Literacy Teaching and Research on Literacy

In press

Hoffman, J., Teale, W. H., & Paciga, K. (in press, 2014). The complexities of assessing vocabulary learning in early childhood. *The Journal of Early Childhood Literacy.*

2014

- Teale, W. H., Hoffman, J., & Paciga, K. (2014). What do children need to succeed in early literacy—And beyond? In K. Goodman, R. Calfee, & Y. Goodman (Eds.), Whose knowledge counts in government literacy policies? Why expertise matters (pp. 179-186). New York: Routledge.
- Yokota, J., & Teale, W. H. (2014). Picture books and the digital world: Making informed choices. *The Reading Teacher*, *34*(6), 577-585.

2013

- Chaudhri, A., & Teale, W. H. (2013). Stories of multiracial experiences in literature for children, ages 9-14. *Children's Literature in Education*.
- Paciga, K., Lisy, J., & Teale, W. H. (2013). Better start before kindergarten: Computer technology, interactive media and the education of preschoolers. *Asia-Pacific Journal of Research in Early Childhood Education*, 7(2), 85-104.
- Shanahan, T. (2013). Best practices in using reading to advance writing. In S. Graham, C. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (2nd ed., pp. 334-350). New York: Guilford Publications.
- Shanahan, T., & Lonigan, C.J. (Eds.). (2013). Literacy in preschool and kindergarten children: The National Early Literacy Panel and beyond. Baltimore: Brookes Publishing.
- Teale, W. H., Lyons, K., Gambrell, L., Zolt, N., Olien, R., & Leu, D. (2013). An online learning community as support for at-risk students' literacy growth: Findings, implications, and challenges. In A. Shamir & O. Korat (Eds.), *Technology as a support for literacy achievements for children at risk* (pp. 141-156). Dordecht, Netherlands: Springer.

- Paciga, K. A., Hoffman, J. L., & Teale, W. H. (2011). The National Early Literacy Panel Report and classroom instruction: Green lights, caution lights, and red lights. *Young Children*, 66(6), 50-57.
- Shanahan, T. (2011). Education policy and the language arts. In L. Morrow (Ed.), Handbook of research on the English language arts (3rd ed.). Urbana, IL: National Council of Teachers of English.
- Shanahan, T. (2011). Reading curricula for students beyond the primary grades. In T. Rasinski (Ed.), *Developing reading instruction that works*. Bloomington, IN: Solution Tree Press.

Yokota, J., & Teale, W. H. (2011). Materials in the school reading curriculum. In T. Rasinski (Ed.), *Rebuilding the foundation: Effective reading instruction for 21*st century literacy (pp. 66-87). Bloomington, IN: Solution Tree Press.

2010

- Shanahan, T. (2010). Review of Interdisciplinary approaches to literacy and development. *Comparative Education Review*, *54*(3), 454-456.
- Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through third grade: A practice guide (NCEE Publication No. 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Shanahan, T., & Lonigan, C.J. (2010). The National Early Literacy Panel: A summary of the process and the report. *Educational Researcher*.
- Teale, W. H., Hoffman, J. L., & Paciga, K. A. (2010). Where Is NELP leading preschool literacy instruction? Potential positives and pitfalls. *Educational Researcher*, *39*(4), 311-315.
- Teale, W. H., Paciga, K. A., & Hoffman, J. L. (2010). What it takes in early schooling to have adolescents who are skilled and eager readers and writers. In K. Hall, U. Goswami, C. Harrison, S. Ellis & J. Soler (Eds.), *Interdisciplinary perspectives on learning to read: Culture, cognition and pedagogy* (pp. 151-163). London: Routledge.

- Koss, M. D., & Teale, W. H. (2009). What's happening in YA literature? Trends in books for adolescents. *Journal of Adolescent and Adult Literacy*, *52*(7), 563-572.
- Paciga, K. A., Garrette Lisy, J., & Teale, W. H. (2009). Examining student engagement in preschool read-alouds. *Yearbook of the National Reading Conference, 58*, 330-347.
- Scott, J. L., & Teale, W. H. (2009). Effective literacy instruction for urban children: Voices from the classroom. *The Reading Teacher*, *63*(4), 338-341.
- Shanahan, T. (2009). Connecting reading and writing instruction for struggling readers. In G. Troia (Ed.), *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 113-131). New York: Guilford Press.
- Shanahan, T. (2009). Reading in the twenty-first century: The literacy our children need. In *What will tomorrow's schools teach*. Amherst, MA: Evaluation Systems, Pearson.
- Teale, W. H. (2009). Children learning English and their literacy instruction in urban schools. *The Reading Teacher*, *62*(8), 699-703.
- Teale, W. H., Hoffman, J., Paciga, K.A., Garrette, J., Richardson, S., & Berkel, C. (2009). Early literacy: Then and now. In Y. Goodman & J. Hoffman (Eds.), *Changing literacies for changing times* (pp. 76-97). New York: Routledge/ Lawrence Erlbaum.

- August, D., Beck, I. L., Calderón, M., Francis, D. J., Lesaux, N. K., Shanahan, T., Erickson, F., & Siegel, L. S. (2008). Instruction and professional development. In D. August, & T. Shanahan (Eds.), Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth (pp. 131-250). New York: Routledge.
- August, D., & Shanahan, T. (2008). Introduction and methodology. In D. August, & T. Shanahan (Eds.), *Developing reading and writing in second-language learners:*Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth (pp. 1-18). New York: Routledge.
- Lesaux, N. K., Geva, E., Koda, K., Siegel, L. S., & Shanahan, T. (2008). Development of literacy in second-language learners. In D. August, & T. Shanahan (Eds.), Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth (pp. 27-60). New York: Routledge.
- Lonigan, C. J., Shanahan, T., Cunningham, A. (2008). Impact of shared reading interventions on young children's early literacy skills. In *Developing early literacy:* Report of the National Early Literacy Panel (pp. 153-171). Washington, DC: National Institute for Literacy.
- National Early Literacy Panel. (2008). *Developing Early Literacy: Report of the National Early Literacy Panel.* Washington, DC: National Institute for Literacy.
- Sanny, R., & Teale, W. H. (2008), Using multimedia anchored instruction cases in literacy methods courses: Lessons learned from pre-service teachers. *Journal of Literacy and Technology, 9*(1), 2-35.
- Schatschneider, C., Westberg, L., & Shanahan, T. (2008). Methodology of the National Early Literacy Panel. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 1-53). Washington, DC: National Institute for Literacy.
- Shanahan, C., & Shanahan, T. (2008). Content area reading/learning: Flexibility in knowledge acquisition. In K. Cartwright (Ed.), Flexibility in literacy processes and instructional practice: Implications of developing representational ability for literacy teaching and learning. New York: Guilford Publications.
- Shanahan, T. (2008). Implications of RTI for the reading teacher. In D. Fuchs, L. S. Fuchs, & S. Vaughn (Eds.), *Response to Intervention: A framework for reading educators* (pp. 105-122). Newark, DE: International Reading Association.
- Shanahan, T. (2008). Literacy across the lifespan: What works? *Community Literacy Journal*, *3*(1), 3-20.
- Shanahan, T. (2008). Reading education through the eyes of a curmudgeon. *The California Reader*, *42*(1), 3-9.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Education Review*, *78*(1).
- Teale, W. H. (2008). What counts? Literacy assessment in urban schools. *The Reading Teacher*, 62, 358-361.
- Teale, W. H., Yokota, J., & Martinez, M. G. (2008). The book matters: Evaluating and selecting what to read aloud to young children. In A. DeBruin-Parecki (Ed.), *Effective early literacy practice: Here's how, here's why* (pp. 101-121). Baltimore, MD: Paul Brookes.

Yokota, J., Teale, W. H., & Quiroa, R. (2008). Literacy development for culturally diverse students. In S.B. Wepner, D.S. Strickland & J.T. Feeley (Eds.), *The administration and supervision of reading programs.* (4th ed.). (pp. 170-185). New York: Teachers College Press.

2007

- Dunst, C.J., Hamby, D.W., & Brookfield, J. (2007). Modeling the effects of early childhood intervention variables on parent and family well-being. *Journal of Applied Quantitative Methods* 2(3), 268-288.
- Glasswell, K., & Teale, W. H. (2007). Authentic assessment of authentic student work in urban classrooms. In J. R. Paratore & R. L. McCormack (Eds.), *Classroom literacy assessment: Making sense of what students know and do* (pp. 262-279). New York: Guilford.
- Teale, W. H., Paciga, K. A., & Hoffman, J. L. (2007). Beginning reading instruction in urban schools: The curriculum gap insures a continuing achievement gap. *The Reading Teacher*, 61, 344-348. (Reprinted in D. S. Strickland (Ed.), (2010). *Essential* readings on early literacy. Newark, DE: International Reading Association.)
- Teale, W. H., Zolt, N., Yokota, J., Glasswell, K., & Gambrell, L. (2007). Getting children In2Books: Engagement in authentic reading, writing, and thinking. *Phi Delta Kappan*. 88, 498-502.
- Teale, W. H., & Gambrell, L. B. (2007). Raising urban students' literacy achievement by engaging in authentic, challenging work. *The Reading Teacher, 60*, 728-739.

- August, D., & Shanahan, T. (2006). Synthesis: Instruction and professional development. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners* (pp. 351-364). Mahway, NJ: Lawrence Erlbaum Associates.
- August, D., & Shanahan, T. (2006). Introduction and methodology. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners* (pp. 1-42). Mahwav. NJ: Lawrence Erlbaum Associates.
- Lesaux, N.K., Koda, K., Siegel, L.S., & Shanahan, T. (2006). Development of literacy. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners* (pp. 75–122). Mahway, NJ: Lawrence Erlbaum Associates.
- Shanahan, T. (2006). Developing fluency in the context of effective literacy instruction. In T. Rasinski (Ed.), *Fluency Instruction* (pp. 21-38). Newark, DE: International Reading Association.
- Shanahan, T. (2006). The shift from polarization in reading: Relying on research rather than compromise. In K.A. Dougherty Stahl & M. McKenna (Eds.), *Reading research at work* (pp. 76–84). New York: Guilford Press.
- Shanahan, T. (2006). Teaching fluency in the context of effective literacy instruction. In T. Rasinski, C. Bachowicz, & K. Lems (Eds.), *Fluency theory, fluency research* (pp. 21–38). New York: Guilford Publications.

- Shanahan, T. (2006). Relations among oral language, reading, and writing development (pp. 171-186). In C. A. MacArthur, S. Graham, & J. Fitzgerald, *Handbook of* writing research. New York: Guilford.
- Shanahan, T. (2006). Where does writing fit in Reading First? In C. Cummins (Ed.), *Understanding and implementing Reading First initiatives (*pp. 106-115). Newark, DE: International Reading Association.
- Shanahan, T., & Beck, I.L. (2006). Effective literacy teaching for English-Language Learners. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners* (pp. 415-488). Mahway, NJ: Lawrence Erlbaum Associates.

2005

- Beach, R., Green, J., Kamil, M. L., & Shanahan, T. (Eds.) (2005). *Multidisciplinary perspectives on literacy research* (2nd ed.). Cresskill, NJ: Hampton Press.
- Shanahan, T. (2005). But does it really matter? Phi Delta Kappan, 86, 452.
- Shanahan, T. (2005). Gaining perspective through science: A history of research synthesis in reading. In T. Trabasso, J. Sabatini, D. Massaro, & R. C. Calfee, (Eds.), From orthography to pedagogy: Essays in honor of Richard L. Venezky (pp. 193-211). Mahwah, NJ: Erlbaum.
- Yokota, J., & Teale, W. H. (2005). Bringing the best of characters into the classroom: Primary grades. In N. Roser, M. Martinez, J. Yokota, & S. O'Neal (Eds.), *What a character! Character study as a guide to literary meaning making in grades K-8* (pp. 154-167). Newark, DE: International Reading Association.

- Keehn, S., Martinez, M. G., & Teale, W. H. (2004). Choosing fiction to support young children's literacy development. In J. Hoffman & D. Schallert (Eds.), *The texts in elementary classrooms* (pp. 85-112). Mahwah, NJ: Lawrence Erlbaum.
- Shanahan, T. (2004). Critiques of the National Reading Panel Report: Their implications for research, policy, and practice. In P. McCardle & Vinita Chhabra (Eds.), *The voice of evidence in reading research* (pp. 235-266). Baltimore: Paul H. Brookes Publishing.
- Shanahan, T. (2004). Improving reading achievement in secondary schools: Structures and reforms. In D. Strickland & S. Alvermann (Eds.), *Bridging the literacy achievement gap grades 4-12* (pp. 43-55). New York: Teachers College Press.
- Shanahan, T. (2004). Overcoming the dominance of communication: Writing to think and to learn. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 59-74). New York: Guilford.
- Shanahan, T., & Kamil, M. L. (2004). Multiple disciplinary perspectives and issues of research design. In R. Beach, J. Green, M. L. Kamil, & T. Shanahan (Eds.), *Multidisciplinary perspectives on literacy research* (2nd ed.) (pp. 1-4). Cresskill, NJ: Hampton Press.
- Strickland, D. S., & Shanahan, T. (2004). Laying the groundwork. *Educational Leadership*, 61, 74-77.