

CURRICULUM VITAE

Catherine Elizabeth Snow

Patricia Albjerg Graham Professor of Education, Harvard Graduate School of Education

Birthdate: 14 December 1945

Birthplace: Toledo, Ohio, U.S.A.

Address: Graduate School of Education

Harvard University

313 Larsen Hall

Cambridge, MA 02138

Telephone: 617- 495-3563

ORCID ID: 0000-0002-6292-1126

Education:

B.A. (1966) Oberlin College, Oberlin, Ohio

Highest honors in psychology, Phi Beta Kappa

Thesis: Effects of luminance and contrast on contour dependent color after-effects.

M.A. (1967) McGill University, Montreal, Quebec

Department of Psychology

Thesis: Conjunctive and disjunctive thinking in children.

Ph.D. (1971) McGill University, Montreal, Quebec

Department of Psychology

Thesis: Language acquisition and mothers' speech to children.

Honors:

Member, American Academy of Arts and Sciences

Member, National Academy of Education

Doctor, honoris causa, University of Nijmegen, 2006

Doctor, honoris causa, University of Oslo, 2008

Doctor, honoris causa, University of Toledo, 2010

Memberships:

AERA, SREE, SRCD, SSSR, LSA, EARLI

Professional experience:

Research assistant, Department of Endocrinology, Growth, and Reproduction, Erasmus University, Rotterdam, The Netherlands (1970-1971).
Wetenschappelijk medewerker (Dutch equivalent of assistant professor), Institute for General Linguistics, University of Amsterdam, Amsterdam, The Netherlands (1971-1976).
Visiting scientist, Unit for Research on the Medical Applications of Psychology, University of Cambridge, Cambridge, England (1975).
Hoofdmedewerker (Dutch equivalent of associate professor), Institute for General Linguistics, University of Amsterdam, Amsterdam, The Netherlands (1976-1978).
Visiting Associate Professor, Harvard Graduate School of Education, Cambridge, Massachusetts (1978-1980).
Lecturer, Department of Psychology and Social Relations, Harvard University, Cambridge, Massachusetts (1979-1980).
Associate Professor, Harvard Graduate School of Education, Cambridge, Massachusetts (1980-1986).
Fellow, Institute for Advanced Studies, Hebrew University, Jerusalem (1982-1983).
Visiting Scholar, Department of Psychology, New York University (1984).
Professor, Harvard Graduate School of Education (1987-present).
Academic Dean, Harvard Graduate School of Education (1990-1993).
Acting Dean, Harvard Graduate School of Education (1991-1992).
Profesora visitante, Departamento de Psicologia Evolutiva y de la Educacion, Universidad Autonoma de Madrid (1995)
Professor II (parttime, visiting), Faculty of Education, University of Oslo (2007-2020)
Distinguished Visiting Professor, University of Johannesburg (2017-2022)

Educational and Research Grants Held:

National Science Foundation graduate fellowship, 1966-1969.
Research grant number 30-17 from the Dutch Foundation for the Advancement of Pure Research (Z.W.O.) for studies on the critical period and second language acquisition, 1974-1976.
Research grant from Faculty of Letters, University of Amsterdam, for studies on cross-cultural aspects of mother-infant interaction, 1976-1977.
National Institute of Education grant, "The contribution of out-of-school experiences to the acquisition of literacy" (with Jeanne Chall), 1980-1982.
Spencer Foundation, "The social psychology of language: The language of nurturance and affection" (with Harry Levin), 1979-1981.
Milton Fund, "Studies in the acquisition of Spanish grammar" (with Lawrence Solan), 1980-1981.

Spencer Foundation, "The contribution of routines to the development of knowledge structure," 1981-1982. Renewed under title "The elaboration of knowledge structures beyond routine situations," 1982-1983.

Fellowship for 1982-1983 at the Institute for Advanced Studies, Hebrew University, Jerusalem.

Milton Fund, "Studies in the acquisition of Spanish morphology" (with Lawrence Solan), 1982-1983.

MacArthur Network on the Transition from Infancy to Childhood:

- New England Node grant, "Development of individual styles in communicative competence and preferences" (with N. Mueller, D. Wolf, M. Watson and S. Reznick), 1982-1984.
- New England Node grant, "Studies on the acquisition of phonetic categories and phonological rules (with J. Miller and P. Eimas), 1982-1984.
- Foundation grant, "Child Language Data Exchange System (with Brian MacWhinney), 1983-1985.
- New England Node grant, "Parent-child interaction: Assessing attitudes vs behavior", 1984-1985.
- New England Node grant, "Imitateness as a dimension of individual style," 1985-1986.
- Network grant, "Assessment of Individual Differences in the Fourth Year," (with Dennis Wolf), 1986-1987.

Spencer Foundation, "Negative feedback in language development," 1984-1985.

Spencer Foundation, "Individual differences in language acquisition: The role of imitation," 1985-1986.

Spencer Foundation, "Factors affecting the acquisition of conversational and literacy skills in a foreign language," 1984-1986.

Center for Research in Language and Education (NIE), "Contextualized and decontextualized language skills," 1985-1989.

Ford Foundation, "Development of decontextualized language skills," (with David Dickinson), 1988-1991.

NIH, "Foundations for language assessment in spontaneous speech," (PI of program project), 1988-1993.

NIH, "The development of speech acts and conversational skill," (PI of subproject within Foundations for language assessment in spontaneous speech), 1988-1993.

Spencer Foundation, "Home-school study of language and literacy development," 1991-1993, renewed 1993-1996.

March of Dimes, "The development of pragmatic skills in children with autism, Down Syndrome, and brain lesions," (with Barbara Pan), (1992-94).

Department of Education, Title VII, "Fellowships for Doctoral Students," 1991-1994, renewed 1994-1997, 1998-2001.

Manpower Development Research Corporation, Embedded Observational Studies within Evaluations of New Chance and Jobs Programs (with Patton Tabors and Jeanne De Temple), 1993-1996. Refunded for 1996-1999, through Child Trends.

Faculty Research Fund, Harvard Graduate School of Education, "The acquisition of Creole languages: A pilot study." 1995-1996.

Administration for Children Youth and Families (ACYF), "Harvard Graduate School of Education: Early Education Services Research Partnership," (with Barbara Pan and Cathy Ayoub), 1996-2004.

W.T. Grant Foundation, "Home and School Factors: Low income children." (with Patton Tabors), 1996-1999.

OERI, "Vocabulary knowledge and reading comprehension in English-language learners," (with Barry McLaughlin & Diane August), 1996-1999.

David Rockefeller Center for Latin American Studies, Harvard University. Research grant, AChildren learning Spanish: A synthesis and research agenda, 1998-99, 2000-2001.

Carnegie Corporation, Helping teachers teach reading (with Carolyn Adger and Dorothy Strickland), 2000-2002.

NICHD, Cross-linguistic, intralinguistic, and developmental factors affecting the acquisition of English literacy skills by native Spanish-speaking children, (Program project with several collaborators), 2000-2005.

Professional Service:

Co-organizer of the 1974 S.S.R.C. Conference on Language Input and Acquisition

Program Chair, New England Child Language Association (1979-1981).

International Association for the Study of Child Language, secretary (1981-1984), Member of the Executive Committee (1978-1990), president (1984-1987).

Editor: Applied Psycholinguistics, 1984-2002 (with John Locke).

Member, Board of Trustees, Ecole Bilingue, Arlington, MA (1984-1988).

Member, Nominating Committee, American Association for Applied Linguistics, 1986.

Co-director, Child Language Data Exchange System (1983-1993).

Center for Applied Linguistics, member of Board of Trustees (1993-1999), vicechair (1996-1999).

Member, National Education Goal 1 Early Childhood Assessments Resource Group, (1995-1996).

Member, National Research Council Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students (1995-1996).

Chair, National Research Council Committee on Prevention of Reading Difficulties (1995-1997).

Member, Board on Testing and Assessment (BOTA), National Research Council (1997-2000).

Member, BOTA Committee on Fair and Appropriate Test Use (1997-1998).
Member, Division of Behavioral and Social Sciences and Education, National Research Council (1999-2001).
Chair, Rand/OERI Study Group to establish a National Research Agenda for Reading (2000-2001).
President, American Educational Research Association (1999–2000).
Chair, National Research Council Committee on Developmental Outcomes and Assessments (2006-2008).
Member, Nominating Committee, National Academy of Education, 2009

Reviewer of grant applications for:

National Institute of Education
Social Sciences Research Council of Great Britain
Radcliffe College Bunting Fellows Program
Social Sciences and Humanities Research Council of Canada
Natural Sciences and Engineering Research Council of Canada
Dutch Psychonomic Society
National Institute of Education
National Science Foundation
Spencer/National Academy of Education doctoral fellowship program, ad hoc reviewer (1988-1992), member, Selection Committee (1992-1994)
Ad hoc member, NIH Human Development and Aging Study Section, Biomedical Sciences Study Section
Member, NIMH site visit teams (1984, 1986)
March of Dimes
Member, NIMH Mental Retardation Study Section, 1986-1989
Israeli-US Binational Science Foundation

Consultant to WGBH (Nova, Arthur, Between the Lions, Martha Speaks, Teachers' Domain)

Member of Editorial Board:

Journal of Child Language
Applied Psycholinguistics
Topics in Language Disorders
Discourse Processes
Journal of Research in Childhood Education
Journal of Applied Developmental Psychology
The Journal of Narrative and Life History
Literacy: Scholarship, Policy and Practice
Social Development

Consultant on manuscripts for:

Academic Press, Cambridge University Press, University Park Press, Erlbaum, Heinemann, Harvard University Press, MIT Press, Prentice Hall, among others

Publications: Books

Tervoort, B., van der Geest, A., Hubers, G., Prins, R., and Snow, C.E. (1972). *Psycholinguistiek (Psycholinguistics)*. Aula paperback 481, Amsterdam: Het Spectrum.

Snow, C.E. and Ferguson, C.A. (Editors). (1977). *Talking to children: Language input and acquisition*. Cambridge: Cambridge University Press.

Waterson, N. and Snow, C.E. (Editors). (1978). *The development of communication*. London: John Wiley.

Snow, C.E. (Issue editor). (1984). *The social context: Language development and language disorders*. Topics in Language Disorders, Vol. 4, No. 4, September.

Conti-Ramsden, G. & Snow, C.E. (Editors). (1990). *Children's language: Volume 7*. Hillsdale, NJ: Erlbaum.

Cazden, C. & Snow, C.E. (Issue editors). (1990). *English plus: Issues in bilingual education*. The Annals of the American Academy of Political and Social Science, Vol. 508.

Snow, C.E., Barnes, W.S., Chandler, J., Hemphill, L., and Goodman, I.F. (1991). *Unfulfilled expectations: Home and school influences on literacy*. Cambridge: Harvard University Press.

Sokolov, J.L. & Snow, C.E. (Editors). (1994). *Handbook of research in language development using CHILDES*. Hillsdale, NJ: Erlbaum.

Ninio, A. & Snow, C.E. (1996). *Pragmatic Development*. Boulder: Westview Press.

- Snow, C.E., Burns, S. & Griffin, P. (Editors). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
<https://www.nap.edu/catalog/6023/preventing-reading-difficulties-in-young-children>
- Burns, M.S., Griffin, P., & Snow, C.E. (Editors). (1999). *Starting out right: A guide to promoting children's reading success*. Washington DC: National Academy Press.
- Verhoeven, L. & Snow, C.E. (Editors). (2001). *Motivation and reading: Cultural and social perspectives*. Mahwah, NJ: Lawrence Erlbaum.
- Ready, T., Edley, C. Jr., & Snow, C.E. (Editors). (2001). *Achieving high educational standards for all*. Washington DC: National Academy Press.
- Blum-Kulka, S. & Snow, C.E. (Editors). (2002). *Talking to adults*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Adger, C. T., Snow, C. E., & Christian, D. (Editors). (2002). *What Teachers Need to Know About Language*. Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems Co., Inc.
- RAND Reading Study Group (Snow, C., Chair). (2002). *Reading for Understanding, Toward an R&D Program in Reading Comprehension*. Santa Monica: RAND.
- Strickland, D., Snow, C., Griffin, P., Burns, M.S., and McNamara, P. (2002). *Preparing our teachers: opportunities for better reading instruction*. Washington, DC: J. Henry Press.
- Donovan, M.S., Wigdor, S. & Snow, C.E. (Editors). (2003). *Strategic Education Research Partnership*. National Research Council, Washington DC: National Academies Press
- Sweet, A. & Snow, C.E. (Editors). (2003). *Rethinking Reading Comprehension*. New York: The Guilford Press.
 Korean translation published by Hankookmunhwasa Publishing, 2007.
- Snow, C.E. & Blum-Kulka, S. (Theme issue editors). (2004). *Discourse Studies*, special issue on Peer Talk.
- Snow, C.E., Griffin, P., Burns, M.S. and the NAE Subcommittee on Teaching Reading. (2005) *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. Jossey-Bass.

- Snow, C.E., Porche, M., Tabors, P. & Harris, S. (2007). *Is literacy enough? Pathways to academic success for adolescents*. Baltimore: Paul H. Brookes Publishing Co.
- Snow, C.E. & van Hemel, S. (Editors). (2008). *Assessing young children: Why, what and how*. National Research Council, Washington DC: National Academies Press.
- Resnick, L. & Snow, C.E. (2008). *Speaking and listening for preschool through third grade* (revised edition). Newark, DL: International Reading Association.
- Boyce, L. & Snow, C. E. (Editors). (2009). Diverse paths to literacy: Family factors and program effects among preschool-aged children. Special Issue, *Scientific Studies of Reading*, Vol. 13, number 2.
- National Academies of Sciences, Engineering, and Medicine. (2016). *Science Literacy: Concepts, Contexts, and Consequences*. C.E. Snow & K. Dibner (Eds.). Washington, DC: The National Academies Press. <https://doi.org/10.17226/23595>.
- Kucirkova, N., McBride, C., Grøver, V., & Snow, C. (Eds.) (2017). *International Handbook of Early Literacy*. London: Routledge.
- Adger, C. T., Snow, C. E., & Christian, D. (Eds.) (2018). *What Teachers Need to Know About Language*, 2nd edition. Multilingual Matters.

Publications: Articles in refereed journals and invited chapters in edited volumes

- Snow, C.E. & Rabinovich, M.S. (1969). Conjunctive and disjunctive thinking in children. *Journal of Experimental Child Psychology*, 7, 1-9.
- Snow, C.E. (1972). Mothers' speech to children learning language. *Child Development*, 43, 549-565.
Reprinted in L. Bloom (Ed.) (1978). *Readings in language development*. New York: Wiley.
- Slob, A.K., Snow, C.E. & de Natrus-Mathot, E. (1973). Absence of behavioral deficits following neonatal undernutrition in the rat. *Developmental Psychobiology*, 6, 177-186.
- Den Besten, H., van Riemsdijk, H. & Snow, C.E. (1973). Ambiguous sentences: Perceptual strategies? *Spektator*, 2, 470-475.

- Snow, C.E. (1975). Linguists as behavioral scientists: Towards a methodology for testing linguistic intuitions. In A. Kraak (Ed.), *Linguistics in the Netherlands 1972-1973*. Amsterdam: Van Gorcum.
- Wagenaar, E., Snow, C.E. & Prins, R. (1975). Spontaneous speech of aphasic patients: A psycholinguistic analysis. *Brain and Language*, 2, 281-303.
- Prins, R., Wagenaar, E., & Snow, C.E. (1976). Het herstelverloop van afasie: Veranderingen in het spontane taalgebruik bij twee typen patienten. *Nederlandse Tijdschrift voor de Psychologie*, 31, 425-444.
- Snow, C.E., Arlman-Rupp, A., Hassing, Y., Jobse, J., Joosten, J., & Vorster, J. (1976). Mothers' speech in three social classes. *Journal of Psycholinguistic Research*, 31, 424-444.
- Snow, C.E. (1976). The language of the mother-child relationship. In S. Rogers (Ed.), *They don't speak our language* (pp. 63-79). London: Edward Arnold.
- Snow, C.E. (1976). Mothers' speech to children. In von Raffler-Engel, W. & LeBrun, Y. (Eds.), *Baby talk and infant speech*. Amsterdam: Swets and Zeitlinger.
- Snow, C.E. (1977). Mothers' speech research: From input to interaction. In Snow, C.E. & Ferguson, C.A. (Eds.), *Talking to children: Language input and acquisition* (pp. 31-49). London: Cambridge University Press.
- Snow, C.E. & Meijer, G. (1977). On the secondary nature of syntactic intuitions. In S. Greenbaum (Ed.), *Acceptability in language* (pp. 163-177). The Hague: Mouton.
- Snow, C.E. (1977). Development of conversation between mothers and babies. *Journal of Child Language*, 4, 1-22.
Reprinted in V. Lee (Ed.) (1979), *Language Development* (pp. 235-249). New York: Halstead Press.
Reprinted in M.B. Franklin & S. Barten (Eds.) (1988), *Child language: A reader* (pp. 20-35). Oxford: Oxford University Press.
- Snow, C.E. & Hoefnagel-Höhle, M. (1977). Age differences in the pronunciation of foreign sounds. *Language & Speech*, 20, 357-365.
Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 84-92). Rowley, MA: Newbury House.

- De Blauw, A., Dubber, C. van Roosmalen, G., & Snow, C.E. (1978). Sex and social class differences in early mother-infant interaction. In O. Garnica & M. King (Eds.), *Language, children, and society*. New York: Pergamon Press.
- Snow, C.E., de Blauw, A., & van Roosmalen, G. (1978). Talking and playing with babies: The role of ideologies of child rearing. In M. Bullowa (Ed.), *Before speech*. London: Cambridge University Press.
Reprinted in R. LeVine & R. New (Eds.), (2008). *Anthropology and child development: A cross-cultural reader* (pp. 115-126). Malden, MA: Blackwell.
- Snow, C.E. & Hoefnagel-Höhle, M. (1978). Age differences in second language acquisition. In E. Hatch (Ed.), *Second language acquisition: A book of readings* (pp. 333-344). Rowley, MA: Newbury Press.
- Snow, C.E. (1978). The conversational context of language acquisition. In Campbell, R. & Smith, P. (Eds.), *Recent advances in the psychology of language, Vol. 2: Social and interactional factors*. New York: Plenum.
- Prins, R., Wagenaar, E., & Snow, C.E. (1978). Recovery from aphasia: Spontaneous speech versus comprehension. *Brain and Language*, 6, 192-211.
- Snow, C.E. & Hoefnagel-Höhle, M. (1978). Critical period for language acquisition: Evidence from second language learning. *Child Development*, 49, 1263-1279.
Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 93-111). Rowley, MA: Newbury House.
- Snow, C.E. & Hoefnagel-Höhle, M. (1979). Individual differences in second language learning ability: A factor analytic study. *Language and Speech*, 22, 1515-162.
- Snow, C.E. (1979). The role of social interaction in language acquisition. In A. Collins (Ed.), *Children's language and communication: Proceedings of the 1977 Minnesota Symposium on Child Development*. Hillsdale, NJ: Erlbaum.
- Snow, C.E. (1979). Conversations with children. In P. Fletcher & M. Garman (Eds.), *Language acquisition* (pp. 363-375). Cambridge: Cambridge University Press, Cambridge. Revised edition, 1985.
- Reprinted in P. Barnes, J. Oates, J. Chapman, V. Lee, & P. Czerniewska (Eds.) (1985), *Personality, development, and learning* (pp. 136-149). Hodder and Stoughton, Open University.

- Snow, C.E., Smith, N.S. & Hoefnagel-Hohle, M. (1980). The acquisition of some Dutch morphological rules. *Journal of Child Language*, 7, 539-553.
- Snow, C.E. (1981). The uses of imitation. *Journal of Child Language*, 8, 205-212.
- Snow, C.E. (1981). English speakers' acquisition of Dutch syntax. In H. Winitz (Ed.), *Native language and foreign language acquisition*, Vol. 379. New York: Annals of the New York Academy of Sciences.
- Snow, C.E. & Goldfield, B. (1981). Bilingual education and first language acquisition. In *Bilingual educational series 10; Faces and facets of bilingualism*. Washington, DC: Center for Applied Linguistics.
- Snow, C.E. (1981). Social interaction and language acquisition. In P. Dale & D. Ingram (Eds.), *Child Language: An international perspective*. Baltimore: University Park Press.
- Snow, C.E. & Muysken, P.T. (1981). The interactional origins of foreigner talk. *International Journal of the Sociology of Language*, 28, 83-93.
- Levin, H., Schaffer, C., & Snow, C.E. (1982). The prosodic and paralinguistic features of reading and telling stories. *Language and Speech*, 25, pt. 1, 43-54.
- Snow, C.E., Dubber, C. & de Blauw, A. (1982). Routines in parent-child interaction. In L. Feagans & D. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 53-72). New York: Academic Press.
- Snow, C.E. (1982). Knowledge and the use of language. In L. Feagans & D. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 257-260). New York: Academic Press.
- Snow, C.E. & Goldfield, B. (1982). Building stories: The emergence of information structures from conversation and narrative. In D. Tannen (Ed.), *Georgetown University Roundtable on Language and Linguistics 1981, Analyzing discourse: Text and talk* (pp. 127-141). Washington, DC: Georgetown University Press.
- Snow, C.E. (1982). Are parents language teachers? In K. Borman (Ed.), *The social life of children in a changing society* (pp. 81-95). Hillsdale, NJ: Erlbaum.
- Snow, C.E. & Hoefnagel-Höhle, M. (1982). School-age second language learners' access to simplified linguistic input. *Language Learning*, 32, 411-430.

- Snow, C.E. (1983). Saying it again: The role of expanded and deferred imitations in language acquisition. In K.E. Nelson (Ed.), *Children's language, Volume 4* (pp. 29-58). New York: Gardner Press.
- Snow, C.E. (1983). Age differences in second language acquisition: Research findings and folk psychology. In K. Bailey, M. Long & S. Peck (Eds.), *Second language acquisition studies* (pp. 141-150). Rowley, MA: Newbury House.
- Snow, C.E. & Gilbreath, B.J. (1983). Explaining transitions. In R. Golinkoff (Ed.), *The transition from prelinguistic to linguistic communication* (pp. 281-296). Hillsdale, NJ: Erlbaum.
- Snow, C.E. & Goldfield, B. (1983). Turn the page please: Situation-specific language learning. *Journal of Child Language*, 10, 551-570.
- Snow, C.E. (1983). Literacy and language: Relationships during the preschool years. *Harvard Educational Review*, 53, 165-189. Reprinted in S. Beck & L. N. Oláh (eds.), *Perspectives on Language and Literacy: Beyond the here and now* (pp. 161-186). Cambridge: Harvard Educational Review Reprint series.
- Goldfield, B.A. & Snow, C.E. (1984). Reading books with children: The mechanics of parental influence on children's reading achievement. In J. Flood (Ed.), *Promoting reading comprehension* (pp. 204-215). Newark, DE: International Reading Association.
- Levin, H., Snow, C.E. & Lee, K. (1984). Nurturant talk to children. *Language and Speech*, 27, pt. 2, 147-162.
- Snow, C.E. (1984). Parent-child interaction and the development of communicative ability. In R.L. Schiefelbusch & J. Pickar (Eds.), *The acquisition of communicative competence* (pp. 69-107). Baltimore, MD: University Park Press.
- Snow, C.E., Midkiff-Borunda, S., Small, A. & Proctor, A. (1984). Therapy as social interaction: Analyzing the contexts for language remediation. *Topics in Language Disorders*, 4, 72-85.
- Snow, C.E. (1984, September). Archiving data sets: Issues & problems. Paper prepared for the National Center for Bilingual Research. *Transcript Analysis*, 1985.

- Snow, C.E., Nathan, D., & Perlmann, R. (1985). Assessing children's knowledge about book-reading. In L. Galda & A. Pellegrini (Eds.), *Play, language and stories: The development of children's literate behavior* (pp. 167-181). Norwood, NJ: Ablex.
- Goldfield, B. & Snow, C.E. (1985). Individual differences in language acquisition. In J.B. Gleason & N. Ratner (Eds.), *The development of language* (pp. 307-330). Columbus, OH: Merrill.
 Second edition. (1989) (pp. 303-325). Columbus, OH: Merrill
 Third edition. (1993) (pp. 299-324). New York: Macmillan.
 Fourth edition. (1997) (pp. 317-347). Boston: Allyn and Bacon.
 Fifth edition (2001) (pp. 315-346). Boston: Allyn and Bacon.
- Levin, H. & Snow, C.E. (1985). Situational variations within social speech registers. In J. Forgas (Ed.), *Language and social situations* (pp. 47-57). New York: Springer Verlag.
- MacWhinney, B. & Snow, C.E. (1985). The child language data exchange system. *Journal of Child Language*, 12, 271-295.
- Snow, C.E. (1985). Mothers' speech to children learning language. Citation classic, Current Contents, *Social and Behavioral Sciences*, 17(1), 18.
- Chandler, J., Argyris, D., Barnes, W., Goodman, I., & Snow, C.E. (1986). Parents as Teachers: Observations of low-income parents and children in a homework-like task. In B. Schieffelin & P. Gilmore (Eds.), *The acquisition of literacy: Ethnographic perspectives*. Norwood, NJ: Ablex.
- Demetras, M., Post, K., & Snow, C.E. (1986). Feedback to first language learners: The role of repetitions and clarification questions. *Journal of Child Language*, 13, 275-292.
- Snow, C.E., Shonkoff, F., Lee, L. & Levin, H. (1986). Learning to play doctor: The acquisition of knowledge about the sickroom register. *Discourse Processes*, 461-474.
- Snow, C.E., & Ninio, A. (1986). The contracts of literacy: What children learn from learning to read books. In W. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading* (pp. 116-137). Norwood, NJ: Ablex.
- Davidson, R., Kline, S., & Snow, C.E. (1986). Definitions and definite noun phrases: Indicators of children's decontextualized language skills. *Journal of Research in Childhood Education*, 1, 37-48.

- Hakuta, K. & Snow, C.E. (1986). The role of research in policy decisions about bilingual education. Papers on National Priorities in Bilingual Education, U.S. House of Representatives, Committee on Education and Labor. *California School Boards Journal*, 44, 2-6.
- Snow, C.E. (1987). Beyond conversation: Second language learners' acquisition of description and explanation. In J. Lantolf & A. Labarca (Eds.), *Research in second language learning: Focus on the classroom* (pp. 3-16). Norwood, NJ: Ablex.
- Snow, C.E., Perlmann, R., & Nathan, D. (1987). Why routines are different: Toward a multiple-factors model of the relation between input and language acquisition. In K. Nelson & A. van Kleeck (Eds.), *Children's language: Volume 6* (pp. 65-97). Hillsdale, NJ: Erlbaum.
- Snow, C.E. (1987). Relevance of the notion of a critical period to language acquisition. In M. Bornstein (Ed.), *Sensitive periods in development* (183-209). Hillsdale, NJ: Erlbaum.
- Dickinson, D.K. & Snow, C.E. (1987). Interrelationships among prereading and oral language skills in kindergartners from two social classes. *Research on Childhood Education Quarterly*, 2, 1-25.
- Snow, C.E. (1987). Factors influencing vocabulary and reading achievement in low-income children. In R. Appel (Ed.), *Toegepaste Taalwetenschap in Artikelen Speciaal (Feestbundel voor B. Th. Tervoort)* (pp. 124-130). Amsterdam: ANELA.
- Snow, C.E. (1988). The last word: Questions about the emerging lexicon. In M.D. Smith & J. Locke, (Eds.), *The emergent lexicon: The child's development of a linguistic vocabulary* (pp. 341-353). New York: Academic Press.
- Snow, C.E. (1988). Language and the beginnings of moral understanding: Comment on Dunn. In J. Kagan & Lamb, S. (Eds.), *The emergence of morality in young children* (pp. 112-122). Chicago: University of Chicago Press.
- Ninio, A., & Snow, C.E. (1988). Language acquisition through language use: The functional sources of children's early utterances. In Y. Levi, I. Schlesinger, & M. Braine, (Eds.), *Categories and processes in language acquisition* (pp. 11-30). Hillsdale, NJ: Erlbaum.
- Snow, C.E. (1988). The problem with bilingual education research critiques: A response to Rossell. *Equity and Excellence*, Special issue on Bilingual Education, 23, 30-31.

- Tomasello, M. & Snow, C.E. (1988). Well-fed organisms still need feedback. *Brain and Behavior Sciences*, 11, 475-476.
- Snow, C., Cancino, H., Gonzalez, P. & Shriberg, E. (1989). Giving formal definitions: An oral language correlate of school literacy. In D. Bloome (Ed.), *Classrooms and literacy* (pp. 233-249). Norwood, NJ: Ablex.
- Snow, C.E. (1989). Development of communication in childhood. In *International Encyclopedia of Communications*. Annenberg School/Oxford University Press.
- Snow, C.E. (1989). Imitativeness: A trait or a skill? In G. Speidel & K. Nelson (Eds.), *The many faces of imitation* (pp. 73-90). New York: Springer Verlag.
- Snow, C.E. & Tomasello, M. (1989). Data on language input: Incomprehensible omission indeed! *Brain and Behavior Sciences*, 12, 357-358.
- Snow, C.E. (1989). Understanding social interaction and language acquisition: Sentences are not enough. In M. Bornstein & J. Bruner (Eds.), *Interaction in human development* (pp. 83-103). Hillsdale, NJ: Erlbaum.
- Lanauze, M. & Snow, C.E. (1989). The relation between first- and second-language writing skills: Evidence from Puerto Rican elementary school children in bilingual programs. *Linguistics and Education*, 1, 323-340.
- Snow, C.E. (1990). Rationales for native language instruction in the education of language minority children: Evidence from research. In A. Padilla, H. Fairchild, & C. Valadez (Eds.), *Bilingual education: Issues and strategies* (pp. 60-74). Newbury Park, CA: Sage.
- Snow, C.E. (1990). The development of discourse skills as related to the development of the study of discourse. *Text*, 10, 101-104.
- Cazden, C.B., Snow, C.E., & Heise-Baigorria, C. (1990). *Language planning in preschool education*. Report prepared at request of Consultative Group on Early Childhood Care and Development, UNICEF.
- Bohannon, J.N., MacWhinney, B., & Snow, C.E. (1990). No negative evidence revisited: Beyond learnability, or, Who has to prove what to whom? *Developmental Psychology*, 26, 221-226.

- Snow, C.E. & Dickinson, D.K. (1990). Social sources of narrative skills at home and at school. *First Language*, 10, 87-103.
- Snow, C.E. (1990). The development of definitional skill. *Journal of Child Language*, 17, 697-710.
- Ricard, R.J. & Snow, C.E. (1990). Language skills in and out of context: Evidence from children's picture descriptions. *Journal of Applied Developmental Psychology*, 11, 251-266.
- MacWhinney, B. & Snow, C.E. (1990). The Child Language Data Exchange System: An update. *Journal of Child Language*, 17, 457-472.
- Snow, C.E., Perlmann, R., Gleason, J. Berko, & Hooshyar, N. (1990). Developmental perspectives on politeness: Sources of children's knowledge. *Journal of Pragmatics*, 14, 289-305.
- Snow, C.E. (1990). The regrettable neglect of affect. *Nordic Journal of Linguistics*, 13, 149-152.
- Snow, C.E. (1990). Consonant clusters--some thoughts. *Nordic Journal of Linguistics*, 13, 165-168.
- Snow, C.E. (1990). Form and content revisited. *Nordic Journal of Linguistics*, 13, 183-186.
- Snow, C.E. (1991). Diverse conversational contexts for the acquisition of various language skills. In J. Miller (Ed.), *Research on child language disorders: A decade of progress* (pp. 105-124). Austin, Texas: Pro-Ed.
- Snow, C.E. (1991). Building memories: The ontogeny of autobiography. In D. Cicchetti & M. Beeghly (Eds.), *The self in transition: Infancy to childhood* (pp. 213-242). Chicago: University of Chicago Press.
- Snow, C.E., Cancino, H., De Temple, J. & Schley, S. (1991). Giving formal definitions: A linguistic or metalinguistic skill? In E. Bialystok (Ed.), *Language processing and language awareness by bilingual children* (pp. 90-112). New York: Cambridge University Press.
- Snow, C.E. & Dickinson, D. K. (1991). Some skills that aren't basic in a new conception of literacy. In A. Purves & T. Jennings (Eds.), *Literate systems and individual lives: Perspectives on literacy and schooling* (pp. 175-213). Albany: SUNY Press.

- DeTemple, J., Wu, H.F., & Snow, C.E. (1991). Papa Pig just left for Pigtown: Children's oral and written picture descriptions under varying instructions. *Discourse Processes*, 14, 469-495.
- Snow, C.E. (1991). Language proficiency: Towards a definition. In H. Dechert & G. Appel (Eds.), *A case for psycholinguistic cases* (pp. 63-89). John Benjamins.
- Snow, C.E. (1991). The theoretical basis for relationships between language and literacy development. *Journal of Research in Childhood Education*, 6 Fall/Winter, 5-10.
- Schley, S. & Snow, C.E. (1992). The conversational skills of school-aged children. *Social Development*, 1, 18-35.
- Snow, C.E. (1992, March). Perspectives on second-language development: Implications for bilingual education. *Educational Researcher*, Special Issue on Bilingual Education, 16-19.
- Goldfield, B. & Snow, C.E. (1992). What's cousin Arthur's daddy's name? The acquisition of knowledge about kinship. *First Language*, 12, 187-205.
- Blum-Kulka, S. & Snow, C.E. (1992). Developing autonomy for tellers, tales, and telling in family narrative events. *Journal of Narrative and Life History*, 2, 187-217.
- Sokolov, J. & Snow, C.E. (1992). A premature retreat to nativism: Commentary on 'Language acquisition in the absence of experience' by S. Crain. *Behavioral and Brain Sciences*, 14, 635-636.
- Snow, C.E. (1993). Bilingualism and second language acquisition. In J. Berko Gleason & N. Bernstein Ratner (Eds.), *Psycholinguistics* (pp. 391-416). New York: Harcourt Brace.
- Snow, C.E. (1993). Linguistic development as related to literacy. In L. Elderling & P. Leseman (Eds.), *Early intervention and culture* (pp. 133-148). Utrecht, Netherlands: UNESCO Publishing.
- Snow, C.E. & Pan, B.A. (1993). Ways of analyzing the spontaneous speech of children with mental retardation: The value of cross-domain analysis. In N. Bray (Ed.), *International review of research in mental retardation (Vol. 19)* (pp. 163-192). New York: Academic Press.

- Snow, C.E. & Tabors, P.O. (1993). Language skills that relate to literacy development. In B. Spodek & O. Saracho (Eds.), *Yearbook in early childhood education, Vol. 4* (pp. 1-20). New York: Teachers College Press.
- Snow, C.E. (1993). Learning from input in L1 and L2. In J. Alatis (Ed.), *Georgetown University Roundtable on Languages and Linguistics 1993* (pp. 23-35). Washington, DC: Georgetown University Press.
- Snow, C.E. (1993). Families as social contexts for literacy development. In C. Daiute, (Ed.), *The development of literacy through social interaction* (pp. 11-24). San Francisco: Jossey-Bass.
- Snow, C.E. (1994). Review of *Experiencing narrative worlds: On the psychological activities of reading* by Richard Gerrig. *American Journal of Education*, 103, 105-109.
- Snow, C.E. (1994). What is so hard about learning to read? A pragmatic analysis. In J. Duchan, R. Sonnemeier, & L. Hewitt (Eds.), *Pragmatics: From theory to practice* (pp. 164-184). Englewood Cliffs, NJ: Prentice Hall.
- Bodin, L. & Snow, C.E. (1994). What kind of birdie is this? Learning to use superordinates. In J.L. Sokolov & C.E. Snow (Eds.), *Handbook of research in language development using CHILDES* (pp. 77-109). Hillsdale, NJ: Erlbaum.
- Sokolov, J.L. & Snow, C.E. (1994). Transcript analysis in the computer age. In J.L. Sokolov & C.E. Snow (Eds.), *Handbook of research in language development using CHILDES* (pp. 1-25). Hillsdale, NJ: Erlbaum.
- Sokolov, J. & Snow, C.E. (1994). The changing role of negative evidence in theories of language acquisition. In C. Galloway & B. Richards (Eds.), *Input and interaction in language acquisition* (pp. 38-55). London: Cambridge University Press.
- Snow, C.E. (1994). Beginning from baby talk: Twenty years of research on input and interaction. In C. Galloway & B. Richards (Eds.), *Input and interaction in language acquisition* (pp. 3-12). London: Cambridge University Press.
- Snow, C.E. (1994). Enhancing literacy development: Programs and research perspectives. In D. Dickinson (Ed.), *Bridges to literacy* (pp. 267-272). Cambridge, MA: Basil Blackwell.

- Tabors, P.O., & Snow, C.E. (1994). Literacy development of second language children. In F. Genesee (Ed.), *Educating second language children* (pp. 103-125). New York: Cambridge University Press.
- Ninio, A., Snow, C.E. Pan, B.A., & Rollins, P.R. (1994). Classifying communicative acts in children's interactions. *Journal of Communications Disorders*, 27, 157-188.
- Rollins, P.R., Pan, B.A., Conti-Ramsden, G. & Snow, C.E. (1994). Communicative skills in specific language impaired children: A comparison with their language-matched siblings. *Journal of Communications Disorders*, 27, 189-206.
- Wu, H.F., De Temple, J.M., Herman, J.A. & Snow, C.E. (1994). L'animal qui fait oink! oink!: Bilingual children's oral and written picture descriptions in English and French under varying circumstances. *Discourse Processes*, 18, 141-164.
- Beals, D.E. & Snow, C.E. (1994). "Thunder is when the angels are upstairs bowling": Narratives and explanations at the dinner table. *Journal of Narrative and Life History*, 4, 331-352.
- Snow, C.E. (1994). The expanding circle: Twenty years of research on child language. In S. Gillis & A. De. Houwer (Eds.), *NETwerken: Bijdragen van het vijfde NET symposium* (pp. 5-17). Antwerp Papers in Linguistics, 74: University of Antwerp.
- Snow, C.E. (1995). Issues in the study of input: Fine-tuning, universality, individual and developmental differences, and necessary causes. In P. Fletcher & B. MacWhinney & (Eds.), *Handbook of child language*. Oxford: Blackwell.
- Portuguese Edition:
 Snow, C.E. (1997). Questões do estudo do *input*: sintonia, universalidade, diferenças individuais. In Paul Fletcher e Brian MacWhinney (orgs.). *Compêndio da linguagem da criança* (153-163). (Trad. M.A.G. Domingues, consultoria de Regina Ritter Guimarães). Porto Alegre, Brazil: Artes Médicas
- Davidson, R.G., & Snow, C.E. (1995). The linguistic environment of early readers. *Journal of Research in Childhood Education*, 10, 5-21.
- Snow, C.E., Tabors, P.O., Nicholson, P., & Kurland, B. (1995). SHELL: Oral language and early literacy skills in kindergarten and first grade children. *Journal of Research in Childhood Education*, 10, 37-48.

- Snow, C.E. (1996). Change in child language and child linguists. In H. Coleman & L. Cameron (eds.), *Change and Language (Proceedings, British Association of Applied Linguistics, 1994)*, (pp. 75-88). Clevedon: British Association for Applied Linguists.
- Pan, B. A., Imbens-Bailey, A., Winner, K., and Snow, C.E. (1996). Communicative intents of parents interacting with their young children. *Merrill-Palmer Quarterly*, 42, 248-266.
- Snow, C. E., Pan, B., Imbens-Bailey, A., & Herman, J. (1996). Learning how to say what one means: A longitudinal study of children's speech act use. *Social Development*, 5, 56-84.
- Snow, C.E. & Kurland, B. (1996). Sticking to the point: Talk about magnets as a preparation for literacy. In D. Hicks (Ed.), *Child discourse and social learning: An interdisciplinary perspective* (pp. 189-220). New York: Cambridge University Press.
- Snow, C.E. & Tabors, P. (1996). Intergenerational transfer of literacy. In L.A. Benjamin & Lord (Eds.), *Family literacy: directions in research and implications for practice* (pp. 73-79). Washington: U.S. Department of Education.
- Hemphill, L. & Snow, C. (1996). Language and literacy development: Discontinuities and differences. In D. R. Olson & N. Torrance (Eds.), *Handbook of education and human development: New models of learning, teaching, and schooling* (pp. 173-201). Cambridge: Blackwell.
- Davidson, R. & Snow, C.E. (1996). Five-year-olds' interactions with fathers versus mothers. *First Language*, 16, 223-242.
- Rollins, P. R., Snow, C. E. & Willett, J. B. (1996). Predictors of MLU: Lexical versus morphological developments. *First Language*, 16, 243-259.
- De Temple, J.M. & Snow, C.E. (1996). Styles of parent-child book-reading as related to mothers' views of literacy and children's literacy outcomes. In J. Shimron (Ed.) *Literacy and education: Essays in honor of Dina Feitelson*. (pp. 49-68). Cresskill, NJ: Hampton Press.
- Snow, C.E. (1996). Towards a rational empiricism: Why interactionism isn't behaviorism any more than biology is genetics. In M. Rice (Ed.), *Toward a genetics of language*. (pp. 377-396). Hillsdale, NJ: Erlbaum.
- Peraíta, H. & Snow, C.E. (1996). Adquisición de atributos de categorías léxico-conceptuales. In M.P. Pereira (Ed.), *Estudios sobre la adquisición del castellano, catalán, eusquera y*

- gallego: Actas del I Encuentro Internacional sobre Adquisición de las Lenguas*, (pp. 281-287). Santiago de Compostela: Universidade de Santiago de Compostela.
- Locke, J.L. & Snow, C.E. (1997). Social influences on vocal learning in human and non-human primates. In C. Snowdon & M. Hausberger (eds.), *Social influences on vocal development*, (pp. 274-292). Cambridge: Cambridge University Press.
- Snow, C.E. (1997). Language as public construction. [Review of *Language in Cognitive Development: Emergence of the Mediated Mind*, by Katherine Nelson]. *Science*, 275, p. 1611.
- Rodino, A.M. & Snow, C.E. (1997). "Y...no puedo decir mas nada:" Distanced communication skills of Puerto Rican children. In G. Kasper & E. Kellerman (Eds.), *Communication Strategies: Psycholinguistic and Sociolinguistic Perspectives* (pp.168-191). London: Longman.
- Imbens-Bailey, A.L., & Snow, C.E. (1997). Making meaning in parent-child interaction: A pragmatic approach. In C. Mandell & A. McCabe (eds.), *The problem of meaning: cognitive and behavioral approaches* (pp. 261-295). Amsterdam: North-Holland.
- Snow, C.E. & Imbens-Bailey, A.L. (1997). Beyond Labov and Waletzky: the antecedents of narrative discourse. *Journal of Narrative and Life History*, 7, 197-205.
- Kurland, B.F. & Snow, C.E. (1997). Longitudinal measurement of growth in definitional skill. *Journal of Child Language*, 24, 603-625.
- Snow, C.E. & Winner, K. (1998). Where are your gloves? When did you last see them? In H. Ragnarsdóttir and S. Strömqvist (Ed.), *Learning to talk about time and space. Proceedings from the 3rd NELAS Conference* [1994] (pp. 31-46). Reykjavik: Universitas Regia Gothoburgensis.
- De Temple, J. & Snow, C.E. (1998). Mother-child interactions related to the emergence of literacy. In M. Zaslow & C. Eldred (Eds.), *Parenting behavior in a sample of young mothers in poverty: Results of the New Chance Observational Study* (pp. 114-169). New York: Manpower Development Research Corporation (April).
- Aukrust, V. G. & Snow, C.E. (1998). Narratives and explanations in Norwegian and American mealtime conversations. *Language in Society*, 27, 221-246.

- Snow, C.E. (1998). Preface. In S. Gillis & A. de Houwer (Eds.), *The acquisition of Dutch*. John Benjamins, Amsterdam.
- Rollins, P.R., & Snow, C.E. (1998). Shared attention and grammatical development in typical children and children with autism. *Journal of Child Language*, 25, 653-673.
- Ninio, A. & Snow, C.E. (1999). The development of pragmatics: Learning to use language appropriately. In T. Bhatia & W. Ritchie (Eds.), *Handbook of language acquisition* (pp. 347-383). New York: Academic Press.
- Snow, C.E. (1999). Facilitating language development promotes literacy learning. In L. Eldering and P. Leseman (Eds.), *Early education and culture* (pp. 141-162). New York: Falmer Press.
- Snow, C.E. (1999). Social perspectives on the emergence of language. In B. MacWhinney (Ed.), *The emergence of language* (pp. 257-276). Mahwah, New Jersey: Lawrence Erlbaum.
- Pan, B. A. & Snow, C.E. (1999). The development of conversation and discourse. In M. Barrett (Ed.), *The development of language* (pp. 229-250). London: UCL Press.
- Diez-Itza, E., Snow C.E. & MacWhinney, B. (1999). La metodología *retamhe* y el proyecto CHILDES: Breviario para la codificación y análisis del lenguaje infantil [The *retamhe* method and the CHILDES Project: Brief guidelines for coding and analyzing child language]. *Psicotherma*, 11, 517-530.
- Pan, B.A., Perlmann, R.Y. & Snow, C.E. (1999). Food for thought: Dinner table as a context for observing parent-child discourse. L. Menn & N. Bernstein Ratner (Eds.), *Methods for studying language production* (pp. 205-224). Mahwah, NJ: Lawrence Erlbaum.
- Snow, C.E., Scarborough, H. & Burns, M. S. (1999). What speech-language practitioners need to know about early reading. *Topics in Language Disorders*, 20, 48-58.
- Toppelberg, C.O., Snow, C.E. & Tager-Flusberg, H. (1999). Severe developmental disorders and bilingualism. *Journal of American Academy of Child and Adolescent Psychiatry*, 38, 1197-1199.
- Uccelli, P., Hemphill, L., Pan, B.A., & Snow, C.E. (1999). Telling two kinds of stories: Sources of narrative skill. Tamis-LeMonda, C .S. (ed.), In *Child psychology: A Handbook of contemporary issues*. Psychology Press.

Second Edition (2005) chapter retitled: Conversing with toddlers about the nonpresent: Precursors to narrative development in two genres (pp. 215-237).

- Snow, C. (1999). Perspectives de l'adquisició d'una segona llengua: implicacions per a l'educació bilingüe [Perspectives on the acquisition of a second language: Implications for bilingual education]. *Temps d'Educació* (pp. 293-308). Barcelona: Publicacions de la Universitat de Barcelona.
- Marinova-Todd, S., Marshall, D.B., & Snow, C.E. (2000). Three misconceptions about age and second-language learning. *TESOL Quarterly*, 34 (1), 9-34.
- Snow, C.E. (2000). Comment on 'The federal bilingual education program' by Christine H. Rossell. In D. Ravitch (ed.) *Brookings papers on education policy 2000* (pp 244-255). Washington, DC: Brookings Institution Press.
- Strucker, J. & Snow, C.E. (2000). Lessons of *Preventing Reading Difficulties in Young Children* for adult learning and literacy. *Annual Review of Adult Learning and Literacy Vol.1* (pp. 25-73). San Francisco, CA: Jossey-Bass.
- Snow, C.E. (2000). On the limits of reframing: Rereading the National Academy of Sciences report on reading. *Journal of Literacy Research*, 32, 113-120.
- Katz, J. & Snow, C.E. (2000). Language development in early childhood: The role of social interaction in different care environments. In D. Cryer & T. Harms (eds.), *Infants and toddlers in out-of-home care* (pp. 49-86). Baltimore, MD: Paul H. Brookes.
- Jordan, G., Porche, M. & Snow, C. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly*, 45 (4), 524-546.
- Snow, C.E. (2000). Taalaanbod en sociale interactie: Hun rol in de taalverwerving [Language input and social interaction: Their role in language development]. In S.Gillis en A. Schaerlaekens (eds.), *Kindertaalverwerving: Een handboek voor het Nederlands* [Child language development: A handbook for Dutch](pp. 327-346). Groningen: Martinus Nijhoff.
- Marinova-Todd, S., Marshall, D.B., & Snow, C.E. (2001). Missing the point: A response to Hyltenstam and Abrahamsson. *TESOL Quarterly*, 35, 171-176.

- De Temple, J., & Snow, C.E. (2001). Conversations about literacy: social mediation of psycholinguistic activity. In L. Verhoeven & C. E. Snow (eds.), *Motivation and reading: Cultural and social perspectives* (pp. 55-70). Mahwah, NJ: Lawrence Erlbaum Associates.
- Weizman, Z. & Snow, C.E. (2001). Lexical input as related to children's vocabulary acquisition: Effects of sophisticated exposure and support for meaning. *Developmental Psychology*, 37, 265-279.
- Tabors, P.O. & Snow, C.E. (2001). Young bilingual children and early literacy development. In S. Neuman, & D. K. Dickinson (eds.), *Handbook of early literacy research* (pp. 159-178). New York: The Guilford Press.
Reprinted in R. Ruddell & N. Unrau (Eds.), *Theoretical models and processes of reading, Fifth edition* (pp. 240-267). Newark, DE: International Reading Association.
- Snow, C. E. (2001) Preventing reading difficulties in young children: Precursors and fallout. In T. Loveless (ed.), *The great curriculum debate: Politics and education reform* (pp. 229-246). Washington, DC: Brookings Institution Press.
- Durgonoglu, A., Snow, C.E., & Geva, E. (2001). Theoretical issues in literacy development of ELL learners. *International Dyslexia Association Commemoration Booklet*, pp 21-26. Baltimore, MD: International Dyslexia Association.
- Yont, K., Snow, C.E., & Vernon-Feagans, L. (2001). Early communicative intents expressed by 12-month-old children with and without chronic otitis media. *First Language*, 21 (63), 265 – 287.
- Snow, C. E., Tabors, P. O., Dickinson, D. K. (2001). Language development in the preschool years. In Dickinson, D. K., Tabors, P. O. (Eds.), *Beginning Literacy with Language*. (pp. 1-25). Baltimore: Paul H. Brookes Publishing Co.
- Tabors, P. O., Roach, K. A., Snow, C.E. (2001) Home language and literacy environment final results. In Dickinson, D. K., Tabors, P. O. (Eds.), (2001). *Beginning Literacy with Language*. (pp.111-138). Baltimore: Paul H. Brookes Publishing Co.
- Tabors, P. O., Snow, C.E., Dickinson, D. K. (2001). Homes and schools together: Supporting language and literacy development. In Dickinson, D. K., Tabors, P. O. (Eds.), (2001). *Beginning Literacy with Language*. (pp. 313 - 334). Baltimore: Paul H. Brookes Publishing Co.

- Ordóñez, C., Barriga-Villanueva, R., Snow, C.E., Uccelli, P., Shiro, M., & Schnell, B. (2001). Sintaxis y discurso. Dos áreas de investigación en la adquisición del español oral. *Revista Latina de Pensamiento Y Lenguaje*. 9 (2), 131-163.
- Snow, C.E. (2001). Database, Core: Linguistics and CHILDES. In Smelser Neil, J. and Baltes, Paul B. (Eds.). (2001). *International Encyclopedia of the Social and Behavioral Sciences*. New York: Elsevier Science Ltd.
- Snow, C. E. (2002). Second language learners' contributions to our understanding of languages of the brain. In A. Galaburda, S. Kosslyn & Y. Christen (eds.), *Languages of the brain*. Cambridge: Harvard University Press.
- Beals, D. E & Snow, C.E. (2002). Deciding What to Tell: Selecting and Elaborating Narrative Topics in Family Interaction and Children's Elicited Personal Experience Stories. In Blum-Kulka, S. & Snow, C.E. (Eds.), *Talking to Adults*. (pp. 15 – 32). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ordoñez, C., Carlo, M.S., & Snow, C.E. (2002). Depth and breadth of vocabulary in two languages: which vocabulary skills transfer? *Journal of Educational Psychology*, 94, 719-728.
- Snow, C.E. & Blum-Kulka, S. (2002). From Home to School: School-Age Children Talking with Adults. In Blum-Kulka, S. & Snow, C.E. (eds.), *Talking to Adults*. (pp. 327 – 341). Mahwah, NJ: Lawrence Erlbaum Associates.
- Snow, C.E. (2002). Overview of Achieving High Educational Standards for All. In Ready, T., Edley, C., Jr., and Snow, C.E. (Eds.). (2002). *Achieving High Educational Standards for All*. Washington, DC: National Academy Press.
- Snow, C.E. (2002). Ensuring reading success for African American children. In Bowman, B. (Ed). *Love to Read, Essays in developing and enhancing early literacy skills of African American children*. (pp. 17-29). National Black Child Development Initiative.
- Fillmore, L. Wong & Snow, C.E. (2002). What teachers need to know about language. In Adger, C. T., Snow, C. E., & Christian, D. (Eds.) *What Teachers Need to Know About Language*. (pp. 7-53) Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems Co., Inc.

- Sweet, A. & Snow, C.E. (2002). Reconceptualizing reading comprehension. In Block, C., Gambrell, L., & Pressley, M. (Eds.) *Improving Comprehension Instruction, Rethinking Research, Theory, and Classroom Practice*. (pp.17-53) San Francisco: Jossey-Bass.
- Snow, C.E., Sweet, A., Alverman, D., Kamil, M., & Strickland, D. (2002). Formulating a research agenda about reading for understanding. In Roller, C. (Ed.), *Comprehensive Reading Instruction Across Grade Levels*. (pp.88-110). Newark, D.E.: International Reading Association.
- Snow, C. & Freedson-Gonzales, M. (2003). Bilingualism, Second Language Learning, and English as a Second Language. Guthrie, J.W. (ed.), *Encyclopedia of Education, Second Edition*. New York: Macmillian Reference USA.
- Yont, K., Snow, C.E., Vernon-Feagans, L. (2003). The role of context in mother-child interactions: An analysis of communicative intents expressed during toy play and book reading with 12-month-olds. *Journal of Pragmatics* (special issue on Context), 435-454.
- De Temple, J. & Snow, C.E. (2003). Learning words from books. In van Kleeck, A., Stahl, S.A., & Bauer, E.B. (eds.), *On reading books to children: Teachers and parents* (pp. 16-36), Mahwah, NJ: Lawrence Erlbaum Associates.
- Snow, C.E. (2003). Assessment of reading comprehension: Researchers and practitioners helping themselves and each other. In Sweet, A. & Snow, C.E. (Eds.). *Rethinking Reading Comprehension*. (pp. 192-206). New York: The Guilford Press.
- Burns, S., Espinosa, L., & Snow, C. (2003) Debuts de la litteratie, langue et culture: perspective socioculturelle. *Revue Des Sciences De L'Education Vol XXIX*.(pp75-100). Montreal, Quebec: Revue Des Sciences De L'Education.
- Strucker, J., Snow, C., & Pan, B.A. (2004). Family literacy for ESOL families: Challenges and design principles. In B. Wasik (ed.), *Handbook of family literacy* (pp. 467-482). Mahway, NJ: Erlbaum.
- Snow, C. E. & Pérez, M. (2004). The Head Start Classroom as an oral language environment: What should the performance standards be? In E. Zigler & S. Styfco (eds.), *The Head Start Debates (Friendly and Otherwise)* (pp. 215-244). Baltimore, MD: Brookes Publishing.
- Carlo, M., August, D., McLaughlin, B, Snow, C., Dressler, C., Lippman, D., Lively, T. and White, C. (2004). Closing the gap: Addressing the vocabulary needs of English

Language Learners in Bilingual and Mainstream Classrooms. *Reading Research Quarterly*, 39(2), 188-215.

Porche, M., Ross, S. & Snow, C. (2004) From preschool to middle school: The role of masculinity in low-income urban adolescent boys' literacy skills and academic achievement. In N. Way & J. Chu (eds.), *Adolescent Boys: Exploring Diverse Cultures of Boyhood* (pp 338-360). New York, NY: New York University Press.

Snow, C. (2004). Foreword. In P. McCardle & V. Chhabra (Eds.), *The Voice of Evidence in Reading Research* (Pp. xix-xxv). Baltimore, MD: Paul H. Brookes Publishing.

Tenenbaum, H., Snow, C.E., Roach, K., Kurland, B. (2005). Talking and reading science: Longitudinal data on sex differences in mother-child conversations in low-income families. *Applied Developmental Psychology*, 26, 1-19.

Pan, B., Rowe, M., Singer, J., Snow, C. (2005) Maternal correlates of growth in toddler vocabulary production in low-income families. *Child Development*, 76(4), 763-782.

Snow, C. E. & Juel, C. (2005). Teaching children to read: What do we know about how to do it? In M. J. Snowling & C. Hulme (Eds.) *The Science of Reading: A Handbook* (pp. 501-520). London: Blackwell.

Carlo, M. August, D., & Snow, C. (2005). Sustained vocabulary-learning strategy instruction for English-language learners. In E. Hiebert & M. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 137-154). Mahwah, NJ: Erlbaum.

August, D., Carlo, M., Lively, T., McLaughlin, B., & Snow, C. (2005). Promoting the vocabulary growth of English Learners (pp. 96-112). In T. Young & N. Hadaway (eds.), *Building Literacy: Supporting English Learners in All Classrooms*. Newark, DL: International Reading Association.

Rolla San Francisco, A., Arias, M., Villers, R., Badilla, E., & Snow, C. (2005). Quality early childhood education in Costa Rica? Policy, practice, outcomes and challenges. *Early Years: An International Journal of Research and Development*, 2, 113-127.

Rolla San Francisco, A., Arias, M., Villers, R., & Snow, C. (2005). The importance of reading difficulties and family in teachers' decisions to retain children: a case study in Costa Rica. *Aula Abierta*, 85, 147-164

- Valdés, G., Bunch, G., Snow, C., Lee, & Matos, L. (2005). Enhancing the Development of Students' Language(s). In L. Darling-Hammond & J. Bransford (eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- Proctor, C.P., Carlo, M.S., August, D., & Snow, C.E. (2005). Native Spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology*, 97, 246-56.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). Avoiding the misidentification of English language learners as learning disabled: The development of vocabulary. *Learning Disabilities Research and Practice*, 20, 50-57.
- August, D., Dressler, C. M. & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Law & Society Review, Research and Practice*, 20, 50-57.
- Proctor, C.P., August, D., Carlo, M.S., & Snow, C.E. (2006). The intriguing role of Spanish vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology*, 98, 159-69.
- Snow, C.E. (2006). What counts as literacy in early childhood? In K. McCartney & D. Phillips (eds.), *Handbook of development in early childhood*. Oxford: Blackwell.
- Snow, C. E. & Kang, J. Y. (2006). Becoming bilingual, biliterate, and bicultural. In A. Renninger & I. Sigel (eds.), *Handbook of child psychology, Volume 4, Child psychology in practice* (pp. 75-102). Hoboken, NJ: John Wiley & Sons.
- Snow, C.E. & Beals, D. (2006). Mealtime talk that supports literacy development. In R. Larson, A Wiley, & K. Branscomb (eds.), *Family mealtime as a context of development and socialization* (pp. 51-66). New Directions for Child and Adolescent Development, number 111. San Francisco: Jossey-Bass.
- Snow, C.E. (2006). Cross-cutting themes and future research directions. In D. August & T. Shanahan (eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp 631-651). Mahwah, NJ: Lawrence Erlbaum Associates.
- Rolla San Francisco, A., Carlo, M., August, D., & Snow, C. (2006). The role of language of literacy instruction and vocabulary in the English phonological awareness of Spanish-English bilingual children. *Applied Psycholinguistics*, 27, 229-246

- Rolla San Francisco, A., Mo, E., Carlo, M., August, D., & Snow, C. (2006). The influences of language of literacy instruction and vocabulary on the spelling of Spanish-English bilinguals. *Reading and Writing, 19*, 627-642.
- Snow, C.E. & Kim, Y-S. (2006). Large problem spaces: The challenge of vocabulary for English language learners. In Wagner, R. K., Muse, A., & Tannenbaum, K. (Eds.) *Vocabulary Acquisition and its Implications for Reading Comprehension*, (pp. 123-139). New York: Guilford Press.
- Snow, C.E., Ippolito, J., Schwartz, R. (2006). What we know and what we need to know about literacy coaches in middle and high schools: A research synthesis and proposed research agenda. In International Reading Association, *Standards for Middle and High School Literacy Coaches*. Newark, DE: International Reading Association.
http://www.reading.org/downloads/resources/597coaching_standards.pdf
- Francis, D. J., Snow, C. E., August, D., Carlson, C., Miller, J., Iglesias, A. (2006). Measures of reading comprehension: A latent variable analysis of the diagnostic assessment of reading comprehension, *Scientific Studies of Reading, 10*, 301-322.
- Rolla San Francisco, A., Arias, M., Villers, R., Snow, C.E. (2006). Evaluating the impact of different early literacy interventions on low-income Costa Rican kindergarteners. *International Journal of Educational Research, 45*, 188-201.
- August, D., Francis, D., Hsu, H.-Y. A., Snow, C.E. (2006). Assessing reading comprehension in bilinguals. *The Elementary School Journal, 107*, 221-238.
- Snow, C.E. (2006). Language for literacy in young children. In J.J. van Kuyk (Ed.), *The quality of early childhood education* (pp. 73-84). Arnhem, The Netherlands: Cito.
- Duursma, E., Romero-Contreras, S., Szuber, A., Proctor, C.P., Snow, C.E., August, D., Calderón, M., & Carlo, M.S. (2007). Learning to read in a low status language: Factors contributing to bilingual fifth graders' reading achievement in English and Spanish. *Applied Psycholinguistics, 28*, 171-190.
- Tenenbaum, H., Porche, M., Snow, C., Tabors, P. & Ross, S. (2007). Maternal and child predictors of low-income children's educational attainment. *Journal of Applied Developmental Psychology, 28*, 227-238.
- Kieffer, M., Lesaux, N. & Snow, C. E. (2008). Promises and pitfalls: Implications of No Child Left Behind for defining, assessing, and serving English language learners. In G.

- Sunderman (ed.), *Holding NCLB Accountable: Achieving accountability, equity, and school reform*. Corwin Press.
- Snow, C. (2008). The words of science. In A.S. Rosebery and B. Warren (Eds.), *Teaching science to English language learners*. Washington, DC: The National Science Foundation.
- Snow, C. E. & Zhou Jing (2008). Preparing teachers to teach reading: Knowledge to support professional development of preschool teachers. In Jia Qiong (ed.), *International Perspectives on Early Education* (in Chinese).
- Snow, C.E. & Duursma, E. (2008). De relatie tussen ontwikkeling van taal en geletterdheid en de rol van de omgeving (The relation between the development of language and of literacy and the role of the environment). In D. de Haan & E. Kuiper (eds.), *Leerkracht in beeld* (Images of teachers) pp. 110-115). Assen: van Gorcum
- Snow, C., Martin, T., & Berman, I. (2008). State literacy plans: Incorporating adolescent literacy. *Harvard Educational Review*, 78, 211-230.
Reprinted in J. Ippolito, J. Steele, & J. Samson (Eds.), (2012). *Adolescent literacy* (pp. 211-230). Cambridge: Harvard Education Publishing Group.
- Snow, C. & Uccelli, P. (2008). The challenge of academic language. In D. Olson & N. Torrance (Eds.), *The Cambridge Handbook of Literacy* (pp. 112-133). New York: Cambridge University Press.
- Kim, Y-S. & Snow, C.E. (2009). Text modification: Enhancing English language learners' reading comprehension. In E. Hiebert & M. Sailors (Eds.), *Finding the right texts: What works for beginning and struggling readers* (pp. 129 – 148). New York: Guilford Press.
- Snow, C., Lawrence, J. & White, C. (2009). Generating knowledge of academic language among urban middle school students. *Journal of Research on Educational Effectiveness*, 2, 325-344.
<http://www.informaworld.com/smpp/content~db=all~content=a915824847>
- Proctor, C. P., Uccelli, P., Dalton, B., & Snow, C. E. (2009). Understanding depth of vocabulary online with bilingual and monolingual children. *Reading and Writing Quarterly*, 22, 311-333.
- Proctor, C.P., Dalton, D., Uccelli, P., Mo, E., Snow, C.E. & Neugebauer, S. (2009). Improving Comprehension Online: Effects of deep vocabulary instruction with bilingual and

- monolingual fifth graders. *Reading and Writing: An Interdisciplinary Journal*, 22, 517-544.
- Lawrence, J., Michener, C., Snow, C., & White, C. (2009). Supporting vocabulary development of ELLs with the Word Generation Program. In Department of Applied Foreign Languages, National Taiwan University of Science and Technology (Ed.), *The Proceedings of the 2009 International Conference on Applied Linguistics and Language Teaching*. Taipei, Taiwan: Crane. (ISBN: 978-986-147-307-9)
- Lawrence, J. & Snow, C. (2010). Oral discourse and reading. In M. Kamil, P. D. Pearson, E. Moje & P. Afflerbach (Eds.), *Handbook of Reading Research Volume IV*, Chapter 14. New York: Routledge.
- Snow, C.E. (2010). Reading comprehension: Reading for learning. In Barry McGaw, Penelope Peterson & Eva Baker (Eds.), *The International Encyclopedia of Education, 3rd Edition*, pp. 413-418. Amersfoort: Elsevier.
- Snow, C.E. & Oh, S. (2010). Assessment in early literacy research. In S. Neuman, & D. K. Dickinson (eds.), *Handbook of early literacy research, Volume 3*, Chapter 24, pp 375-395. New York: The Guilford Press.
- Quiroz, B. G., & Snow, C. E. & Zhao, J. (2010). Vocabulary skills of Spanish/English bilinguals: impact of mother-child language interactions and home language and literacy support. *International Journal of Bilingualism*, 14, 379-399.
- Proctor, C.P., August, D. & Snow, C.E. (2010). The interdependence continuum: A perspective on the nature of Spanish-English bilingual reading comprehension. *Bilingual Research Journal*, 33, 5-20.
- Snow, C.E. (2010). Academic language and the challenge of reading for learning. *Science*, 328, 450-452.
- Dalton, B., C. P. Proctor, Uccelli, P., Mo, E. & Snow, C.E. (2011). Designing for diversity: The role of reading strategies and interactive vocabulary in a digital reading environment for fifth-grade monolingual English and bilingual students. *Journal of Literacy Research*, 43, 68-100.
- Moreno, L., Trevino, E., Yoshikawa, H., Mendive, S., Reyes, J., Godoy, F., del Rio, F., Snow, C., Leyva, D., Barata, M.C., Arbour, M, & Rolla, A. (2011). Aftershocks of Chile's

- earthquake for an ongoing, large-scale experimental evaluation. *Evaluation Review*, 35, 101-117.
- Snow, C. E. & Lawrence, J. F. (2011). Word Generation in Boston Public Schools: Natural history of a literacy intervention. *Volume III, Senior Urban Education Research Fellowship Series*. Washington, DC: Council of Great City Schools.
- Luo, Y-H., Snow, C. E. & Chang, C-J. (2011). Mother-child talk during joint book reading in low-income American and Taiwanese families. *First Language*, 31 (4). doi: 10.1177/0142723711422631
- Mancilla-Martinez, J., Kieffer, M., Biancarosa, G., Christodoulou, J. & Snow, C. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the simple view. *Reading and Writing*, 24, 339-354. DOI: 10.1007/s11145-009-9215-5
- Proctor, C.P., Dalton, B., Uccelli, P., Biancarosa, G., Mo, E., Snow, C. & Neugebauer, S. (2011). Improving comprehension online: Effects of deep vocabulary instruction with bilingual and monolingual fifth graders. *Reading and Writing*, 24, 511-544. DOI: 10.1007/s11145-009-9218-2
- Dressler, C., Carlo, M., Snow, C., August, D., & White, C. (2011). Spanish-speaking students' use of cognate knowledge to infer the meaning of English words. *Bilingualism: Language and Cognition*, 14, 243-255.
- Lawrence, J., White, C., & Snow, C. (2011). Improving reading across subject areas with Word Generation. National Center for Research on Educational Achievement and Teaching of English Language Learners (CREATE) Brief, www.cal.org/create.
- Dixon, L. Q., Zhao, J., Shin, J-Y., Wu, S., Su, J-H., Burgess-Brigham, R., Gezer, M., Snow, C. (2012). What We Know About Second Language Acquisition: A Synthesis From Four Perspectives. *Review of Educational Research*, 82, 5-60. doi:10.3102/0034654311433587
- Lesaux, N. & Snow, C. E. (2012). Diversity of language skills among children from language minority homes. In J.A.Banks (ed.), *Encyclopedia of Diversity in Education*, Volume 2. Thousand Oaks, CA: Sage Publications Inc.

- Porche, M., Pallante, D. & Snow, C. E. (2012). Professional development for reading achievement: Results from the Collaborative Language and Literacy Instruction Project (CLLIP). *The Elementary School Journal*, 112, 649-671.
- Lawrence, J., Capotosto, L., Branum-Martin, L., White, C., & Snow, C. (2012). Language proficiency, home-language status, and English vocabulary development: A longitudinal follow-up of the Word Generation program. *Bilingualism: Language and Cognition*, 15, 437-451.
- Murnane, R., Sawhill, I., & Snow, C. (Editors). (2012, fall). Literacy challenges for the twenty-first century. *Future of Children*, 22.
- Murnane, R., Sawhill, I., & Snow, C. (2012, fall). Literacy challenges for the twenty-first century: Introducing the issue. *Future of Children*, 22, 3-15.
- Frost, J., Ottem, E., Snow, C., Hagtvet, B., Lyster, S., & White, C. (2014). The conceptual nature of gain in vocabulary research: An analysis of vocabulary data from schoolchildren. *Scandinavian Journal of Educational Research*, 58, 495-511.
DOI:[10.1080/00313831.2013.773560](https://doi.org/10.1080/00313831.2013.773560)
- Donovan, M. S., Snow, C.E. & Daro, P. (2013). The SERP approach to problem-solving research, development, and implementation. In Fishman, B., Penueel, W., Allen, A-R., Cheng, B., & Sabelli, N. (2013). *Design-Based Implementation Research: An Emerging Model for Transforming the Relationship of Research and Practice*, National Society for the Study of Education Yearbook, 112 (2). New York: Teachers College Press.
- Lawrence, J., Rolland, R., Branum-Martin, L. & Snow, C. (2014). Generating vocabulary knowledge for at-risk middle school readers: Contrasting program effects and underlying growth trajectories. *Journal of Education for Students Placed at Risk (JESPAR)*, 19, 76-97. DOI: [10.1080/10824669.2014.958836](https://doi.org/10.1080/10824669.2014.958836)
- Li, J., Snow, C. & White, C. (2015). Urban adolescent students and technology: Access, use and interest in learning language and literacy. *Innovation in Language Learning and Teaching*. DOI: [10.1080/17501229.2014.882929](https://doi.org/10.1080/17501229.2014.882929)
- Li, J., Snow, C., Jiang, J. & Edwards, N. (2014). Technology use and self-perceptions of English language skills among urban adolescents. *Computer Assisted Language Learning*, 9, DOI: [10.1080/09588221.2014.881387](https://doi.org/10.1080/09588221.2014.881387)

- Snow, C. (2014). Language, literacy, and the needs of the multilingual child. *Perspectives in Education*, 32. Special issue on *Standards in Education and Training: The challenge*, edited by B. Lepota & S. Murray, 7-16.
- Hwang, J. K., Lawrence, J., Mo, E. & Snow, C. (2014). Differential effects of a systematic vocabulary intervention on adolescent language minority students with varying levels of English proficiency. *International Journal of Bilingualism*. First published on March 5, 2014 as doi:10.1177/1367006914521698
- Snow, C. (2014). Input to interaction to instruction: Three key shifts in the history of child language research. *Journal of Child Language*, 41 (Supplement 1), 117-124.
- Lawrence, J., Crosson, A., Paré-Blagoev, J., & Snow, C. (2015). Word Generation randomized trial: Discussion mediates the impact of program treatment on academic word learning. *American Educational Research Journal*, DOI: 10.3102/0002831215579485.
- Snow, C. (2014). Extended discourse in first and second language acquisition: A challenge and an opportunity. *Journal of Japanese Linguistics*, 30.
- Snow, C. & Uccelli, P. (2014). Más allá de la narrativa: Aprendiendo otros discursos necesarios para la escuela. In R. Barriga Villanueva (Ed.), *Las Narrativas y su Impacto en el Desarrollo Lingüístico Infantil* (pp. 749-763). Mexico City: El Colegio de Mexico.
- Goldman, S. & Snow, C.E. (2015). Adolescent Literacy: Development and Instruction. In *Handbook on Reading* (pp 463-478), A. Pollatsek & R. Treiman (eds.). Oxford University Press.
- Yoshikawa, H., Leyva, D., Snow, C., Treviño, E., Arbour, M., Barata, C., Weiland, C., Gomez, C., Moreno, L., Rolla, A. & D'Sa, N. (2015). Experimental impacts of a teacher professional development program in Chile on preschool classroom quality and child outcomes. *Developmental Psychology*, 51, 309-322. doi: 10.1037/a0038785
- Leyva, D., Weiland, C., Barata, C., Yoshikawa, H., Snow, C., Trevino, E., & Rolla, A. (2015). Teacher-child interactions in Chile and their associations with prekindergarten outcomes. *Child Development*, 86, 781-799. DOI: 10.1111/cdev.12342
- Frost, J., Ottem, E., Hagtvet, B., & Snow, C.E. (2015). The effects of transfer in teaching vocabulary to school children – an analysis of the dependencies between lists of trained and non-trained words. *Scandinavian Journal of Educational Research*, DOI:

10.1080/00313831.2015.1066435

<http://www.tandfonline.com/eprint/7BuymKjdzA3Yhf5Dbc2r/full>

- Li, J., Snow, C., & White, C. (2015). Teen culture, technology and literacy instruction: Urban adolescent students' perspectives. *Canadian Journal of Learning and Technology*, 41, 1-35. <http://www.cjlt.ca/index.php/cjlt/article/view/882>.
- Lin, A. R., Lawrence, J. F., & Snow, C. E. (2015). Teaching urban youth about controversial issues: Pathways to becoming active and informed citizens, 14(2), 103–119. *Citizenship, Social and Economics Education*, 14, 103-119. doi:10.1177/2047173415600606
- Mendive, S., Weiland, C., Yoshikawa, H. & Snow, C. (2016). Opening the black box: Intervention fidelity in a randomized trial of a preschool teacher professional development program. *Journal of Educational Psychology*, 108, 130-145.
- Duhaylongsod, L., Snow, C.E., Selman, R. & Donovan, S. (2015). Toward disciplinary literacy: Dilemmas and challenges in designing history curriculum to support students in urban middle schools. *Harvard Educational Review*, 85, 587-608.
- Bowne, J.B., Yoshikawa, H., & Snow, C. (2016). Experimental impacts of a teacher professional development program in early childhood on explicit vocabulary instruction across the curriculum. *Early Childhood Research Quarterly*, 34, 27-39. doi:10.1016/j.ecresq.2015.08.002 <http://www.sciencedirect.com/science/article/pii/S0885200615000642#>
- Lin, A., Lawrence, J. Snow, C., & Taylor, K. (2016). Assessing adolescents' communicative self-efficacy to discuss controversial issues: Findings from a randomized study of the Word Generation program. *Theory and Research in Social Education*, 44, 316-343. DOI: 10.1080/00933104.2016.1203852
- Snow, C. (2015). 2014 Wallace Foundation Distinguished Lecture: Rigor and realism: Doing educational science in the real world. *Educational Researcher*, 44, 460-466. DOI: 10.3102/0013189X15619166
- Snow, C.E. (2016). The role of relevance in educational research, as viewed by former presidents. *Educational Researcher, Special Centennial Issue*, 45, 64-68.
- LaRusso, M., Donovan, S., & Snow, C. (2016), Implementation Challenges for Tier One and Tier Two School-based Programs for Early Adolescents, in B. Foorman (Ed.),

Challenges and Solutions to Implementing Effective Reading Intervention in Schools, New Directions in Child and Adolescent Development, 154, 11-30.

- LaRusso, M., Kim, H.Y., Selman, R., Uccelli, P., Dawson, T., Jones, S., Donovan, S. & Snow, C. (2016). Contributions of academic language, perspective taking, and complex reasoning to deep reading comprehension. *Journal of Research in Educational Effectiveness*, 9, 201-222.
- Bowne, J.B., Snow, C. & Yoshikawa, H. (2016). Relationships of teachers' language and explicit vocabulary instruction to children's vocabulary growth in kindergarten. *Reading Research Quarterly*, 52. doi:10.1002/rrq.151
- Snow, C. & Matthews, T. (2016). Reading and language in the early grades. In J.B.Gunn & C. Rouse (eds), *Starting Early: Education from Prekindergarten to third Grade. Future of Children*, 26, 57-74.
- Goldman, S., Snow, C., & Vaughn, S. (2016). Common themes in teaching reading for understanding: Lessons from three projects. *Journal of Adolescent and Adult Literacy*, 60, 255-264. DOI: 10.1002/jaal.586
- Hwang, J., Lawrence, J., Collins, P. & Snow, C. (2016). Vocabulary and reading performances of redesignated fluent English proficient students. *TESOL Quarterly*. DOI: 10.1002/tesq.346
- Mascareño, M., Deunk, M., Snow, C. & Bosker, R. (2017). Read-alouds in kindergarten classrooms: A moment-by-moment approach to analyzing teacher-child interactions. *European Early Childhood Education Research Journal*
- Snow, C. (2017). The role of vocabulary in children's language learning: A fifty-year perspective. *Infancia y Aprendizaje*.
<http://dx.doi.org/10.1080/02103702.2016.1263449> .
- Lawrence, J., Francis, D., Paré-Blagoev, J. & Snow, C. (2017). The poor get richer: Heterogeneity in the efficacy of a school-level intervention for academic language. *Journal of Research in Educational Effectiveness*, 10, 767-793..
<http://dx.doi.org/10.1080/19345747.2016.1237596>
- Snow, C. (2017). Early literacy development and instruction: An overview (pp. 5-13). In N. Kucirkova, C. McBride, V. Grøver, & C. Snow (Eds.). *International Handbook of Early Literacy*. London: Routledge.

- McBride, C., Snow, C., Kucirkova, N., & Grøver, V. (2017). Old and new: Reflecting on the enduring key issues in early literacy (pp. 373-382).). In N. Kucirkova, C. McBride, V. Grøver, & C. Snow (Eds.). *International Handbook of Early Literacy*. London: Routledge.
- Hwang, J. K., Lawrence, J. F., & Snow, C.E. (2017). Defying expectations: Vocabulary growth trajectories of high performing language minority students. *Reading and Writing: An Interdisciplinary Journal*, 30, 829-856.
- Hsin, L. & Snow, C. (2017). Social perspective taking: A benefit of bilingualism in second language writing. *Reading and Writing: An Interdisciplinary Journal*, 30, 1193-1214. doi:10.1007/s11145-016-9718-9
- Snow, C. (2017). Doubling down on serendipity. *Education Review/Reseñas Educativas*, 24. <http://edrev.asu.edu/index.php/ER/article/view/2291>
- Altun, D., Tantekin Erden, F., & Snow, C. E. (2018). A multilevel analysis of home and classroom literacy environments in relation to preschoolers' early literacy development. *Psychology in the Schools*, 55(9), 1098-1120
- O'Connor, C., & Snow, C. (2018). Classroom discourse: What do we need to know for research and for practice (pp. 315-342). In Schober, M., Britt, A., and Rapp, D. (Eds.) *The Routledge Handbook of Discourse Processes, 2nd Edition*. New York: Routledge.
- Snow, C.E. (2018). Motivation and engagement in language and literacy development. In E. Segers & P. van den Broek (eds.), *Developmental Perspectives in Written Language and Literacy*. Amsterdam: John Benjamins Publishing.
- Taylor, K. S., Lawrence, J. F., Connor, C. M., & Snow, C. E. (2018). Cognitive and linguistic features of adolescent argumentative writing: Do connectives signal more complex reasoning? *Reading and Writing*, 1-25. doi:10.1007/s11145-018-9898-6
- Chen, S., Lawrence, J., Zhou, J., Min, L., & Snow, C. (2018). The efficacy of a school-based book-reading intervention on vocabulary development of young Uyghur children: A randomized controlled trial. *Early Childhood Research Quarterly*, 44, 206-219. <https://doi.org/10.1016/j.ecresq.2017.12.008>
- Snow, C.E. (2018). Simple and not-so-simple views of reading. *Remedial and Special Education*, 39, 313-316. <https://doi.org/10.1177/0741932518770288>

- Hemphill, L. & Snow, C. (2018). Learning to Read While Reading to Learn: The Central Role of Multiple Documents in Two Instructional Programs. In J. L.G. Braasch, I. Bråten & M. T. McCrudden (Eds.), *Handbook of Multiple Source Use*. New York, NY: Routledge.
- Fillmore, L. Wong & Snow, C.E. (2018). What teachers need to know about language. In Adger, C. T., Snow, C. E., & Christian, D. (Eds.) *What Teachers Need to Know About Language*, 2nd edition. (pp. 8-51) Multilingual Matters..
- Jones, S. M., LaRusso, M., Kim, J., Kim, H Y, Selman, R., Uccelli, P., Barnes, S., Donovan, S., & Snow, C. (2019). Experimental effects of Word Generation on vocabulary, academic language, perspective taking, and reading comprehension in high poverty schools. *Journal of Research in Educational Effectiveness*.
<https://doi.org/10.1080/19345747.2019.1615155>
- Thompson, J., Hemphill, L. & Snow, C.E. (2018). The Strategic Adolescent Reading Intervention: Using oral language to boost reading comprehension. In S. Spencer (Ed.), *Supporting adolescents with language disorders* (pp. 287-310). Guildford: J & R Press.
- Kim, H. Y., LaRusso, M. D., Hsin, L. B., Harbaugh, A. G., Selman, R. L., & Snow, C. E. (2018). Social perspective-taking performance: Construct, measurement, and relations with academic performance and engagement. *Journal of Applied Developmental Psychology*, 57, 24-41. doi:10.1016/j.appdev.2018.05.005
- Surrain, S., Duhaylongsod, L., Selman, R., & Snow, C. (2019). Using narrative thinking in argumentative writing. In E. Veneziano & A. Nicolopoulou (Eds.), *Narrative, Literacy and Other Skills: Studies in intervention* (pp. 171-189). Philadelphia, PA: John Benjamins. <https://www.benjamins.com/catalog/sin.25>
- Pham, G.T., Pruitt-Lord, S., Snow, C., Nguyen, Y.T.H., Pham, B., Dao, T.B.T., Tran, N.B.T., Phan, L.T., Hoang, H.T., & Dam, Q.D. (2019). Identifying developmental language disorder in Vietnamese children. *Journal of Speech and Hearing Research*, 62, 1452-1467. https://pubs.asha.org/doi/10.1044/2019_JSLHR-L-18-0305
- Rowe, M. & Snow, C. (2019). Analyzing input quality along three dimensions: Interactive, linguistic, and conceptual. *Journal of Child Language*, 47(1), 5-21. doi:10.1017/S0305000919000655
- Snow, C. (2019). So much progress, so much left to do. In Grøver, V., Uccelli, P., Rowe, M., & Lieven, E. (Eds.), *Learning through language: Towards an educationally informed theory of language learning*. Cambridge: Cambridge University Press.

- Grøver, V., Rydland, V., Gustafsson, J-E, & Snow, C. (2020). Shared book reading in preschool supports bilingual children's second language learning: A cluster-randomized trial. *Child Development, 91*, 2192-2210. DOI: <https://doi.org/10.1111/cdev.13348>
- Snow, C. (2021). How we teach is what we teach. In Gravett, S. & Henning, E. (Eds.). *Glimpses into primary school teacher education in South Africa*. London, Routledge. ISBN 9780367338541
- McCormick, M., Weissman, A.K., Weiland, C., Hsueh, J., Sachs, J. & Snow, C. (2020). Time well spent: Home learning activities and gains in children's academic skills in the prekindergarten year. *Developmental Psychology, 56*, 710-726. doi: 10.1037/dev0000891
- Hsin, L. B., and Snow, C. E. (2020). Arguing for teachers and for friends: Young adolescents' sensitivity to argumentation features when judging and revising persuasive essays. *Discourse Processes, 57*, 823-843. DOI: 10.1080/0163853X.2020.1803032
- McCormick, M., Pralica, M., Guerrero, P., Weiland, C., Condliffe, B., Hsueh, J., Sachs, J., & Snow, C. (2020). Can center-based care reduce summer slow-down prior to kindergarten? Exploring variation by family income, race/ethnicity, and dual language learner status. *American Educational Research Journal*. <https://doi.org/10.3102/0002831220944908>
- Chen, S., Chen, C., Wei, P., & Snow, C. (2020). Are screen devices soothing children or soothing parents? Investigating the relationships among children's exposure to different types of screen media, parental efficacy and home literacy practices. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2020.106462>
- Pham, G. & Snow, C. E. (2021). Beginning to read in Vietnamese: Kindergarten precursors to first grade fluency and reading comprehension. *Reading and Writing, 34*, 139-169. DOI 10.1007/s11145-020-10066-w
- Kim, H.Y., Hsin, L., & Snow, C.E. (2021). Reducing academic inequalities for English language learners. Variation in experimental effects of Word Generation in high-poverty schools. *International Journal of Bilingual Education and Bilingualism, 24*, 1024-1042. DOI: 10.1080/13670050.2018.1535574
- McCormick, M., Weiland, C., Sachs, J., Pralica, M., Ketner, A, Moffett, L, Snow, C. & Hsueh, J. (2021). Is skill type the key to the PreK fadeout puzzle? Differential associations

- between enrollment in PreK and constrained and unconstrained skills across Kindergarten. *Child Development*. <https://doi.org/10.1111/cdev.13520>
- Snow, C. & Hagen, A. M. (2021). Hva vi kan lære fra praksis (What we can learn from practice). In V. Grøver & I. Bråten, (Eds.), *Leseforståelse i skolen*, pp 241-249 (Reading comprehension in schools). Oslo, Cappelen Damm Akademisk.
- Weiland, C., Sachs, J., McCormick, M., Hsueh, J., & Snow, C. (2021). Fast-responses research to answer practice and policy questions. *The Future of Children*, 31, 75-96. Special issue on Research Practice Partnerships to Strengthen Early Education.
- Guerrero-Rosada, P., Weiland, C., McCormick, M., Hsueh, J., Sachs, J., Snow, C., & Maier, M. (2021). Null relations between CLASS scores and gains in children's language, math, and executive function skills: A replication and extension study. *Early Childhood Research Quarterly*, 54, 1-12
- Kim, Y-S. & Snow, C. (2021). The 'science of reading' is incomplete without the 'science of teaching reading.' *The Reading League Journal*, 2(3), 5-8, 10-13.
- Romero-Contreras, S., Silva-Maceda, G., & Snow, C. (2021). Academic vocabulary and language skills: Predictors of reading comprehension of upper elementary and secondary school students in Mexico. *Pensamiento Educativo, Revista de Investigación Latinoamericana*, 58, 1-15.
- Donovan, M. S., Snow, C. E., & Huyghe, A. (2021). Differentiating Research-Practice Partnerships: Affordances, Constraints, Criteria, and Strategies for Achieving Success. *Studies in Educational Evaluation*, 71, 101083.
- Moffett, L., Weissman, A., Weiland, C., McCormick, M., Hsueh, J., Snow, C., & Sachs, J. (2021). Unpacking pre-K classroom organization: Types, variation, and links to school readiness gains. *Journal of Applied Developmental Psychology*, 77.
- McCormick, M., Pralica, M., Weiland, C., Hsueh, J., Moffett, L., Guerrero-Rosada, P., Weissman, A., Zhang, K., Snow, C., Maier, M., Davies, E., Taylor, A., & Sachs, J. (2022). Does kindergarten instruction matter for sustaining the PreK boost? Evidence from individual- and classroom-level survey and observational data. *Developmental Psychology*. doi: 10.1037/dev0001358
- Maier, M., McCormick, M., Weiland, C., Hsueh, J., Snow, C. Sachs, J., Taylor, A., Boni, M., Morales, A., & Tonachel, M. (2022). Content-rich Instruction and Cognitive Demand in

- PreK: Using Systematic Observations to Predict Child Gains. *Early Childhood Research Quarterly*, 60, 96-109.
- Deng, Z., Uccelli, P. & Snow, C. (in press). Diversity of Advances Sentence Structures (DASS) is writing predicts argumentative writing quality and receptive academic language skills of fifth-to-eighth grade students. *Assessing Writing*.
- Weiland, C., McCormick, M, Ketner, A., Moffett, L., Hsueh, J., Snow, C. Sachs, J., Guerrero, P., Zhang, Z. & Maier, M, (revision submitted). Is Child-level Measurement the Key to Improving the Predictive Validity of Observational Measures in Early Education Classrooms? *Journal of Research on Educational Effectiveness*.
- Nejadghanbar, H., Atai, M. & Snow, C. (submitted). Development and validation of an academic reading instrument for graduate students of applied linguistics. *Journal of English for Academic Purposes*.
- Nejadghanbar, H., Atai, M. & Snow, C. (submitted). Exploring academic reading status and the challenges faced by Iranian graduate students of applied linguistics. *Language Teaching Research*.
- Hsin, L. B., Phillips Galloway, E., & Snow, C. E. (submitted). Supporting social strengths amid ongoing language development: Effects of Word Generation in the argumentative writing of English-language learners. *Journal of Bilingual Education and Bilingualism*.
- Hsin, L. B., Miratrix, L., Kim, H. Y., LaRusso, M. D., & Snow, C. E. (submitted). Predictors and consequences of varied access to curricular content: Written supports in Word Generation. *Elementary School Journal*.
- Hsin, L., Deng, Z., Galloway, E., Donovan, S., & Snow, C. (revision submitted). Improving writing without teaching it: Impacts and demographic variation in adolescents' writing following a discussion-based academic language intervention. *Written Communication*.
- Deng, Z., Snow, C., & Uccelli, P. (revision submitted). Vocabulary in Writing (VW) as a unitary yet multifaceted construct in fifth-to-eighth grade written argumentation. *Reading and Writing*.
- Grøver, V., Gustafsson, J-E, & Snow, C. (revision submitted). Do teacher talk features mediate the effects of shared reading on preschool children's second-language development? *Early Childhood Research Quarterly*. Briefs and Miscellaneous Short Writings

Briefs and Miscellaneous Short Writings

- Snow, C.E. (1997). The myths around being bilingual. *The Boston Sunday Globe*, July 13, 1997, p. C6
- Snow, C. E. & Biancarosa, G. (2004). *Reading next: A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York*. Alliance for Excellent Education. <http://carnegie.org/programs/past-commissions-councils-and-task-forces/carnegie-council-for-advancing-adolescent-literacy>
- Snow, C.E. & Moje, E.M. (2010). What is adolescent literacy? Why is everyone talking about it now? *Phi Delta Kappan*, 91, Nr. 6, pp. 66-69.
- Lawrence, J., White, C., & Snow, C. (2010). The words students need. *Educational Leadership*, 68(2), 22-26.
- Lawrence, J. F., Maher, B., & Snow, C. E. (2013). *Research in Vocabulary: Word power for content-area learning*. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice*. Cambridge, MA: Harvard Education Press.
- Snow, C.E. & O'Connor, C. (2013). Close reading and far-reaching classroom discussion: Fostering a vital connection. A Policy Brief from the Literacy Research Panel of the International Reading Association. <http://www.reading.org/Libraries/lrp/ira-lrp-policy-brief--close-reading--13sept2013.pdf>
- Snow, C.E. (2013). Cold versus warm close reading: Building students' stamina for struggling with text. *Reading Today*, June/July, 14-15.
- Snow, C.E. (2013). Prerequisites to reading: Vocabulary or knowledge? *Reading Association of Ireland Newsletter*.
- Snow, C.E. (September, 2013). Does Lack of Access to English-language Services Subject English Language Learners to Harm? Paper written for ACLU-California.
- Snow, C.E. (2014). Extended discourse in first and second language acquisition: A challenge and an opportunity. *NINJAL Newsletter*.

Snow, C.E. (2015). Fifty years of research on reading. In M. Feuer, A. Berman, & R. Atkinson, (Eds.), *Past as prologue: The National Academy of Education at 50* (pp 175-180). Washington DC: National Academy of Education.

Weiland, C., Greenberg, E., Bassok, D., Markowitz, A., Guerrero Rosada, P., Luetmer, G., Abenavoli, R., Gomez, C., Johnson, A., Jones-Harden, B., Maier, M., McCormick, M., Morris, P., Nores, M., Phillips, D. & Snow, C. (2021, June). *Historic Crisis, Historic Opportunity: Using Evidence to Mitigate the Effects of the COVID-19 Crisis on Young Children and Early Care and Education Programs*. Educational Policy Initiative, University of Michigan, and Urban Institute.

Publications: Curriculum

Neuman, S., Snow, C. & Canizares, S. (2000). *Building language for literacy: A preschool curriculum*. New York: Scholastic Inc.

Lively, T., August, D., Carlo, M. & Snow, C. (2003). *Vocabulary Improvement Program for English Language Learners and Their Classmates*. Baltimore: Paul H. Brookes Publishing Co.

Selman, R. & Snow, C. E. (Lead Authors). (2004-2007). *Voices Reading: A character development and literacy program for preschool through 5th grade*. Columbus, OH: Zaner-Bloser.

Media coverage (selected)

http://blogs.edweek.org/edweek/top_performers/2014/11/interview_with_two_contributors_to_the_common_core_literacy_standards.html?cmp=ENL-EU-NEWS3

Videos (selection)

Inside the Academy: Catherine Snow <https://www.youtube.com/watch?v=HHiMzsywHp0>

Snow, C.E., with Si Chen and Paola Guerrero. (2020). *Ensuring language and literacy progress during the pandemic: Teaching online, engaging parents, and rethinking education for the long run*. Inaugural 2020 presentation to ProLEER, 3 June.

<https://www.youtube.com/watch?v=LDmXXptIbwA&t=1s>

https://drive.google.com/drive/folders/1lFBu_n3SDTnTWnOwcAt6b0wbiOMGjOOz?usp=sharing

Snow, C.E. (2021). Teaching young children to read: What we do, what we must do, what we mustn't do. [Enseñando a leer a los niños: lo que hacemos, lo que debemos hacer y lo que no debemos hacer]. Inaugural 2021 presentation to ProLEER, 7 May.
<https://youtu.be/MnqveYoRS6Q>