

Heimildaskrá

Armbruster, B. B. og Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Sótt 17. apríl, 2008, á vefsíðu National Institute for Literacy:

http://www.nifl.gov/partnershipforreading/publications/reading_first1.html

Álheiður Steinþórsdóttir og Guðfinna Eydal. (2003). *Barnasálfraði*. Reykjavík: Mál og Menning.

Barton. M. E., og Tomasello, M. (1994). The rest of the family: the role of fathers and siblings in early language development. Í A. Gallaway, C. og B. Richards, B. J. (Ritstjórar), *Input and interaction in language acquisition* (1.útgáfa, bls. 107 – 134). Cambridge: Great Britain at the University Press.

Beck, I. L., McKeown, M. G. og Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. [Vefútgáfa]. New York: Guilford Press.

Beck, I. L., McKeown, M. G. og Kucan, L. (2003). Taking delight in words: Using oral language til build young children's vocabularies. [Vefútgáfa]. *American Educator*, 27 (1).

Berko, J. (2003). *The child's learning of English morphology*. Sótt 24.apríl 2008, á vefinn CHILDES – Childe language data exchange system:
<http://childe.psy.cmu.edu/topics/wugs/wugs.pdf>

Biemiller, A. (1999). *Language and reading success*. Cambridge, Massachusetts: Brookline Books.

Biemiller, A. (2000). Teaching vocabulary: Early, direct, and sequential. [Vefútgáfa]. *Perspectives*, 26 (4).

Bloom, P. (2001a). *How children learn the meanings of words*. London: Massachusetts Institute of Technology.

- Bloom, P. (2001b). Précis of how children learn the meanings of words. [Vefútgáfa]. *Behavioral and Brain Sciences*, 24, 1095-1103.
- Bryant, J. B. (2005). Language in social contexts; Communicative competence in the preeschool years. Í Gleason, J.B. *The Development of Language* (6. útgáfa, bls. 191-229). Boston: Pearson Education.
- Bryant, P. og Nunes, T. (2006). Morphemes and literature: a starting point. Í Nunes og Bryant (Ritstjórar), *Improving Literacy by Teaching Morphemes* (bls. 3-34). Oxon,UK: Routledge.
- Chard, D. J. og Dickson, S. V. (1999). *Phonological Awareness: Instructional and Assessment Guidelines*. Sótt 24. apríl 2008, á vefsíðu LD-online; The world's leading website on learning disabilities and ADHD:
<http://www.ldonline.org/article/6254>
- Clark, E. V. (2003). *First language acquisition*. Cambridge, UK: Cambridge University Press.
- Crystal, D. (1997). *The Cambridge encyclopedia of language* (2. útgáfa). Great Britain: Cambridge University Press.
- Deutsch, W., Wagner, A., Burchardt, R., Schulz, N. og Nakath, J. (2001). Person in the language of singletons, siblings and twins. Í A. Bowerman, M. og B. Levinson, S. C. (Ritstjórar), *Language acquisition and conceptual development* (1. útgáfa, bls. 284-315). Cambridge: Cambridge University press.
- Dickinson, D. K. og Smith, M.W. (1994). Long-term effects of preschool teachers' book reading on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29, 104-123.
- Edwards, E. C., Font, G., Bauman, J. F. og Boland, E. (2004). Unlocking word meanings: Strategies and guidelines for teaching morphemic and contextual analysis. Í

A.Baumann, J. F. Og B. Kame'enui, E. J. (Ritstjórar), *Vocabulary instruction* (1. útgáfa, bls. 159-176). New York: The Guilford Press.

Ellis, N. (1994). Vocabulary acquisition: The implicit ins and outs of explicit cognitive mediation. Í Ellis, N. (Ritstjóri), *Implicit and explicit learning of language* (1.útgáfa, bls. 211-282). London: Academic press limited.

Freyja Birgisdóttir (2006, 6. október). *Vöxtur orðaforðans*. Fyrirlestur fluttur á námskeiðinu Þróun máls og málnotkunar í Kennaraháskóla Íslands, Reykjavík.

Fromkin, V., Rodman, R. og Hyams, N.. (2003). *An introduction to language* (7. útgáfa). Boston, MA: Heinle.

Genishi, C. og Dyson, A. H. (1984). *Language assessment in the early years*. New Jersey: Ablex Publishing Corporation.

Gleason, J. B. (2005). The development of language; An overview and a preview. Í Gleason, J. B. *The Development of Language* (6. útgáfa, bls. 1-38). Boston: Pearson Education.

Goerss, B. L., Beck, I. L. og McKeown, M.G. (1999). Increasing remedial students' ability to derive word meaning from context. [Vefútgáfa]. *Journal of Reading Psychology, 20*, 151-175.

Goldin-Meadow, S. (2007). Pointing sets the stage for learning language – and creating language. [Vefútgáfa]. *Child Development, 78* (3), 741-745.

Hart, B. og Risley, T. R. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore: Paul H. Brookes.

Hrafnhildur Ragnarsdóttir. (1987). Vangaveltur um máltöku og lestrarnám. Í A. Indriði Gíslason og B. Guðmundur B. Kristmundsson (Ritstjórar), *Lestur-mál* (bls.51-64). Reykjavík: Iðunn.

Huttenlocher, J., Levine, S. og Veva, J. (1998). Environmental input and cognitive growth: A study using time-period comparisons. [Vefútgáfa]. *Child Development*, 69 (4), 1012-1029.

James, S. L. (1990). *Normal Language Acquisition*. USA: Allyn and Bacon.

Johnson, D. (2001). *Vocabulary in the elementary and middle school*. Needham Heights, MA, USA: Allyn & Bacon.

Jaswal, V. K. og Neely, L. A. (2006). Adults don't always know best: Preschoolers use past reliability over age when learning new words. [Vefútgáfa]. *Psychologicalscience*, 17 (9), 757-758.

Juel, C. (2003). The impact of early school experiences on initial reading. Í A. Newman, S. B. og B. Dickinson, D. K. (Ritsstjórar), *Handbook of early literacy research* (bls. 84-100). New York: Guilford Press.

Kalmar, K. (2008). Let's give children some something to talk. [Vefútgáfa]. *YC Young Children*, 63 (1), 88-92.

Kuhn, M. R. og Stahl, S. A. (1998). Teaching children to learn word meanings from context: A synthesis and some questions. [Vefútgáfa]. *Journal of Literacy Research*, 30, 119-138.

Kunøe, M. (1980). Mál barna mótask af umhverfi. Í A. Indriði Gíslason og B. Jón Gunnarsson (Ritsstjórar), *Mál og máltaka* (bls. 162-166). Reykjavík: Iðunn.

Kuo, L. og Anderson, C. (2006). Morphological awareness and learning to read: a cross language perspective. [Vefútgáfa]. *Educational Psychologist*, 41 (3), 161-180.

Larsen, J. A. og Nippold, M.A. (2007). Morphological analysis in school-age children: dynamic assessment of a word learning strategy. [Vefútgáfa]. *Language, Speech & Hearing Services in Schools*, 38 (3), 201-212.

McGregor, K. K., Sheng, L. og Ball, T. (2007). Complexities of expressive word learning over time. [Vefútgáfa]. *Language, Speech & Hearing Services in Schools*, 38 (4), 353-364.

McKeow, M. G. og Beck, I. L. (2004). Direct and rich vocabulary instruction. Í A. Baumann, J. F. Og B. Kame'enui, E. J.(Ritstjórar), *Vocabulary instruction* (1. útgáfa, bls. 13-27). New York: The Guilford Press.

Morrow, L. M. (2001). *Literacy in the early years: Helping children read and write* (4. útgáfa). MA, USA: Allyn and Bacon.

Nagy, W. (2005). *Promoting students' vocabulary development: An overview*. Sótt 13. apríl 2008, á vefsíðu Seattle Pacific University, heimasíðu William Nagy:

http://myhome.spu.edu/wnagy/promoting_students.htm

Nation, P. (2005). Teaching vocabulary. [Vefútgáfa]. *Asian EFL Journal*, 7 (3).

Nippold, M. A. (1998). *Later language development: The school-age and adolescent years*, (2.útgáfa). Austin, TX: PRO-ED.

Padak, N. (2006). What's in a word? Teaching vocabulary from the inside out. [Vefútgáfa]. *New England Reading Association Journal*, 42 (2), 8-11.

Pan, B. A. (2005). Semantic development; Learning the meanings of words. Í Gleason, J. B. *The Development of Language* (6. útgáfa, bls. 112-147). Boston: Pearson Education.

Parson, S., Law, J. og Gascoigne, M. (2005). Teaching receptive vocabulary to children with specific language impairment: a curriculum-based approach. [Vefútgáfa]. *Child Language Teaching and Therapy*, 21 (1), 39-59.

Peccei, J. S. (1994). *Child language*. London and New York: Routledge.

Pence, K. L. og Justice, L. M. (2008). *Language development from theory to Practice*. New Jersey: Pearson Educational.

Piper, T. (1998). *Language and learning; The home and school years* (2. útgáfa). New Jersey: Prentice-Hall.

Reich, P. A. (1986). *Language development*. Englewood Cliffs, New Jersey: Prentic-Hall.

Riley, J. (2006). *Language and literacy 3-7*. London: SAGE Publications.

Schwanenflugel, P. J., Stahl, S. A. og McFalls, E. L. (1997). Partial word knowledge and vocabulary growth during reading comprehension. [Vefútgáfa]. *Journal of Literacy Research*, 29 (4), 531-553.

Shostak, J. (2008). *The value of direct and systematic vocabulary instruction*. Sótt 18.apríl, 2008, á vefsíðu Sadlier-Oxford; Educational Publishing from PreK 12+:
http://www.sadlier-oxford.com/docs/pdf/9147-9_VW_WhitePaper_Vol7.pdf

Stahl, A. S. og Stahl, K .A. D. (2004). Word Wizards all! Teaching word meanings in preschool and primary education. Í A. Baumann, J. F. Og B. Kame'enui, E. J. (Ritstjórar), *Vocabulary instruction* (1. útgáfa, bls. 59-78). New York: The Guilford Press.

Svanhildur Kr. Sverrisdóttir. (2005). *Orðhlutar*. Sótt 9.apríl, 2008, á vefsíðu Námsgagnastofnunar: Málbjörg; Kennara- og kennsluefni í íslensku fyrir unglungastig:
<http://www.namsgagnastofnun.is/malbjorg/glaerur/ppskjol/ordhlutar.ppt>

Vikram K. Jaswal og Leslie A. Neely. (2006). Adults don't always know best: Preschoolers use past reliability over age when learning new words. [Vefútgáfa]. *Psychological science*, 17 (9), 757-758.

Wasik, B. A. (2006). Building vocabulary one word at a time. [Vefútgáfa]. *YC Young Children*, 61 (6), 70-78.