

## CURRICULUM VITAE

Catherine Elizabeth Snow

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

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### **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 Psicología Evolutiva y de la Educación, Universidad Autónoma 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, "Imitativensness 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, 2<sup>nd</sup> 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.

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