

ACKNOWLEDGMENTS

The research reported in this paper includes data collected by the New England Quality Research Center, based at Education Development Center, which was supported by grants 90YD0094 and 90-YD-0015 by the Agency for Children and Families. Data reported also were collected with support from the Office of Education Research and Improvement, R305T990312-00, the Interagency Educational Research Initiative, REC-9979948, and the Spencer Foundation. All of this work was carried out at the Center for Children & Families at Education Development Center. We especially thank the teachers and children in the Head Start Programs where we worked for their patience and support of our research.

REFERENCES

- Abbott-Shim, M., Lambert, R., & McCarty, F. (2000). Structural model of Head Start classroom quality. *Early Childhood Research Quarterly, 15*(1), 115-134.
- Abbott-Shim, M., & Sibley, A. (1987, 1998). *Assessment profile for early childhood programs*. Atlanta, GA: Quality Assist.
- Arnold, D. S., & Whitehurst, G. J. (1994). Accelerating language development through picture book reading: A summary of dialogic reading and its effects. In D. K. Dickinson (Ed.), *Bridges to literacy: Approaches to supporting child and family literacy* (pp. 103-128). Cambridge, MA: Blackwell.
- Barnett, W. S. (1995). Long-term effects of early childhood programs on cognitive and school outcomes. *The future of children: Long-term outcomes of early childhood programs* (Vol. 5, No. 3, pp. 25-50). Los Altos, CA: Center for the Future of Children, the David and Lucile Packard Foundation.
- Barnett, W. S. (2001). Preschool education for economically disadvantaged children: Effects on reading achievement and related outcomes. In S. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy development*. New York: Guilford Press.
- Barton, D., & Hamilton, M. (1998). *Local literacies: Reading and writing in one community*. New York: Routledge.
- Baydar, N., Brooks-Gunn, J., & Furstenberg, F. F. (1993). Early warning signs of functional illiteracy: Predictors in childhood and adolescence. *Child Development, 64*, 815-829.
- Blank, H. (1997). *Theory meets practice: A report on six small-scale two-generation service projects*. New York: Foundation for Child Development.
- Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.
- Burchinal, M. R., Lee, M. W., & Ramey, C. T. (1989). Type of day-care and preschool intellectual development in disadvantaged children. *Child Development, 60*, 128-137.
- Burchinal, M. R., Roberts, J. E., Riggins, Jr., R., Zeisel, S. A., Neebe, E., & Bryant, D. (2000). Relating quality of center-based child care to early cognitive and language development longitudinally. *Child Development, 71*, 339-357.
- Bus, A. G., van IJzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research, 65*(1), 1-21.
- Campbell, F. A., & Ramey, C. T. (1994). Effects of early intervention on intellectual and academic achievement: A follow-up study of children from low-income families. *Child Development, 65*, 684-698.
- Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology, 33*(6), 934-945.
- Densmore, A., Dickinson, D. K., & Smith, M. W. (April, 1995). *The socio-emotional content of teacher-child interaction in preschool settings serving low-income children*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dickinson, D. K. (2002). Shifting images of developmentally appropriate practice as seen through different lenses. *Educational Researcher, 31*(1).
- Dickinson, D. K. (2001a). Book reading in preschool classrooms: Is recommended practice common? In D. K. Dickinson & P. O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 175-203). Baltimore, MD: Brookes.
- Dickinson, D. K. (2001b). Large-group and free-play times: Conversational settings supporting language and literacy development. In D. K. Dickinson & P. O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 223-255). Baltimore, MD: Brookes.

- Dickinson, D. K. (2001c). Putting the pieces together: The impact of preschool on children's language and literacy development in kindergarten. In D. K. Dickinson & P. O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 257-287). Baltimore, MD: Brookes.
- Dickinson, D. K., & Lewkowicz, C. (1997). *The child's educational opportunities*. Newton, MA: EDC, Inc.
- Dickinson, D. K., & McCabe, A. (2001). Bringing it all together: The multiple origins, skills and environmental supports of early literacy. *Learning Disabilities Research and Practice, 16*(4), 186-202.
- Dickinson, D. K., McCabe, A., & Anastopoulos, L. (2003). A framework for examining book reading in early childhood classrooms. In A. van Kleeck, S. A. Stahl, & E. B. Bauer (Eds.), *On reading books to children: Parents and teachers* (pp. 95-113). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Dickinson, D. K., McCabe, A., Anastopoulos, L., Peisner-Feinberg, E., & Poc, M. (2003). The comprehensive language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children. *Journal of Educational Psychology, 95*, 465-481.
- Dickinson, D. K., & Smith, M. W. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly, 29*, 104-122.
- Dickinson, D. K., & Sprague, K. (2001). The nature and impact of early childhood care environments on the language and early literacy development of children from low-income families. In S. Neuman and D. K. Dickinson (Eds.), *Handbook of early literacy development* (pp. 263-292). New York: Guilford Press.
- Dickinson, D. K., & Tabors, P. O. (Eds.). (2001). *Beginning literacy with language: Young children learning at home and in school*. Baltimore, MD: Brookes Publishing Company.
- Duke, N. K. (2000). Print environments and experiences offered to first-grade students in very low- and very high-SES school districts. *Reading Research Quarterly, 35*, 456-457.
- Dunn, L. M., & Dunn, L. M. (1997). *Peabody Picture Vocabulary Test-Third Edition*. Circle Pines, MN: American Guidance Service, Inc.
- Goodson, B. D., Layzer, J. I., St.Pierre, R. G., Bernstein, L. S., & Lopez, M. (2000). Effectiveness of a comprehensive five-year family support program on low-income children and their families: Findings from the Comprehensive Child Development Program. *Early Childhood Research Quarterly, 15*(1), 5-39.
- Goodson, B. D., Layzer, J. I., St.Pierre, R. G., Bernstein, L. S., & Lopez, M. (2000). Effectiveness of a comprehensive five-year family support program on low-income children and their families: Findings from the Comprehensive Child Development Program. *Early Childhood Research Quarterly, 15*(1), 5-39.
- Hanson, R. A., & Farrell, D. (1995). The long-term effects on high school seniors of learning to read in kindergarten. *Reading Research Quarterly, 30*, 908-933.
- Harms, T., Clifford, R. M., & Cryer, D. (1998). *Early Childhood Environment Rating Scale: Revised Edition*. New York: Teachers College Press.
- Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday lives of American children*. Baltimore, MD: Brookes.
- Heath, S. B. (1984). *Way with words: Language, life and work in communities and classrooms*. Cambridge: Cambridge University Press.
- Howes, C., & Smith, E. W. (1995). Relations among child care quality, teacher behavior, children's play activities, emotional security, and cognitive activity in child care. *Early Childhood Research Quarterly, 10*, 381-404.
- Infant Health and Development Program (IHDP). (1990). Enhancing the outcomes of low-birth-weight, premature infants. *Journal of the American Medical Association, 263*(22), 3035-3042.
- Karweit, N. (1989). The effects of a story-reading program on the vocabulary and story comprehension skills of disadvantaged prekindergarten and kindergarten students. *Early Education and Development, 1*, 105-114.
- Karweit, N. (1994). The effect of story reading on the language development of disadvantaged prekindergarten and kindergarten students. In D. K. Dickinson (Ed.), *Bridges to literacy: Approaches to supporting child and family literacy* (pp. 43-65). Cambridge, MA: Basil Blackwell.
- Kloosterman, V. I. (2001, June). *A qualitative examination of the impact of the literacy environment enrichment project on preschool teachers' and supervisors' practices*. Paper presented at the 13th Annual Conference on Ethnographic and Qualitative Research in Education, Albany, NY.
- Kloosterman, V. I. (2002, April). *Supervision in preschool education and the impact of the literacy environment enrichment project*. Paper session, Annual Conference of the American Education Research Association (AERA), New Orleans, LA.
- Leseman, P. M., & de Jong, P. F. (1998). Home literacy: Opportunity, instruction, cooperation and social-emotional quality predicting early reading achievement. *Reading Research Quarterly, 33*, 294-318.
- McCardle, P., Scarborough, H. S., & Catts, H. W. (2001). Predicting, explaining, and preventing children's reading difficulties. *Learning Disabilities Research & Practice, 16*(4), 230-239.
- McCarty, F., Lambert, R., & Abbott-Shim, M. (2001). The relationship between teacher beliefs and practices and Head Start classroom quality. *Early Education and Development, 12*(2), 225-238.
- NICHD Early Child Care Research Network. (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health, 89*, 1072-1077.

- NICHD Early Child Care Research Network. (2000). The relation of child care to cognitive and language development. *Child Development, 71*, 960-980.
- NICHD Early Child Care Research Network. (2001). Child care and children's peer interactions at 24 and 36 months: The NICHD study of early child care. *Child Development, 72*, 1478-1500.
- NICHD Early Child Care Research Network. (2002). Early child care and children's development prior to school entry: Results from the NICHD Study of early child care. *American Educational Research Journal, 39*(1), 133-165.
- Neuman, S. B., & Dickinson, D. K. (Eds.). (2001). *Handbook of early literacy research*. New York: Guilford.
- Peisner-Feinberg, E., & Burchinal, M. (1997). Concurrent relations between child care quality and child outcomes: The study of cost, quality, and outcomes in child care center. *Merrill-Palmer Quarterly, 43*, 451-477.
- Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., & Yazejian, N. (2001). The relation of preschool quality to children's cognitive and social developmental trajectories through second grade. *Child Development, 72*(5), 1534-1553.
- Quint, J. C., Bos, J. M., & Polit, D. F. (1997, July). *New Chance: Final report on a comprehensive program for disadvantaged young mothers and their children*. New York: Manpower Demonstration Research Corporation.
- Roach, K. A., & Snow, C. E. (2000, April). *What predicts 4th grade reading comprehension?* Paper presented at the annual conference of the American Education Research Association, New Orleans, LA.
- Sameroff, A. J., Seifer, R., Baldwin, A., & Baldwin, C. (1993). Stability of intelligence from preschool to adolescence: The influence of social and family risk factors. *Child Development, 64*, 80-97.
- Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97-110). New York: Guilford.
- Scarborough, H. S., & Dobrich, W. (1994). On the efficacy of reading to preschoolers. *Developmental Review, 14*, 245-302.
- Schweinhart, L. J., Barnes, H. V., Weikart, D. P., Barnett, W. S., & Epstein, A. S. (1993). *Significant benefits: The High/Scope Perry preschool study through age 27* [Monographs of the High/Scope Educational Research foundation No. 10]. Ypsilanti, MI: High/Scope Press.
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. National Research Council and Institute of Medicine. Washington, DC: National Academy Press.
- Smith, M. W., Dickinson, D. K., Sangeorge, A., & Anastasopoulos, L. (2002). *The early language and literacy classroom observation (ELLCO)*. Baltimore, MD: Brookes Publishing Company.
- Smith, S. (Ed.). (1995). Two-generation programs for families in poverty: A new intervention strategy. *Advances in Applied Developmental Psychology* (Vol. 9). Norwood, NJ: Ablex.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Research Council. National Academy Press.
- Snow, C. E., Tabors, P. O., & Dickinson, D. K. (2001). Language development in the preschool years. In D. K. Dickinson & P. O. Tabors (Eds.), *Beginning literacy with language* (pp. 1-26). Baltimore: Brookes.
- St. Pierre, R. G., Ricciuti, et al. (in press). *Third national Even Start evaluation: Program outcomes*. Cambridge, MA: Abt Associates Inc. for the U.S. Department of Education, Planning and Evaluation Service (contract EA97049001).
- St. Pierre, R. G., Swartz, J. P., Gamse, B., Murray, S., Deck, D., & Nickel, P. (1995, January). *National evaluation of the Even Start Family Literacy Program: Final report*. Cambridge, MA: Abt Associates Inc. for the U.S. Department of Education, Planning and Evaluation Service (contract LC90062001).
- Street, B. V. (1984). *Literacy in theory and practice*. Cambridge, UK: Cambridge University Press.
- Sulzby, E., & Teale, W. (1991) Emergent literacy. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of Reading Research* (Vol. II). New York: Longman.
- Tabors, P. O., Snow, C. E., & Dickinson, D. K. (2001). Homes and schools together: Supporting language and literacy development. In D. K. Dickinson & P. O. Tabors (Eds.), *Beginning Literacy with Language: Young children learning at home and school* (pp. 313-338). Baltimore, MD: Brookes.
- U.S. Department of Health and Human Services. (2001). *Head Start FACES: Longitudinal findings on program performance. Third progress report*. Washington, DC: Author.
- Wagner, M., & Clayton, S. (1998). *The Parents as Teachers Program: Results from two demonstrations*. Menlo Park, CA: SRI International.
- Wasik, B. H., Dobbins, D. R., & Herrmann, S. (2001). Intergenerational family literacy: Concepts, research, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 444-458). New York: Guilford Press.
- Wasik, B. H., Ramey, C. T., Bryant, D., & Sparling, J. (1990). A longitudinal study of two early intervention strategies: Project CARE. *Child Development, 61*, 1682-1696.
- Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development, 69*(3), 848-872.
- Whitehurst, G. J., & Lonigan, C. J. (2001). Emergent literacy: Development from pre-readers to readers. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 11-29). New York: Guilford.