LD still struggle with language and literacy acquisition. Future research should account for the complexities involved in becoming literate in another language and focus more on cultural and contextual factors that affect student achievement.
Lesaux, N. K., Rupp, A. A., & Siegel, L. S. (2007). Growth in reading skills of children from diverse linguistic backgrounds: Findings from a 5-year longitudinal study. *Journal of Educational Psychology, 99(4)*, 821-834.	This article reports on the results of a longitudinal investigation of the reading development of a sample of 824 children (406 girls, 418 boys). The sample included 689 native English-speaking (L1) children and 135 English-language learners (ELLs) representing 33 different native languages. In kindergarten and 4th grade, children's word reading, spelling, phonological processing, syntactic awareness, and working memory skills were assessed with standardized and experimental measures. In addition, word reading was assessed from kindergarten through 4th grade, and reading comprehension in 4th grade. Comparisons of reading skills between the ELLs and the L1 speakers demonstrated that despite slightly lower performance of the ELLs on several kindergarten tasks, differences at 4th grade were

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	negligible. Fourth-grade word reading was predicted by the same kindergarten tasks for both language groups, and prediction of reading comprehension differed by only 1 task. Finally, the trajectory of word reading was nonlinear for both groups, although predictors of this trajectory differed between groups. The findings suggest that early identification models established through research with L1 speakers are appropriate for identifying ELLs at risk for reading difficulties.
Lew-Williams, C., & Fernald, A. (2007). Research report: Young children learning Spanish make rapid use of grammatical gender in spoken word recognition. *Psychological Science, 18(3)*, 193-198.	All nouns in Spanish have grammatical gender, with obligatory gender marking on preceding articles (e.g., *la* and *el*, the feminine and masculine forms of "the," respectively). Adult native speakers of languages with grammatical gender exploit this cue in on-line sentence interpretation. In a study investigating the early development of this ability, Spanish-learning children (34–42 months) were tested in an eye-tracking procedure. Presented with pairs of pictures with names of either the same grammatical gender (*la pelota*, "ball [feminine]"; *la galleta*, "cookie [feminine]") or different grammatical gender (*la pelota*; *el zapato*, "shoe [masculine]"), they heard sentences referring to one picture (*Encuentra la pelota*, "Find the ball"). The children were faster to orient to the referent on different-gender trials, when the article was potentially informative, than on same-gender trials, when it was not, and this ability was correlated with productive measures of lexical and grammatical competence. Spanish-learning children who can speak only 500 words already use gender-marked articles in establishing reference, a processing advantage characteristic of native Spanish-speaking adults.
Lim, Y. S., & Cole, K. N. (2002). Facilitating first language development in young Korean children through parent training in picture book interactions. *Bilingual Research Journal, 26(2)*, 367-381.	Eleven native-Korean-speaking, Korean-American mothers of children aged 2-4 received 1 hour of training in specific language facilitation techniques around picture-book interactions. A control group received instruction in general emergent literacy development and first language acquisition. Four weeks later, treatment-group children showed significantly increased language production and vocabulary, compared to controls.
Lopez, L. M., & Greenfield, D. B. (2004). The cross-language transfer of phonological skills of Hispanic Head Start children. *Bilingual Research Journal, 28(1),* 1-18.	This article determines the interlanguage relationships between oral language skills and phonological awareness abilities in 100 Spanish-speaking Head Start children learning English. Children's oral language abilities, measured using the pre-Language Assessment Scale 2000, along with their phonological awareness, measured using the Phonological Sensitivity Test, were assessed in both English and Spanish. A hierarchical multiple regression was conducted in which the unique variance of oral proficiency in each language and phonological awareness in Spanish indicated an effect on performance for phonological awareness tasks in English, with Spanish phonological awareness and English oral proficiency accounting for the most variance. Results suggest strengthening the language and metalinguistic skills of these children in their first language as a tool for later acquiring English literacy skills.
Lopez, M. G., & Tashakkori, A. (2003). *Effects of two-way bilingual education on the literacy*	The purpose of this study was to examine the short-term effects of a two-way bilingual education program on the literacy development of students in kindergarten and first grade. Two groups of children

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development of students in kindergarten and the first grade. Illinois, Annual Meeting of the American Educational Research Association. Chicago. 21-25 Apr. 2003.	were compared in terms of their academic achievement in English language arts. The groups included students with limited English proficiency (LEP) as well as students who were not LEP. One group was instructed in English approximately 70% of the time and in Spanish approximately 30% of the time in a two-way bilingual education (Extended Foreign Language (EFL)) program. The academic performance of these students was compared with that of a group of students who attended the same school but were enrolled in a regular program. Participants were 46 treatment group students in kindergarten, compared with 41 other kindergarten students, and 57 first graders, compared with 71 other first graders. Results indicate that after 1 year of the intervention, there were statistically significant differences between the two groups only in sight vocabulary (at kindergarten and grade 1) and in alphabet (kindergarten). In all other areas of language development, there were no statistically significant differences between the achievement scores of the two groups. Results show that students in the EFL program make adequate academic progress, confirming the usefulness of the two-way bilingual program in reducing the achievement gap between LEP students and others.
Lopez, M. G., & Tashakkori, A. (2003). *Utilizing two-way bilingual education for reducing the achievement lag of LEP students in primary grades: A longitudinal study.* Illinois, Annual Meeting of the American Educational Research Association. Chicago. 21-25 Apr. 2003.	This study investigated the effect of a bilingual education program on the achievement gap in language development between at-risk kindergarten students with minimal English proficiency and students who were proficient English speakers. Limited English Proficient (LEP) students were included in an Extended Foreign Language (EFL) program designed to develop and maintain students' language and literacy skills in two languages: English and Spanish. Participating students were identified as at-risk because they performed at significantly lower levels than students in the comparison group. Participants received instruction in English 70 percent of the time and Spanish 30 percent of the time. These students' academic performance was compared to that of a group of LEP and non-LEP students who attended the same school but did not participate in the EFL program. Progress was tracked for 2 years. Data from students' pretest-posttest scores indicated that at-risk students participating in the EFL program made adequate academic progress during the 2 years of the study. By the end of the second year, there were no statistically significant differences between the at-risk and the comparison groups in any of the seven indicators of verbal and academic development or in the standardized achievement test Scholastic Reading Inventory.
McBride-Chang, C., & Suk-Han, C. (2005). Predictors of beginning reading in Chinese and English: A 2-year longitudinal study of Chinese kindergartners. *Scientific Studies of Reading, 9(2)*, 117-144.	Ninety Chinese children were tested once at age 4 and again 22 months later on phonological-processing and other reading skills. Chinese phonological-processing skills alone modestly predicted Chinese character recognition, and English letter- name knowledge uniquely predicted reading of both Chinese and English 2 years later. Furthermore, concurrently measured phonological-processing skills in Chinese, but not English, accounted for unique variance in both English and Chinese word recognition. English invented spelling was strongly associated with reading in English only, and orthographic knowledge significantly accounted for unique variance in Chinese reading only. Results

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	suggest both universal and specific characteristics of the development of English word and Chinese character recognition among young native Chinese speakers learning to read English as a second language.
Melzi, G., & Caspe, M. (2005). Variations in maternal narrative styles during book reading interactions. *Narrative Inquiry, 15(1)*, 101-125.	The present study examined the narrative styles of Spanish-speaking Peruvian and English-speaking U.S. American, college-educated mothers as they shared a wordless book with their three-year old children. Results show two distinct book reading narrative styles: Storytellers, who act as the sole narrator of an engaging story with minimal child participation, and storybuilders, who co-construct the story with their young children. The two maternal styles are discussed in relation to possible differences in conceptions of oral narrative and of the roles narrator and audience play in the construction of a story. Results of the present study have implications for literacy intervention programs in culturally diverse populations.
Nazzi, T., Dilley, L. C., Jusczyk, A. M., Shattuck-Hufnagel, S., & Jusczyk, P. W. (2005). English-learning infants' segmentation of verbs from fluent speech. *Language and Speech, 48*, 279-298.	Two experiments sought to extend the demonstration of English-learning infants' abilities to segment nouns from fluent speech to a new lexical class: verbs. Moreover, we explored whether two factors previously shown to influence noun segmentation, stress pattern (strong-weak or weak-strong) and type of initial phoneme (consonant or vowel), also influence verb segmentation. Our results establish the early emergence of verb segmentation in English: by 13.5 months for strong-weak consonant- or vowel-initial verbs and for weak-strong consonant-initial verbs; and by 16.5 months for weak-strong verbs beginning with a vowel. This generalizes previous reports of early segmentation to a new lexical class, thereby providing additional evidence that segmentation is likely to contribute to lexical acquisition. The effects of stress pattern and onset type found are similar to those previously obtained for nouns, in that verbs with a weak-strong stress pattern and verbs beginning with a vowel appear to be at a disadvantage in segmentation. Finally, we present prosodic analyses that suggest a possible effect of prosodic boundary and pitch accent distribution on segmentation. These prosodic differences potentially explain a developmental lag in verb segmentation observed in the present study compared to earlier findings for noun segmentation.
Neuharth-Pritchett, S. (2007). Research into practice: Interventions for infants, toddlers and preschoolers. *Journal of Research in Childhood Education. 22(1),* 97-104.	This issue highlights six distinct studies. The first study examines the inclusion of literacy props and teacher mediation on the literacy behaviors of young children. The second explores the relationship of amount of talk, diversity of talk, and complexity of talk on the language acquisition of young preschool children who are learning a second language. The third investigates the processes regarding the referral, evaluation, and placement of preschool second language learners into special education programs. The fourth describes a community-based intervention to facilitate the school readiness of Latino children. The fifth provides data on a common observation tool and its relationship to classroom quality for infants and toddlers in inclusive and noninclusive classrooms. The sixth investigates the role of teacher behavior in social skills training programs for preschool children with and without disabilities.

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	This column briefly summarizes the content of the articles and suggests implications for the research as well as future research studies.
Nichols, W. Dee. ; Rupley, W. H., Rickelman, R. J., & Algozzine, B. (2004). Examining phonemic awareness and concepts of print patterns of kindergarten students. *Reading Research and Instruction: The Journal of the College Reading Association, 43(3)*, 56-81.	Necessary prerequisites for and at the same time powerful predictors of children's success in beginning reading are the development of phonemic awareness and concepts of print. Students who are learning to read need to be taught how to consciously attend to phonemes and to develop an understanding regarding concepts about print. This study was two-fold. First, we examined demographic characteristics that included gender, socioeconomics, preschool experience, and race to determine how these factors related to phonemic awareness and concepts of print development for kindergarten students. It was concluded that low SES children and Latino children were at greater risk of not developing phonemic awareness and concepts of print in kindergarten. Further data were collected and analyzed to examine low SES and Latino children's knowledge of phonemic awareness and concepts of print development. The study found that, along with maturation, a diagnostic approach that guides phonemic awareness instruction and concepts about print enhances kindergarten students' phonemic awareness and concepts of print development.
Pàez, M., Tabors, P. O., & Lopez, L. M. (2007). Dual language and literacy development of Spanish-speaking preschool children. *Journal of Applied Developmental Psychology, 28(2),* 85-102.	This article describes oral language and early literacy skills in Spanish and English for a sample of 319 bilingual children in Massachusetts and Maryland (ECS) and a comparison group of 144 monolingual Spanish-speaking children in Puerto Rico (PRC). Children were assessed as they entered and exited pre-kindergarten programs. Data collection included four subtests of the Woodcock Language Proficiency Battery and a researcher-developed phonological awareness task. Results show that, on average, children in the ECS sample performed below average in both English and Spanish when compared to monolingual norms and, despite some early literacy and oral language gains during their pre-kindergarten year, continue to lag behind monolingual children of the same age. Children in the ECS sample performed better in the early literacy tasks than in the oral language tasks in both English and Spanish. On average, the PRC sample scored significantly better than the ECS sample in Spanish oral language skills, but lower in phonological awareness skills. Educational implications and directions for future research are discussed.
Papafragou, A., Li, P., Choi, Y., & Han, C. H. (2007). Evidentiality in language and cognition. *Cognition, 103(2)*, 253-299.	What is the relation between language and thought? Specifically, how do linguistic and conceptual representations make contact during language learning? This paper addresses these questions by investigating the acquisition of evidentiality (the linguistic encoding of information source) and its relation to children's evidential reasoning. Previous studies have hypothesized that the acquisition of evidentiality is complicated by the subtleness and abstractness of the underlying concepts; other studies have suggested that learning a language which systematically (e.g. grammatically) marks evidential categories might serve as a pacesetter for early reasoning about sources of information. We conducted experimental studies with children learning Korean (a language with evidential morphology)

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	and English (a language without grammaticalized evidentiality) in order to test these hypotheses. Our experiments compared 3- and 4-year-old Korean children's knowledge of the semantics and discourse functions of evidential morphemes to their (non-linguistic) Ability to recognize and report different types of evidential sources. They also compared Korean children's source monitoring abilities to the source monitoring abilities of English-speaking children of the same age. We found that Korean-speaking children have considerable success in producing evidential morphology but their comprehension of such morphology is very fragile. Nevertheless, young Korean speakers are able to reason successfully about sources of information in non-linguistic tasks; furthermore, their performance in these tasks is similar to that of English-speaking peers. These results support the conclusion that the acquisition of evidential expressions poses considerable problems for learners; however, these problems are not (necessarily) conceptual in nature. Our data also suggest that, contrary to relativistic expectations, children's ability to reason about sources of information proceeds along similar lines in diverse language-learning populations and is not tied to the acquisition of the linguistic markers of evidentiality in the exposure language. We discuss implications of our findings for the relationship between linguistic and conceptual representations during development.
Qureshi, S. I. (2005). Bilingualism and cognition: A review of a metalinguistic task of phonological awareness in bilingual children. *Online Submission*.	Certain aspects of meta-linguistic awareness are known to be essential for bilingual children's literacy acquisition. Phonological awareness is one of these skills. Beginning with a discussion of a pivotal developmental research model of control & analysis of cognitive skills in bilinguals, this *review* will discuss several studies that explored phonological awareness in bilinguals who knew different languages. Presented herein also are the author's own observations about what needs to be studied further in the field of cognitive development and bilingualism, which can add to the existing knowledge base about a specific metalinguistic skill for language acquisition: phonological awareness. Implications of bilingualism are also discussed in the context of bilingual advantage and its impact on bilingual literacy.
Reyes, I. (2006). Exploring connections between emergent biliteracy and bilingualism. *Journal of Early Childhood Literacy, 6(3)*, 267-292.	This article explores the ways in which young emergent bilingual children begin to develop literacy in two languages, Spanish and English. Three case studies of four-year-old Mexican-background children and their families living in southern Arizona are presented from a qualitative socio-psycholinguistic perspective. The children's home and classroom interactions were observed and analyzed for patterns of language and literacy in their two languages. The findings show that these emergent bilinguals learn and develop their own 'theories' and 'concepts' about language and literacy from an early age. The conversational participants and interlocutors were among the factors that directly influenced children's development of language and literacy in Spanish and English. In addition, context was another important factor that contributed positively to the development of their emergent bilingualism and biliteracy. Finally, I discuss the language-literacy strategies that these Mexican-background children

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	use as they try to make sense of their metalinguistic and biliteracy knowledge, while developing additional literacy tools and resources in both Spanish and English.
Roberts, T. A. (2005). Articulation accuracy and vocabulary size contributes to phonemic awareness and word reading in English language learners. *Journal of Educational Psychology, 97(4)*, 601-616.	Relationships among articulation, vocabulary, phonemic awareness, and word reading were examined in 45 children who spoke either Hmong or Spanish as their primary language. A theoretical perspective suggesting that English articulation and vocabulary would influence children's English phonemic awareness and English word reading was developed. Articulation influenced both kindergarten phonemic awareness and 1st-grade word reading. Letter-sound knowledge was also associated with kindergarten phonemic awareness, and 1st-grade phonemic awareness was related to 1st-grade word reading. The results are discussed in relationship to 2nd-language speech, articulation, and beginning reading.
Rolstad, K., Mahoney, K., & Glass, G. V. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy, 19(4)*, 572-594.	This article presents a meta-analysis of program effectiveness research on English language learners. The study includes a corpus of 17 studies conducted since Willig's earlier meta-analysis and uses Glass, McGaw, and Smith's strategy of including as many studies as possible in the analysis rather than excluding some on the basis of a priori "study quality" criteria. It is shown that bilingual education is consistently superior to all-English approaches, and that developmental bilingual education programs are superior to transitional bilingual education programs. The meta-analysis of studies controlling for English-language-learner status indicates a positive effect for bilingual education of .23 standard deviations, with outcome measures in the native language showing a positive effect of .86 standard deviations. It is concluded that bilingual education programs are effective in promoting academic achievement, and that sound educational policy should permit and even encourage the development and implementation of bilingual education programs.
Ryan, A. W. (2005). The effectiveness of the Manchester Even Start Program in improving literacy outcomes for preschool Latino students. *Journal of Research in Childhood Education, 20(1)*, 15-27.	Although widely implemented, the effectiveness of the Even Start program and other programs involving home-visiting and bilingual education in improving preschool literacy outcomes, particularly among Latino students, is uncertain. This study used a non-equivalent groups design to compare preschool literacy outcomes (measured by the PALS-PreK assessment) of 4-year-old Latino preschool students enrolled in the Manchester Even Start program to a comparison group consisting of low-income and ethnically diverse 4-year-old students enrolled in Manchester's Title I preschool program. The primary differences between the Even Start and Title I preschool programs were the presence of a bilingual teacher in the Even Start class and the participation of the Even Start students and their families in home visits, parent and child interactive literacy activities, and adult ESOL classes. Multiple regression analysis, controlling for pretest scores, indicated that 4-year-old students' participation in the Even Start program. (N=12) was associated with posttest scores that were 14.51 points higher (p<.05) than those of 4-year-old Title I students (N=25). While the ability to generalize these findings is limited due to the non-randomized study design and the small sample size, the results provide evidence of the

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	short-term effectiveness of the Manchester Even Start program.
Spodek, B., & Saracho, O. N. (2006). *Handbook of research on the education of young children. 2nd ed*. Mahwah, NJ: Lawrence Erlbaum Associates.	This book is an essential reference on research in early childhood education not only in the United States but throughout the world. It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues. The field has changed significantly since the publication of the first edition of this "Handbook" in 1993, creating a need for an update. The "Handbook of Research on the Education of Young Children, Second Edition" is thus focused on research conducted over the past decade or so. The volume is organized into four parts: (1) Early Childhood Education and Child Development (New in this edition: Moral Development; The Development of Creativity); (2) Early Childhood Educational Curriculum (New in this edition: Movement or Dance Education; The Education of Linguistically and Culturally Diverse Children); (3) Foundations of Early Childhood Educational Policy (New in this edition: Childhood Poverty; The Education of Bilingual Children); and (4) Research and Evaluation Strategies for Early Childhood Education (New in this edition: Doing Historical Research in Early Childhood Education; Postmodern and Feminist Orientations). This book makes the expanding knowledge base related to early childhood education readily available and accessible. It is a valuable tool for all who work and study in the field. Following an introduction by B. Spodek and O. N. Saracho entitled, "A Researcher's Vade Mecum," this book presents the following chapters. Part I, Early Childhood Education and Child Development, includes: (1) Cognitive Development and the Education of Young Children (K. L. Seifert); (2) Young Children's Peer Relations and Social Competence (G. W. Ladd, S. L. Herald, and R. K. Andrews); (3) Children's Morality: Perspectives and Research (E. Johansson); (4) The Emotional Basis of Learning and Development in Early Childhood Education (S. A. Denham); (5) Motor Development in Young Children (D. L. Gallahue and J. C. Ozmun); and (6) The Development of Children's Creativity (M. A. Runco). Part II, Early Childhood Educational Curriculum, continues with: (7) Reconceptualizing Language Education in Early Childhood: Socio-Cultural Perspectives (J. Anderson, L. Moffatt, and J. Shapiro); (8) Emergent Literacy: Symbols at Work (S. E. Hill and S. Nichols); (9) The Literacy Education of Linguistically and Culturally Diverse Young Children: An Overview of Outcomes, Assessment, and Large-Scale Interventions (R. Rueda and D. B. Yaden, Jr.); (10) The Development of Young Children's Early Number and Operation Sense and Its Implications for Early Childhood Education (A. J. Baroody, M. L. Lai, and K. S. Mix); (11) Repositioning the Visual Arts in Early Childhood Education*:* A Decade of Reconsideration (C. M. Thompson); (12) The Dance of Learning (K. Bradley with M. Szegda); (13) The Musical Development and Education of Young Children (G. F. Welch); and (14) Pretend Play (R. D. Kavanaugh); and (15) Early Childhood Multicultural Education (P.G. Ramsey). Part III, Foundations of Early Childhood Educational Policy, contains: (16) Creating Play Environments for Early Childhood: Indoors and Out (J. A. Sutterby and J. Frost); (17) Childhood Poverty: Implications for School

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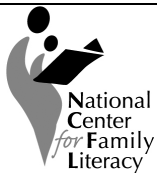|	
	Readiness and Early Childhood Education (R. M. Ryan, R. C. Fauth, and J. Brooks-Gunn); (18) Effective Preschool Programs for Children at Risk of School Failure: A Best-Evidence Synthesis (B. Chambers, A. C. K. Cheung, and R. E. Slavin); (19) Educational Policy in the United States Regarding Bilinguals in Early Childhood Education (A. M. Wiese and E. E. Garcia); (20) Child Care for Young Children (C. Howes and K. Sanders); (21) Family Context in Early Childhood: A Look at Practices and Beliefs That Promote Early Learning (B. H. Fiese, T. Eckert, and M. Spagnola); (22) Early Childhood Teachers' Beliefs and Attitudes about Inclusion: What Does the Research Tell Us? (M. M. Ostrosky, B. M. Laumann, and W. Y. Hsieh); and (23) Preschool Teachers' Professional Development (O. N. Saracho and B. Spodek). Part IV, Research and Evaluation Strategies for Early Childhood Education, presents: (24) Alternative Means of Assessing Children's Learning in Early Childhood Classrooms (D. F. Gullo); (25) Evaluating the Quality of Early Childhood Educational Settings (R. Lambert, M. Abbott-Shim, and A. Sibley); (26) Integration, Innovation, and Evaluation in School-Based Early Childhood Services (J. Pelletier and C. Corter); (27) Qualitative Research: Paradigms and Possibilities (J. A. Hatch and G. Barclay-McLaughlin); (28) Feminist Issues in Early Childhood Scholarship (C. D. Thornton and L. S. Goldstein); (29) Beyond Certainties: Postmodern Perspectives, Research, and the Education of Young Children (S. Grieshaber and S. Ryan); (30) Early Childhood Education Research in Cross-National Perspective (J. L. Roopnarine and A. Metindogan); and (31) Historical Research in Early Childhood Education (B. S. F. Hinitz).
Tabors, P. O., Paez, M., & Lopez, 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(1).*	Describes language and early literacy skills in Spanish and English for a sample of bilingual children in Massachusetts and Maryland and a comparative group of monolingual Spanish-speaking children in Puerto Rico. Children were 4-year-olds entering pre-kindergarten programs. Results are discussed.
Tagoilelagi-Leota, F., McNaughton, S., MacDonald, S., & Farry, S. (2005). Bilingual and biliteracy development over the transition to school. *International Journal of Bilingual Education & Bilingualism, 8(5),* 455-479.	This paper examines the bilingual and biliteracy development of a group of children from Samoan and Tongan families over the transition *to* mainstream English- medium schools in New Zealand. The children attended Pasifika Early Childhood Education Centres in Auckland, New Zealand, which provided full immersion programmes in their L1 (either Samoan or Tongan). Development in a home language (L1) and in English (L2) was plotted *over* the six months prior *to* going to school and *over* the first year at an English-medium school in a programme with known features for effective teaching of early reading and writing in English. Before going to school (at 5.0 years), the children were developing as incipient bilinguals. An incipient biliteracy paralleled their bilingual development, although there were large variations in profiles on entry to school. After one month at school, there were indicators of faster progress in English and a slowing down of progress in L1, which was dramatically confirmed by the

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	results at the end of the first year. The rapid growth of literacy and comprehension knowledge in English from 5.0 *to* 6.0 years reflected the effectiveness of the school programme. However, the resultant patterns suggested children were now 'at risk bilinguals'. The relationships between literacy in two languages weakened *over the* first year, suggesting the possible transfer effects from one set of literacy skills *to* another appeared *to* happen very quickly on entry to school.
Thordardottir, E. T., & Namazi, M. (2007). Specific language impairment in French-speaking children: Beyond grammatical morphology. *Journal of Speech Language and Hearing Research, 50(3)*, 698-715.	Studies on specific language impairment (SLI) in French have identified specific aspects of morphosyntax as particularly vulnerable. However, a cohesive picture of relative strengths and weaknesses characterizing SLI in French has not been established. In light of normative data showing low morphological error rates in the spontaneous language of French-speaking preschoolers, the relative prominence of such errors in SCI in young children was questioned. Method: Spontaneous language samples were collected from 12 French-speaking preschool-age children with SLI, as well as 12 children with normal language development matched on age and 12 children with normal language development matched on mean length of utterance. Language samples were analyzed for length of utterance; lexical diversity and composition; diversity of grammatical morphology and morphological errors, including verb finiteness; subject omission; and object clitics. Results: Children with SLI scored lower than age-matched children on all of these measures but similarly to the mean length of utterance-matched controls. Errors in grammatical morphology were very infrequent in all groups, with no significant group differences. Conclusion: The results indicate that the spontaneous language of French-speaking children with SLI in the preschool age range is characterized primarily by a generalized language impairment and that morphological deficits do not stand out as an area of particular vulnerability, in contrast with the pattern found in English for this age group.
Uccelli, P., & Pàez, M. 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.	Research has identified English oral language proficiency as being critical for bilingual students' literacy development. This study examines developmental patterns and associations among oral vocabulary and narrative skills in a longitudinal sample of 24 Spanish/English bilingual children from low socioeconomic backgrounds so as to further our understanding of the development of oral proficiency. Method: English and Spanish data were gathered using standardized vocabulary tests and narrative elicitation tasks provided to kindergartners and first graders. Narratives were coded for length using two measures of productivity and for quality at two levels: story score and language score. Descriptive, correlation, multivariate, and regression analyses were conducted. Results: Significant gains from kindergarten to first grade were found for all English oral language measures. Despite showing improvements in English vocabulary, the majority of children continued to score below the monolingual mean in first grade. For English narrative productivity, total number of different words (TDW) proved to be a sensitive developmental measure in contrast to total number of words (TNW). In Spanish,

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	significant gains were noted only for narrative story score. Kindergarten Spanish story scores predicted first-grade English narrative quality even when controlling for the effects of English vocabulary and English narrative productivity. First-grade Spanish narrative quality was best predicted by Spanish vocabulary. Implications: The need for early assessment and monitoring of expressive vocabulary and oral narrative skills, and the potential contributions of Spanish story organization skills to English narrative performance in bilingual children from low socioeconomic families, are highlighted.
Uchikoshi, Y. (2006). English vocabulary development in bilingual kindergarteners: What are the best predictors? *Bilingualism: Language and Cognition, 9(1)*, 33-49.	This study examines growth rates in vocabulary over an academic year for 150 Latino English language learners. In October, February, and June of kindergarten, participants completed standardized measures of receptive and expressive vocabulary. Before the second and third assessments, a third of the children watched Arthur three times a week during school hours, while another third viewed Between the Lions. The last third did not view either show during school hours. Data on children's preschool experiences and home literacy activities were collected. Growth modeling analyses show while there were no effects of classroom viewing, children who viewed Arthur and Between the Lions at home had steeper growth trajectories than those who had not. Additional effects of native language home use and preschool attendance were seen. Boys displayed better English vocabulary skills than girls. These findings suggest the importance of English exposure and native language maintenance for English L2 vocabulary development.
Uchikoshi, Y. (2005). Narrative development in bilingual kindergartners: Can Arthur help? *Developmental Psychology, 41(3),* 464-478.	This study examined the effects of the children's TV program Arthur on the development of narrative skills over an academic year for Spanish-speaking English-language learners. In October, February, and June of their kindergarten year, children were asked to tell a story, in English, prompted by 3 pictures. Before the 2nd and 3rd assessments, half of the 108 children were randomly assigned to view Arthur 3 times a week during school hours, and the other half, which formed the control group, viewed the children's program Between the Lions on the same schedule. Individual growth modeling analysis showed that children who viewed Arthur had steeper growth trajectories than those who viewed Between the Lions. Boys displayed better English *narrative* skills than girls but no difference in narrative growth rate. The results suggest that certain educational TV programs can assist in some aspects of the language *development* of *bilingual* children.
Vihman, M. M., Nakai, S., DePaolis, R. A., & Halle, P. (2004). The role of accentual pattern in early lexical representation. *Journal of Memory and Language, 50(3)*, 336-353.	The interaction between prosodic and segmental aspects of infant representations for speech was explored using the head-turn paradigm with untrained everyday familiar words and phrases as stimuli. At 11 months English-learning infants, like French infants (Halle & Boysson-Bardies, 1994), attended significantly longer to a list of familiar lexical items than to a phonetically comparable rare list, but 9-month-olds did not. Reversing the stress pattern of the familiar items failed to block word-form recognition in 11-month-olds, although a time-course analysis showed that it delayed the infant response. Changing the initial consonant of English words did block word recognition while change to

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	the second consonant did not. Time-course analyses of both the English and the original French data showed that altering the consonant of the unaccented syllable delays word-form recognition in both languages while change to the accented syllable has a stronger effect in English than in French.
Wagner, R. K., Muse, A. E., & Tannenbaum, K. R. (2007). *Vocabulary acquisition: Implications for reading comprehension.* New York, NY: Guilford Press.	Understanding a text requires more than the ability to read individual words: it depends greatly on vocabulary knowledge. This important book brings together leading literacy scholars to synthesize cutting-edge research on vocabulary development and its connections to reading comprehension. The volume also reviews an array of approaches to assessing vocabulary knowledge and helping diverse learners build their skills. Key topics include the relationship of vocabulary acquisition to phonological awareness and to morphological processing, the role of parents in supporting early language development, and considerations in teaching English language learners and children with reading disabilities. The book is divided into the following fourteen chapters: (1) Vocabulary Acquisition*:* A Primer (Caroline Phythian-Sence and Richard K. Wagner); (2) Vocabulary Development and the Development of Phonological Awareness Skills in Preschool Children (Christopher J. Lonigan); (3) Parents' Support of Children's Language Provides Support for Later Reading Competence (Susan H. Landry and Karen E. Smith); (4) Metalinguistic Awareness and the Vocabulary-Comprehension Connection (William Nagy); (5) Fostering Morphological Processing, Vocabulary Development, and Reading Comprehension (Joanne F. Carlisle); (6) Morphological Structure Awareness, Vocabulary*,* and Reading (Catherine McBride-Chang, Hua Shu, Jessica Yuen Wai Ng, Xiangzhi Meng, and Trevor Penney); (7) Large Problem Spaces: The Challenge of Vocabulary for English Language Learners (Catherine E. Snow and Young-Suk Kim); (8) Tapping the Linguistic Resources of Spanish-English Bilinguals: The Role of Cognates in Science (Marco A. Bravo, Elfrieda H. Hiebert, and P. David Pearson); (9) Implications of New Vocabulary Assessments for Minority Children (Jill de Villiers and Valerie Johnson); (10) Different Ways for Different Goals, but Keep Your Eye on the Higher Verbal Goals (Isabel L. Beck and Margaret G. McKeown); (11) Landmark Vocabulary Instructional Research and the Vocabulary Instructional Research That Makes Sense Now (Michael Pressley, Laurel Disney, and Kendra Anderson); (12) Working Memory: A System for Learning (Susan E. Gathercole); (13) An Individual-Differences Approach to the Study of Reading Comprehension (Christopher Schatschneider, Erin Renee Harrell, and Julie Buck); and (14) Promising Avenues for Better Understanding Implications of Vocabulary Development for Reading Comprehension (Richard K. Wagner, Andrea E. Muse, and Kendra R. Tannenbaum).
Wayland, R., Guion, S. G., Landfair, D., & Li, B. (2006). Native Thai speakers' acquisition of English word stress patterns. *Journal of Psycholinguistic Research, 35(3)*, 285-304.	It is uncertain from previous research to what extent the perceptual system retains plasticity after attunement to the native language (L1) sound system. This study evaluated second-language (L2) vowel discrimination by individuals who began learning the L2 as children ("early learners"). Experiment I identified procedures that lowered discrimination scores for foreign vowel contrasts in an

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	AXB test (with three physically different stimuli per trial, where "X" was drawn from the same vowel category as "A" or "B"). Experiment 2 examined the AXB discrimination of English vowels by native Spanish early learners and monolingual speakers of Spanish and English (20 per group) at interstimulus intervals (ISIs) of 1000 and 0 ms. The Spanish monolinguals obtained near-chance scores for three difficult vowel contrasts, presumably because they did not perceive the vowels as distinct phonemes and because the experimental design hindered low-level encoding strategies. Like the English monolinguals, the early learners obtained high scores, indicating they had shown considerable perceptual learning. However, statistically significant differences between early learners and English monolinguals for two of three difficult contrasts at the 0-ms ISI suggested that their underlying perceptual systems were not identical. Implications for claims regarding perceptual plasticity following L1 attunement are discussed.
Whalen, D. H., Levitt, A. G., & Goldstein, L. M. (2007). VOT in the babbling of French- and English-learning infants. *Journal of Phonetics, 35(3)*, 341-352.	Different languages use voice onset time (VOT) in different ways to signal the voicing contrast, for example, short lag/ long lag (English) vs. prevoiced/short lag (French). Also, VOT depends on place of articulation, with labial VOTs being shorter than velar and alveolar and, sometimes, alveolar being shorter than velar. Here we examine the VOT in babbled utterances of five French-learning and five English-learning infants at ages 9 and 12 months. There was little or no difference between the languages for duration of positive VOTs, which were usually in the "short-lag" range. The duration of prevoicing also did not differ between languages, but the proportion of prevoiced utterances did (French-learning infants: 44.2% prevoicing; English-learning: 14.3%). Labial, alveolar and velar stops differed in VOT, with alveolar longer than labial and velar longer than alveolar, suggesting a mechanical cause. The lack of long-lag VOT indicates that the English-learning infants have not mastered aspiration by 12 months. The different proportions of prevoicing, however, suggest that the French-learning infants attempt to imitate the prevoicing that is used frequently (and contrastively) in their native language environment. The results suggest that infants are sensitive to the voicing categories of the ambient language but that they may be able to control prevoicing more successfully than aspiration.
Winter, S. M., Zurcher, R., Hernandez, A., & Yin, Z. (2007). The early on school readiness project: A preliminary report. *Journal of Research in Childhood Education, 22(1)*, 55-69.	The Early ON School Readiness Project is an emerging community-based model aimed at promoting the school readiness of 3- to 5-year-old children in a metropolitan area with a predominantly Latino (Mexican-American) population. Using an ecological approach, the multi-component program seeks to enhance school readiness opportunities for children at various levels. Key program components aim to improve community awareness, parent education, professional development for child care teachers, quality of child care environments, and transition to school. The model evolved through a community partnership initiated by the local government, involving nonprofit agencies and a university partnership. Child care environmental quality was measured by administration of the Early Childhood Environment

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	Rating Scale-Revised Edition (ECERS-R; Harms, Clifford, & Cryer, 1998). To measure children's progress, the Developmental Indicators for the Assessment of Learning-Third Edition (DIAL-& Mardell-Czudnowski & Goldenberg, 1998) was administered in the fall and spring of two consecutive school years. A sample of children was screened to gain insight regarding the developmental status of children in the project compared to a matched sample of children not involved in the project. Preliminary findings show the progress of children in key developmental areas during the initial and second year of program implementation in selected child care centers. In the baseline year, standard scores of children at the comparison sites were unchanged from fall to spring in all of the developmental areas measured by the DIAL-3; scores at the intervention sites, however, were higher at a statistically significant level for two subtests and the composite score. During the second year, all subtest scores and the composite scores were higher at the intervention sites in the spring as compared to the fall. Although additional research is needed, preliminary results suggest the emerging model shows promise for increasing children's developmental skills and abilities associated with school readiness.

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1. **Alphabet Knowledge**
   alphabets
   letters
   alphabet
   letter identification
   letter recognition

2. **Language**
   child language
   distinctive features
   expressive language
   expressive vocabulary
   grammar
   intonation
   language
   language acquisition
   language development
   language fluency
   language impairments
   language learning
   language processing
   language skills
   language typology
   lexical development
   lexicology
   listening comprehension
   metalinguistics
   morphemes
   morphology
   oral language
   pragmatics
   psycholinguistics
   receptive language
   receptive vocabulary
   semantics
   semiotics
   sociolinguistics
   speaking
   speech
   speech communication
   speech skills
   syntax

verbal communication
verbal development
vocabulary
vocalization

3. **Concepts About Print**
    concepts about print
    concepts of print
    concept of word
    directionality
    conventions of print
    print awareness

4. **Environmental Print**
    environmental print
    environmental text

5. **Invented Spelling**
    invented spelling
    developmental spelling
    emergent spelling

6. **Listening Comprehension**
    listening comprehension
    aural learning
    listening comprehension tests
    verbal comprehension

7. **Writing/Name Writing**
    name writing
    writing name
    emergent writing
    writing skills
    writing
    early writing

8. **Phonological Awareness**
    phonological awareness
    phonemic
    phonemic awareness
    phonetic
    phonological processing
    phonological sensitivity

phonology
phoneme
phonological
rhyming
rhymes
blending
segmenting
sound categorization
sound isolation
sound awareness
sound identification
sound symbol correspondence
syllables
vowels
onset
rime

9. **Phonological Short-Term Memory**
   phonological short-term memory
   phonological memory
   memory for sentences
   digit span

10. **RAN (graphological and nongraphological)**
    rapid naming
    rapid automatized naming
    rapid naming digits
    rapid naming letters
    rapid naming objects
    rapid naming colors

11. **Verbal IQ**
    verbal intelligence
    verbal ability
    verbal IQ

12. **Visual Memory**
    visual memory
    visuospatial memory
    spatial memory

13. **Visual Perceptual**
    visual perceptual

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visual perception
word perception
form perception
binocular vision
eye fixation
stereoscopic vision
visual discrimination
visual tracking
visual spatial ability
visual spatial memory
visual coordination

14. Cognition

aptitude
attention
attention control
attention span
auditory perception
automatic processing
automaticity
cognition
cognitive ability
cognitive behavior
cognitive development
cognitive flexibility
cognitive functioning
cognitive load
cognitive models
cognitive process
cognitive processes
cognitive psychology
cognitive research
cognitive skills
cognitive strategies
cognitive structures
cognitive style
concept development
concept formation
conceptual change
conceptual tempo
encoding
information processing
intelligence

IQ
learning processes
long-term memory
memorization
memory
metacognition
perception
rapid naming
recall
recognition
retention
schema
schema theory
schemata
short-term memory
social cognition
visual perception

15. Motivation
affective domain
aspiration
attitude
curiosity
external motivation
fear of success
goal orientation
incentives
intention
interest
interests
internal motivation
learning motivation
motivation
motivation techniques
praise
reading attitudes
reading interests
reading motivation
rewards
satisfaction
self motivation
social desirability effects
success

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16. Schooling
   ancillary school services
   bilingual curriculum
   bilingual program
   childcare
   child caregivers
   classroom environment
   cooperative learning
   day care
   day care centers
   day care effects
   dual immersion
   dual immersion program
   dual language
   dual language program
   early childhood education
   early experience
   early identification
   early intervention
   Even Start
   family day care
   family literacy
   Head Start
   heritage language instruction
   home language arts
   home visiting
   home schooling
   immersion
   independent reading
   individualized reading
   instruction
   language arts
   language enhancement program
   language experience approach
   language immersion
   language immersion program
   language status
   maintenance bilingual program
   play-based
   prekindergarten classes
   prekindergarten teachers
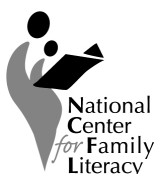   preschool
   preschool clinics

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preschool curriculum
preschool environment
preschool experience
preschool programs
preschool teachers
reading readiness
reciprocal teaching
school environment
special education
sustained silent reading
teaching
transitional bilingual program
two-way bilingual program

17. Home and Family
brothers
caregiver interaction
family
family (sociological unit)
family environment
family influence
family life
family literacy
family problems
family relationships
family support
fathers
grandparents
home experiences
home literacy environment
lower class parents
maternal education
middle class parents
mothers
parent and child interaction
parent aspiration
parent attitude
parent background
parent child relationship
parent education
parent influence
parent involvement
parent participation

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parent school relations
parental attitudes
parenthood education
parenting
parenting skills
parents
Parents as Teachers
siblings
sisters

18. Assessment
Assessment
authentic assessment
curriculum-based assessment
diagnostic assessment
educational assessment
evaluation
formal assessment
informal assessment
language assessment
language proficiency testing
measures
native language assessment
observational assessment
performance assessment
portfolio assessment
second language assessment
screening assessment
standardized assessment
testing in L1

19. Literacy
beginning reading
biliteracy
cloze procedure
composition
comprehension
consonants
content area reading
context clues
corrective reading
critical reading
decoding

early reading
fluency
functional reading
illiteracy
independent reading
intonation
L1-L2 transfer
literacy
miscue analysis
native language literacy
oral interpretation
oral reading
pleasure reading
prosody
reader response
reading ability
reading achievement
reading aloud
reading diagnosis
reading difficulties
reading failure
reading improvement
reading instruction
reading programs
reading rate
reading skills
reading strategies
recall
recreational reading
remedial reading
sight vocabulary
sight word reading
silent reading
spelling
story grammar
story reading
structural analysis
text comprehension
text structure
think aloud
vowels
word recognition
word study skills

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writing
writing ability
writing achievement
writing development
writing difficulties
writing improvement
writing instruction
writing processes
writing skills
writing strategies

20. Age
early childhood education
early experience
infant development
infants
kindergarten children
kindergarten students
preschool children
preschool students
toddlers
young children

21. Population
Alaska native
American Indian
balanced bilingualism
bilingual
bilingualism
bilingual students
Canadian
Chicano
Chicana
code mixing
code switching
coordinate bilingualism
Creole
Cuban
culturally diverse
Dominican
English as a second language
English for speakers of other languages
English language learner

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ELL Search Categories and Terms

first language
French Canadian
French Creole
Hawaiin
Heritage language
Hispanic
home language
L1
L2
language competence
language death
language dominance
language loss
language maintenance
language minority
language proficiency
language shift
language threshold
language transfer
Latina
Latino
limited English proficient
limited English speaking
linguistically diverse
Mexican American
monolingual
mother tongue
multilingual
multilingualism
Native American
native language
native speaker
non-native speaker
Pacific Islander
Puerto Rican
semilingualism
Spanish American
Spanish speaking
second language
second language learner
sequential bilingualism
successive bilingualism
target language

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third language effects

22. Research
analysis
applied research
basic research
case study
constructivism
constructs
correlation
correlational research
critical ethnography
critical research
dependent variable
descriptive research
document analysis
ethnography
evaluation research
experiment
experimental research
exploratory research
findings
grounded theory
hermeneutics
historical research
hypothesis
hypotheses
independent variable
inquiry
instrumentation
instruments
interpretive research
intervention
interviews
literature review
measures
meta-analysis
meta-ethnography
mixed methods
methodology
modeling
nonexperimental research
outcomes

English Language Learners (ELL) Federal Interagency Initiative
ELL Search Categories and Terms

participant observation
phenomenology
predictive research
policy research
protocols
qualitative research
quantitative research
quasi-experimental research
randomization
research
research review
results
sampling
single subject research
scientific inquiry
statistical analysis
study
survey research
surveys
thick description
true experiment
variables

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Searches (Link all terms in each category by OR)

1. *Alphabet Knowledge + Literacy + Age + Population + Research*
   Link category 1 AND category 19 AND category 20 AND category 21 AND
   category 22
2. *Language + Literacy + Age + Population + Research*
   Link category 2 AND category 19 AND category 20 AND category 21 AND
   category 22
3. *Concepts about Print + Literacy + Age + Population + Research*
   Link category 3 AND category 19 AND category 20 AND category 21 AND
   category 22
4. *Environmental Print + Literacy + Age + Population + Research*
   Link category 4 AND category 19 AND category 20 AND category 21 AND
   category 22
5. *Invented Spelling + Literacy + Age + Population + Research*
   Link category 5 AND category 19 AND category 20 AND category 21 AND
   category 22
6. *Listening Comprehension + Literacy + Age + Population + Research*
   Link category 6 AND category 19 AND category 20 AND category 21 AND
   category 22
7. *Writing/Name Writing + Literacy + Age + Population + Research*
   Link category 7 AND category 19 AND category 20 AND category 21 AND
   category 22
8. *Phonological Awareness + Literacy + Age +Population + Research*
   Link category 8 AND category 19 AND category 20 AND category 21 AND
   category 22
9. *Phonological Short Term Memory + Literacy + Age + Population + Research*
   Link category 9 AND category 19 AND category 20 AND category 21 AND
   category 22
10. *RAN + Literacy + Age + Population + Research*
    Link category 10 AND category 19 AND category 20 AND category 21 AND
    category 22
11. *Verbal IQ + Literacy + Age + Population + Research*
    Link category 11 AND category 19 AND category 20 AND category 21 AND
    category 22
12. *Visual Memory + Literacy + Age + Population + Research*
    Link category 12 AND category 19 AND category 20 AND category 21 AND
    category 22
13. *Visual Perceptual + Literacy + Age + Population + Research*
    Link category 13 AND category 19 AND category 20 AND category 21 AND 22
14. *Cognition + Literacy + Age + Population + Research*
    Link category 14 AND category 19 AND category 20 AND category 21 AND
    category 22
15. *Motivation + Literacy + Age + Population + Research*

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    Link category 15 AND category 19 AND category 20 AND category 21 AND category 22

16. *Schooling + Literacy + Age + Population + Research*
Link category 16 AND category 19 AND category 20 AND category 21 AND category 22

17. *Home and Family + Literacy + Age + Population + Research*
Link category 17 AND category 19 AND category 20 AND category 21 AND category 22

18. *Assessment + Literacy + Age + Population + Research*
Link category 18 AND category 19 AND category 20 AND category 21 AND category 22

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