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GRANTS

- Vukelich, C. Head Start Financial Management and Administration/State Technical and Training Assistance Plan. Funded: June, 1972 (\$109,000)
- Vukelich, C. Preschool Readiness Outreach Program. ESEA Title III Grant. Funded: July, 1975 to June, 1976 (\$51,727)
- Vukelich, C. & Pledgie, T. Giving Inservice for Teachers' Educational Development - GIFTED (with the State Department of Public Instruction), Office of Gifted. Funded: June, 1978 to July, 1980 (\$50,000)
- Vukelich, R., & Vukelich C. Project Pentadel. Department of Education and Department of Public Instruction. Funded: July 1980-1983 (\$62,800)
- Vukelich, C., & Golden, J.M. The Development of Writing in Young Children. UNIDEL. Funded: 1980-1983 (\$10,000)
- Vukelich, C., & Kliman, D. Evaluating Parents Information About Children. UNIDEL. Funded: 1980-1986 (\$7,000)
- Vukelich, C. Summer Writing Institute. Delaware Humanities Forum. Funded: 1989 (\$4,875)
- Vukelich, C., Roskos, K., Christie, J., & Neuman, S.B. Linking Literacy and Play. International Reading Association. Funded: May 1993 (\$9,977)
- Vukelich, C., & Roe, M.F. The Discourse of Science: Integrating Literacy and Science Instruction. Dwight D. Eisenhower Professional Development Program Title II. Funded: 1996 - 2002 (\$61,522)
- Vukelich, C., & Evans, C.M. Delaware Writing Project. National Writing Project. Funded: Since 2001 (\$20,000-\$53,000/annually)
- Ware, M., & Vukelich, C. Engage for Success. U.S. Department of Education. Funded: 2002-2009 (\$1,469,252)
- VanDornick, B., & Vukelich, C. Teacher Quality Enhancement Grant. U.S. Department of Education. Funded: 2004-2009 (\$1,997,000)
- Vukelich, C., Buell, M.J., & Han, M. Early Reading First Grants. U.S. Department of Education. Funded: 2005-2008 (\$3,300,655); 2007-2010 (\$3,621,606); 2009-2013 (\$3,674,921)

Scantlebury, K., & Vukelich, C. Teachers for a Competitive Tomorrow. U.S. Department of Education. Funded: 2008-2013 (\$941,824)

ELECTED POSITIONS

President, Delaware Association for the Education of Young Children, 1977-1978
President, Delaware Association for Childhood Education, 1982-1984
Secretary, University Faculty Senate, 1986-1987
Vice-President, University Faculty Senate, 1987-1988
Member of Executive Board, Association for Childhood Education International, 1987-1990
President, Association for Childhood Education International, 1993-1995
Past President, Association for Childhood Education International, 1995-1996
President, Literacy Development of Young Children Special Interest Group,
International Reading Association, 2001-2002
Member at Large, Board of Directors, American Association of Colleges of Teacher Education,
2014-2017
Secretary, Executive Committee, American Association of Colleges of Teacher Education, 2017-
2018

AWARDS

Excellence in Undergraduate Teaching Award, College of Education, 1975
University Excellence-in-Teaching Award, 1985
College of Education Distinguished Faculty Award, 1991
Order of Excellence Award, Delaware State Board of Education, June 8, 1995
Merit Award, Delaware State Superintendent, June 8, 1995
Ratlidge Award, University of Delaware, November 14, 2005
Ethel Cooper Award, New Castle County Head Start, Inc., May 2009

SELECT NATIONAL AND INTERNATIONAL PROFESSIONAL PRESENTATIONS (Since 2000)

Albertson, B., Dillner, M., Evans, C.M., & Vukelich, C. (2000, August). *Coming full circle: From assessment to instruction to assessment*. National Council of Teachers of English. Utrecht, The Netherlands, August 2000.

Roe, M.F., & Vukelich, C. *Tutoring the reading tutor: A case study*. National Reading Conference. Scottsdale, Arizona.

Risko, V., Roskos, K., & Vukelich, C. (2000, December). *Preparing the reflective teacher of reading: A critical review of the professional education research*. National Reading Conference. Scottsdale, Arizona.

Risko, V., Roskos, K., Vukelich, C. (2001, April). *Reflection research in literacy pedagogy: A preliminary look at an ordered vision*. American Educational Research Association. Seattle, Washington.

- Vukelich, C., & Matthias, M. (2001, April). *From Assessment to instruction to assessment: Coming full circle to iAnSsStErSuScMtEiNoTn*. International Reading Association. New Orleans, Louisiana.
- Vukelich, C., Albertson, B., & Evans, C.M. (2001, November). *Writing project partnerships and state writing assessment programs: Results from Delaware*. National Writing Project Annual Meeting. Baltimore, Maryland.
- Risko, V., Roskos, K., & Vukelich, C. (2001, December). *A conceptual analysis of reflection as a research construct in teacher education studies*. National Reading Conference. San Antonio, Texas.
- Risko, V., Roskos, K., & Vukelich, C. (2001, December). *Instructional purposes: Theoretical paradigms, definitional features, and the pedagogy of reflection in preparing reading Teachers*. National Reading Conference. San Antonio, Texas.
- Vukelich, C. (2002, Fall). *Early literacy standards*. (2002, Fall). Department of Education Early Childhood Academy. Los Angeles, California and Miami, Florida.
- Christie, J., Vukelich, C., & Roskos, K. (2002, June). *The effects of a well-designed literacy curriculum on young children's language and literacy development*. Head Start Sixth National Research Conference. Washington, DC.
- Risko, V., Roskos, K., Vukelich, C. (2003, April). *Reflection instruction for prospective teachers: Where theory and research lead us*. American Educational Research Association. Chicago, Illinois.
- Roskos, K., Christie, J., Vukelich, C., & Han, M. (2004, April). *Learning words at preschool: Does the early literacy curriculum help?* American Educational Research Association. San Diego, California.
- Riskos, V., Roskos, K., & Vukelich, C. (2005, April). *The efficacy of an instructional procedure for improving prospective teachers' reflections*. American Educational Research Association. Montreal, Quebec.
- Riskos, V., Roskos, K., & Vukelich, C. (2005, April). *Toward a pedagogy of reflection: New insights from the past decade of reflection research*. American Educational Research Association. Montreal, Quebec.
- Roskos, K., & Vukelich C. (2005, June). *A content analysis of a commercial early literacy program: Examining the research base*. National Association for the Education of Young Children. Miami Beach, Florida.
- Vukelich, C. (2005, May). *Translating standards into instruction*. International Reading Association. May 2005.
- Vukelich, C., (2005, 2006, 2007, Fall). *Creating a literate classroom environment*. Early Reading First Annual Conferences. Miami, FLA., New Orleans, Louisiana, Phoenix, Arizona.

- Roskos, K., & Vukelich, C. (2005, July). *Early literacy education trends in the United States* 14th European Conference on Reading. Zagreb, Croatia.
- Vukelich, C., (2005-2006, Spring). *Factors to consider in selecting pre-school literacy curriculum*. National Even Start Association. San Francisco, CA; Boston, MA; Austin, TX; Washington, DC.
- Han, M., Vukelich, C., & Buell, M.J. (2006, May). *You're teaching, but are your children learning? Using CBMs to monitor achievement and make instructional decisions*. International Reading Association. Chicago, IL.
- Vukelich, C., Han, M., & Buell, M.J. (2007, December). *Building vocabulary: The effects of a Tier 2 intervention on Head Start children's vocabulary development*, National Reading Conference, Austin, TX.
- Vukelich, C., (2008, March-April). *Lessons learned for use in preschool centers of excellence*. Featured Speaker. CCIRA conference. Denver, CO, Virginia Reading Association. Richmond, VA.
- Roskos, K., Vukelich, C., Han, M., & Buell, M.J. (2008). *Vocabulary strategies for success: Efficacy of a vocabulary instruction protocol in early literacy programs*. International Reading Association. Atlanta, GA.
- Vukelich, C., Han, M., & Buell, M.J. (2008, May). *Vocabulary learning in an early literacy program*. International Reading Association. Atlanta, GA.
- Han, M., Vukelich, C., & Buell, M.J. (2008). *The effects of an explicit protocol on at risk preschoolers' vocabulary development*. National Reading Conference. Orlando, FLA.
- Vukelich, C. (2009). *Monitoring language and literacy learning in a preschool program*. International Reading Association. Phoenix, AZ, February 2009.
- Vukelich, C., Han, M., & Buell, M.J. (2009, April). *Value added: The effects of a Tier 2 intervention on at-risk Head Start children's vocabulary development*. American Educational Research Association. San Diego, CA.
- Vukelich, C., Han, M., Buell, M.J, & Moore, N. (2009, December). *Beyond Early Reading First: The effects of home language on children's language and literacy development*. National Reading Conference. Albuquerque, New Mexico..
- Buell, M.J., Vukelich, C., Han, M. (2010, May). *Supporting at-risk preschoolers' language and early reading development: A tiered approach*. American Educational Research Association. Denver, CO.
- Vukelich, C. (2010, May). *Teacher/child interactions in a print-rich environment*. Early Reading First Conference, Chicago, Illinois.

- Vukelich, C., Han, M., & Buell, M.J. (2010, May). *Looking into the future: Does participation in an ERF project provide low-income children with a head start?* International Reading Association. Chicago, Illinois.
- Vukelich, C. (2010, November) *Research in early childhood literacy development.* National Writing Conference, Orlando, FLA.
- Han, S., Vukelich, C., Han, M., & Buell, M. (2011, April). *Preschool Teacher's Language Use during Dramatic Play.* American Educational Research Association, New Orleans, LA.
- Vukelich, C., & Han, M. (2010, December). *Beating the odds: supporting all young children's literacy development.* Invited presentation at the Preschool literacy study group Literacy Research Association, Fort Worth, TX.
- Vukelich, C., Justice, L.M., & Han, M. (2012, April). *Impact of supplemental tutoring configurations for preschoolers at risk for reading difficulties.* American Education Research Association, Vancouver, B.C. Canada.
- Buell, M., Han, M., Vukelich, C. (2012, June). *How helpful is the CLASS for coaching across the classroom?* Head Start Research Conference, Washington, D.C.
- Buell, M.J., Han, M., & Vukelich, C. (2012, December). *Stability of CLASS scores across contexts and time: The CLASS as a coaching tool.* Literacy Research Association. San Diego, CA.
- Han, M., Vukelich C., & Buell, M. (2013, April). *The effect of play intervention on high-risk preschoolers' vocabulary learning.* American Educational Research Association, San Francisco, CA.
- Buell, M., Han, M., & Vukelich C. (2013, April). *Measuring early childhood classroom quality.* American Educational Research Association, San Francisco, CA.
- Vukelich, C. (2014, August). *Literacy development and learning in early childhood education.* Asia Pacific Early Childhood Conference. Bali, Indonesia. [Invited Keynote]
- Meacham, S., Vukelich, C., Han, M., & Buell, M.J. (2014, December). *Preschool teachers questioning in sociodramatic play.* Literacy Research Association. Marco Island, FLA.
- Han, M., Vukelich, C., Buell, M.J., & Meacham, S. (2015, April). *Follow-Up study of Early Reading First program graduates: Comparison between dual language learners and monolingual children's English literacy growth.* American Educational Research Association, Chicago, ILL.
- Vukelich, C. (2018, December). *The impact of poverty on young children's language development.* Early Childhood Education Conference, Nanjing, CHINA.

PUBLICATIONS

Books

- Vukelich, C., Christie, J., & Enz, B. (2020, 5th Ed.). *Helping young children learn language and literacy*. Boston, MA: Allyn & Bacon.
- Christie, J. F., Enz, B., Vukelich, C., & Roskos, K. (2013, 5th Ed.). *Teaching language and literacy: Preschool through the elementary grades*. Reading, MA: Addison Wesley/Longman Publishing Company.
- Vukelich, C. & Christie J. (2009, 2nd Ed.). *Building a foundation for preschool literacy: Effective instruction for children's reading and writing development*. Newark, DE; International Reading Association.
- Justice, L.M. & Vukelich, C. (Eds.). (2008). *Achieving EXCELLENCE in preschool literacy instruction*. New York: The Guilford Press.

Book Chapters

- Vukelich, C. (1991). Materials and modeling: Promoting literacy during play. In *Play and Early Literacy Development* (pp. 215-232). J. F. Christie. (Ed.), New York: SUNY Press.
- Roskos, K., & Vukelich, C. (1998). How do practicing teachers grow and learn as professional? In S. B. Neuman & K. Roskos (Eds.), *Children Achieving: Best Practices in Early Literacy* (pp. 250-271). Newark, DE: International Reading Association.
- Christie, J., Roskos, K., Vukelich, C., & Han, M. (2003). The effects of a well-designed literacy program on young children's language and literacy development. In Head Start Bureau (Ed.), *The First Eight Years – Pathways to the Future: Implications for Research, Policy, and Practice* (pp. 447-448). New York: Mailman School of Public Health, Columbia University.
- Vukelich, C., Evans, C., & Albertson, B. (2003). Organizing expository texts: A look at possibilities. In D.M. Barone & L.M. Morrow (Eds.), *Literacy and Young Children: Research- Based Practices* (pp. 261-290). New York, NY: Guilford Press.
- Risko, V. J., Roskos, K., & Vukelich, C. (2005). Reflection and the self-analytic turn of mind: Toward more robust instruction in teacher education. In Israel, Block, Kinnucan-Walsh, & Bauserman (Eds.), *Metacognition in Literacy Learning: Theory, Assessment, Instruction and Professional dDevelopment* (pp. 315-333). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Roskos, K., & Vukelich, C. (2006). Early literacy policy and pedagogy. In D.K. Dickinson & S. B. Neuman (Eds.), *Handbook of Early Literacy Research, Vol. II*. (pp. 295-310). New York, NY: Guilford Publications, Inc.
- Cabell, S.Q., Justice, L.M., Vukelich, C., Buell, M.J., & Han, M. (2008). Strategic and Intentional Shared Storybook Reading. In L.M. Justice & C. Vukelich (Eds.), *Achieving Excellence in Preschool Literacy Instruction* (pp. 198-220). New York: Guilford Press.
- Roskos, K.A. & Vukelich, C. (2008). Quality Counts: Design and Use of an Early Literacy Program Review Tool. In L.M. Justice & C. Vukelich (Eds.), *Achieving Excellence in Preschool Literacy Education* (pp. 265-283). New York: Guilford Press.

Vukelich, C., Buell, M.J., & Han, M. (2010). Early Reading First Graduates Go to Kindergarten: Are Achievement Gains Enduring? In M.C. McKenna, S. Walpole, & K. Conradi (Eds.), *Early Reading First: Research, Resources, and Best Practices* .

Curriculum Materials

Vukelich, C. (1980). *Study Guide: The Learner awareness series*. Minneapolis, Minnesota: Lerner Publishing Company.

Roskos, K., Vukelich, C., Christie, J., Enz, B., & Neuman, S. (1995). *Linking literacy and play*. Newark, DE: International Reading Association.

Christie, J. F., Roskos, K., & Vukelich, C. (2002). Consultants. *Doors to Discovery: An Early Literacy Program*. Bothell, WA: McGraw-Hill/The Wright Group.

Articles

Vukelich, C. & Beattie, I. (1972). Teaching in the kindergarten: A review of studies. *Childhood Education, 48*, 327-329.

Vukelich, C. & Matthias, M. (1974). A language process prescribed for use with disadvantaged children. *Elementary English, 119-124*, 141.

Vukelich, C. (1974). Language arts in early childhood education. *Elementary English, 51*, 300-309.

Vukelich, C. (1974). Language growth in head start children. *Exceptional Children, 41*, 197-199.

Van Camp, S. S. & Vukelich, C. (1975). From cardboard to classroom: On a shoe string. *Voice for Children, 7*, 6-7.

Vukelich, C. & Van Camp, S. S. (1975). Teacher education: Integrating learning and experiences. *Journal of Home Economics, 67*, 15-19.

Vukelich, C. (1975). Parents, teachers, children: Together in day care. *Voice for Children, 7*, 4-6.

Vukelich, C., McCarty, C., & Nanis, C. (1976). Sex bias in children's books. *Childhood Education, 52*, 220-222. (Reprinted in *Growing Free: Ways of Helping Children*. Reprinted Ginn Custom Publishing Program.)

Vukelich, C. (1976). The development of listening comprehension through storytime. *Language Arts, 53*, 889-891.

Cassidy, A. M. & Vukelich, C. (1977). The effects of group size on kindergarten children's listening performance. *Psychology in the Schools, 14*, 449-454.

Vukelich, C. (1977). A trip to take cameras with. *Language Arts, 54*, 384-386.

Cassidy, J. & Vukelich, C. (1978). Survival reading for parents and kids: A parent education program. *The Reading Teacher, 31*, 638-641.

- Vukelich, C. (1978). Parents are teachers: A beginning reading program. *The Reading Teacher*, 31, 524-528. (Reprinted in *The Education Digest*, May, 1978. Described in *It Starts in the Classroom*, March, 1978.)
- Cassidy, J. & Vukelich, C. (1978). Providing for the young academically talented: A pilot program for teachers and children. *Journal for the Education of the Gifted*, 1, 70-76.
- Vukelich, C. & McAdam, J. (1978). Mothers' ability to predict their children's reading readiness skills. *The Reading Teacher*, 32, 345-348.
- Vukelich, C. Kliman, D., & Meyer, J. (1979). A summer institute for teachers and administrators of young gifted children. *Journal for the Education of the Gifted*, 2, 242-247.
- Vukelich, C., Duff, E., & Matthias, M. (1979). ACEI membership survey. *Childhood Education*.
- Cassidy, J. & Vukelich, C. (1980). Do the gifted read early? *The Reading Teacher*, 33, 578-582.
- Vukelich, C. & Naeny, J. (1980). Parents as partners in teaching beginning reading: A learning knapsack program. In J. Foley (Ed.), *Parents and Reading*. Connecticut Association for Reading Research.
- Vukelich, C., Cassidy, J., & Berger, D. (1980). A beginning reading program for gifted four year olds. *Journal of Language Experience*, 1, 27-34.
- Vukelich, C., & Golden, J. (1981). The development of writing in young children: A review of the literature. *Childhood Education*, 57, 167-70. (Reprinted in *Writing in Elementary School Social Studies*. Colorado: Social Science Consortium, Inc., 1982.)
- Stillman, D., Butler, B., & Vukelich, C. (1983). A focus for the interdisciplinary curriculum. *Museum News*, 61, 48-51.
- Ashman, S. S. & Vukelich, C. (1983). The effect of different types of nomination forms on teachers' identification of gifted children. *Psychology in the Schools*, 20, 518-27.
- Vukelich, C. (1984). Parent's role in the reading process: A review of practical suggestions and ways to communicate with parents. *The Reading Teacher*, 37, 472-77.
- Vukelich, C. & Golden, J. (1984). Early writing: Development and teaching strategies. *Young Children*, 39, 3-8.
- Vukelich, C. & Kliman, D. (1985). Mature and teenage mothers' infant growth expectations and sources used to obtain information. *Family Relations*, 34, 189-96.
- Kliman, D. & Vukelich, C. (1985). Mothers and fathers: Expectations for infants. *Family Relations*, 34, 305-13.
- Nangeroni, S., Vukelich, R., & Vukelich, C. (1986). The use of learning style theory to design a cooperative school-museum program for gifted students. *Museum Studies Journal*, 3, 46-56.

- Vukelich, C. (1986). The relationship between peer questions and seven-year-olds' text revisions. In J.A. Niles & R. Lalik (Eds.), *Solving Problems in Literacy: Learners, Teachers, Researchers* (pp. 300-305). Rochester, NY: National Reading Conference.
- Vukelich, C. & Levenson, L. D. (1987). Text revisions: Helping children modify the content of their writing. *Childhood Education*, 63, 255-261.
- Vukelich, C. & Levenson, L. D. (1987). Two young writers: The relationship between text revisions and teacher/student conferences. In J.E. Readance & R. S. Baldwin (Eds.), *Research in Literacy: Merging Perspectives* (pp. 281-286). NY: National Reading Conference.
- Vukelich, C. & Edwards, N. (1988). The role of context and as-written orthography in kindergartners' word recognition. In J.E. Readance & R. S. Baldwin (Eds.), *Dialogues in Literacy Research*. Chicago: National Reading Conference.
- Vukelich, C. & Levenson, L. D. (1988). Text revisions by two young writers following teacher/student conferences. *Journal of Research in Childhood Education*, 3, 46-54.
- Golden, J. & Vukelich, C. (1989). Coherence in children's written narratives. *Written Communication*, 6, 45-65.
- Vukelich, C. (1990). Where's the paper? Literacy during dramatic play. *Childhood Education*, 66, 205-209.
- Vukelich, C. & Valentine, K. (1990). A child plays: Two teachers learn. *Reading Teacher*, 44, 342-344.
- Roskos, K. & Vukelich, C. (1991). Promoting literacy in play. *Day Care and Early Education*, 19, 30-34.
- Vukelich, C. (1992). Play and assessment: Young children's knowledge of the functions of writing. *Childhood Education*, 68, 202-207.
- Vukelich, C. (1993). Play: A context for exploring the functions, features, and meaning of writing with peers. *Language Arts*, 70, 386-392.
- Vukelich, C. (1994). Effects of play interventions on young children's reading of environmental print. *Early Childhood Research Quarterly*, 9, 153-170.
- Roe, M. & Vukelich, C. (1994). Portfolio implementation: What about R for realistic? *Journal of Research in Childhood Education*, 9(1), 5-14.
- Vukelich, C., & Roe, M. (1995). Imitations of life: Authenticity in classroom literacy. *Contemporary Education*, 66(3), 179-182.
- Vukelich, C. (1995). Watch me! Watch me! Understanding children's literacy knowledge. *Readings for Linking Literacy and Play*. Newark, DE: International Reading Association.

- Vukelich, C. (1997). Assessing young children's literacy: Documenting growth and informing practice. *The Reading Teacher*, 50(5), 430-435.
- Roe, M., & Vukelich, C. (1997). That was then and this is now: A longitudinal study of teachers' portfolio practices. *Journal of Research in Childhood Education*, 12(1), 16-26.
- Roe, M., & Vukelich, C. (1998). Literacy portfolios: Challenges that affect change. *Childhood Education*, 74(3), 148-153.
- Roe, M., & Vukelich, C. (1998). Literacy histories: Categories of influence. *Reading Research & Instruction*, 37(4), 281-296.
- Roskos, K., Risko, V. J., & Vukelich, C. (1998). Conversations: Head, heart, and the practice of literacy. *Reading Research Quarterly*, 33, 228-239.
- Vukelich, C., & Wrenn, L. C., (1999). Quality professional development: What do we think we know? *Childhood Education*, 75(3), 153-160.
- Risko, V. J., Roskos, K., & Vukelich, C. (1999). Making connections: Preservice teachers' reflection process and strategies. In T Shanahan & F.V. Rodriguez-Brown, *National Reading Conference Yearbook* (pp. 300-305). Chicago, IL: National Reading Conference.
- Roskos, K., Risko, V. J., & Vukelich, C. (2000). Preparing reflective teachers of reading: A critical review of reflection studies in literacy pedagogy. In T Shanahan & F.V. Rodriguez-Brown, *National Reading Conference Yearbook* (pp. 109-121). Chicago, IL: National Reading Conference.
- Roe, M. F., & Vukelich, C. (2001). Understanding the gap between an AmericaReads Program and the tutoring sessions: The nesting of challenges. *Journal of Research in Childhood Education*, 16(1), 39-52.
- Roskos, K., Vukelich, C., & Risko, V. J. (2001). Reflection and learning to teach reading: A critical review of literacy and general teacher education studies. *Journal of Literacy Research*, 33(4), 595-635.
- Risko, V. J., Roskos, K., & Vukelich, C. (2002). Prospective teachers' reflection: Strategies, qualities, and perceptions in learning to teach reading. *Reading Research and Instruction*, 41(2), 149-172.
- Risko, V. J., Vukelich, C., & Roskos, K. (2002). Preparing teachers for reflective practice: Intentions, contradictions, and possibilities. *Language Arts*, 80(2), 134-144.
- Vukelich, C. (2003). Do undergraduate candidates know the content they will teach? In P. Garvin (Ed.), *Developing Knowledgeable Teachers: A Framework for Standards-based Teacher Education Supported by Institutional Collaboration* (pp. 102-109). Washington, DC: National Council on Teacher Education.
- Roe, M. F., Vukelich, C., Albertson, B., & Kelley, M. (2005). Partnership of promise: Tackling writing achievement. *Journal of Reading Education*, 30(2), 14-23.

- Han, M., Roskos, K., Christie, J., Vukelich, C., & Mandzuk, D. (2005). Learning words: Large group time as a vocabulary development opportunity. *Journal of Research in Childhood Education, 19*(4), 333-345.
- Risko, V., Vukelich, C., Roskos, K. (2009). Detailing reflection instruction: The efficacy of a guided instructional procedure on prospective teachers' pedagogical reasoning. *Action in Teacher Education, 31*(2),
- Vukelich, C., Han, M., Buell, M.J., & Moore, N. (2009). Tutoring: A value added way to support Head Start preschoolers' language and early reading development. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 12*(3), 192-209.
- Buell, M.J., Han, M., Blamey, K.L., & Vukelich C. (2010). Facilitating change: Roles of the early childhood literacy coach. *Asia-Pacific Journal of Research in Early Childhood Education, 4*, 29-54.
- Han, M., Moore, N., Vukelich, C., & Buell, M. J. (2010). Does play make a difference?: Effects of play intervention on at-risk preschoolers' vocabulary learning. *American Journal of Play, 3*, (82-105).
- Vukelich, C., Justice, L.M., & Han, M. (2012). Impact of supplemental tutoring configurations for preschoolers at risk for reading difficulties. *Child and Youth Care Reform, 42*, 19-34.
- Meacham, S., Vukelich, C., Han, M., Buell, M. (2013). Preschool teachers language use during dramatic play. *European Early Childhood Education Journal, 21*, 250 -267.
- Han, M., Edwards, N., & Vukelich, C. (2013). Content knowledge and vocabulary learning in nature: Becoming a nature scientists. *Early Childhood Curriculum, Advances in Early Education and Day Care (17)*, 73-93.
- Han, M., Vukelich, C., Buell, M.J. (2014). Longitudinal investigation of a low-income, dual-language and monolingual children's English language and literacy performance. *Early Education and Development, 184*, 537-552.
- Meacham, S., Vukelich, C., Han, M., & Buell, M.J. (2014). Preschool teachers' questioning in sociodramatic play. *Early Childhood Research Quarterly, 29*(4), 562-573.
- Vukelich, C. (2015). Supporting children's language learning through teachers' use of evidence-based instructional strategies. *Asia Pacific Journal of Research in Early Childhood Education, 9*(1), 1-18.
- Buell, M.J., Han, M., & Vukelich, C. (2016). Factors affecting variance in Classroom Assessment Scoring System scores: Season, context, and classroom composition. *Early Childhood Development and Care, 1-14*.

