

Catherine Snow – Suggested Readings

Book Chapters

- Donovan, M. S., Snow, C. E., & Daro, P. (2013). The SERP approach to problem-solving research, development, and implementation. In Fishman, B., Penuel, 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.
- Goldman, S., & Snow, C. E. (in press). Adolescent literacy: Development and instruction. In A. Pollatsek & R. Treiman (Eds.), *The Oxford handbook of reading*. New York, NY: Oxford University Press.
- Lawrence, J., & Snow, C. E. (2010). Oral discourse and reading. In M. Kamil, P. D. Pearson, E. Moje & P. Afflerbach (Eds.), *Handbook of reading research (Vol. IV)* (pp. 320-338). New York, NY: Routledge.
- Snow, C. E. (2010). Reading comprehension: Reading for learning. In B. McGaw, P. Peterson & E. Baker (Eds.), *The international encyclopedia of education (3rd ed.)* (pp. 413-418). Amersfoort, Netherlands: Elsevier.
- Snow, C. E., & Kim, Y-S. (2006). Large problem spaces: The challenge of vocabulary for English language learners. In R. K. Wagner, A. Muse & K. Tannenbaum (Eds.), *Vocabulary acquisition and its implications for reading comprehension* (pp. 123-139). New York, NY: Guilford Press.
- Snow, C. E., & Uccelli, P. (2008). The challenge of academic language. In D. Olson & N. Torrance (Eds.), *The Cambridge handbook of literacy* (pp. 112-133). New York, NY: Cambridge University Press.
- Yoshikawa, H., Leyva, D., Snow, C. E., 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(3), 309-322.

Articles

Snow, C. E. (2010). Academic language and the challenge of reading for learning. *Science*, 328, 450-452.

Snow, C. E. (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.

Snow, C. E., Lawrence, J., & White, C. (2009). Generating knowledge of academic language among urban middle school students. *Journal of Research on Educational Effectiveness*, 2, 325-344.