

Emotions, Stress, and Learning to Reading

Andrew P. Johnson, Ph.D.

Minnesota State University, Mankato

International Literacy Educators Coalition (ILEC)

www.teaching-reading.com

Andrew.johnson@mnsu.edu

References Related to Emotions

- Dweck, C., & Bempechat, J. (1983). Children's theories of intelligence. In S.G. Paris, G.M. Olson, & H.W. Stevenson (Eds.), *Learning and motivation in the classroom* (pp. 239-0256).
- Frederickson, "B. (2001). What good are positive emotions? *Review of General Psychology*, 2, 300-319. Lawrence Erlbaum Associates.
- Hinton, C., Miyamota, K., & Dell-Chiese, B. (2008). Brain research, learning and emotions: Implications for education research, policy and practice. *European Journal of Education*, 43, 87-102.
- Johannessen, L.R. & McCann, T.M. (2009). Adolescents who struggle with literacy (pp 65-79). In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook of Adolescent Literacy Research*, New York: Guildford Press.
- Kuhbander, C., Spitzer, B., & Pekrunk, R. (2011). Read-out of emotional information from iconic memory: The longevity of threatening stimuli. *Psychological Science*, 22, 695-700.
- Le Doux, J.E. (1994). Emotion, memory, and the brain. *Scientific America*, 270, 50-57.
- Machazo, G.M. & Motz, L.L (2005). Brain research: Implications to diverse learners. *Science Educator*, 14, 56-60.
- Phelps, E.A., & Sharot, T. (2008). How (and why) emotion enhances the subjective sense of recollection. *Current Directions in Psychological Science*, 17, 147-152.
- Sousa, D. A. (2011). *How the brain learns*, (4th ed): Corwin Press

References Related to Relationships and Learning

- Johannessen, L.R. & McCann, T.M. (2009). Adolescents who struggle with literacy (pp 65-79). In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook of Adolescent Literacy Research*, Guildford Press
- Rogers, R.W., Peck, S.C., & Nasar, N.S. (2006). Self and identity process in school motivation and learning, and achievement. In P. Alexander & P. Winne (Eds.), *Handbook of Educational Psychology* (pp. 391-424). Lawrence Erlbaum Associates
- Van Ryzin, M.J. (2011). Motivation and reading disabilities. In A. McGill-Franzen and R.L. Allington (Eds.), *Handbook of Reading Disability Research*, (pp. 242-253). Routledge

References Related to Voluntary Reading

- Allington, R. (2012). *What really matters for struggling readers: Designing research-based programs (3/e)*. New York: Longman
- American Psychological Association, Coalition for Psychology in Schools and Education (2015). *Top 20 principles from psychology for preK-12 teaching and learning*. Retrieved from <https://www.apa.org/ed/schools/teaching-learning/top-twenty/principles>
- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Boynton/Cook.
- Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher*, 49(3), 182-190

- Cambourne, B. (1993). *The whole story: natural learning & the acquisition of literacy in the classroom*. New York, NY: Scholastic
- Cambourne, B. Reclaiming or reframing? Getting the right conceptual metaphor for thinking about early literacy learning. In R. Meyer & K. Whitmore (Eds.) *Reclaiming early childhood literacies*. Routledge.
- Clay, M.M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Coles, G. (2004). Danger in the classroom: ‘Brain glitch’ research and learning to read. *Phi Delta Kappan*, 85(5), 344-351
- Cunningham, P. & Allington, R. (2007). *Classrooms that work: They can all read and write* (3rd ed.). Boston, MA: Allyn and Bacon.
- Cunningham, A.E. & Stanovich, K.E. (2001). What reading does for the mind. *Journal of Direct Instruction*, 1, 137-149.
- Donnelly, N., & Davidoff, J. (1999). The mental representations of faces and houses: Issues concerning parts and wholes. *Visual Cognition*, 6, 319–343.
- Dyslexia Evidence Based (2024). *What is structured literacy?* Retrieved from <https://www.deb.co.nz/dyslexia/dyslexia/structured-literacy/>
- Guthrie, J.T., Wigfield, A., Metsala, J.L., and Cox, K.E. (2004). Motivational and cognitive predictors of text comprehension and reading amount (pp 929-953). In B. Ruedel and N. Unrau (Eds.) *Theoretical Models and Processes of Reading* (5th ed.) Newark, DE: International Reading Association.
- Johnson, A. (2019). *Essential learning theories: Applications to authentic teaching situations*. Rowman and Littlefield.
- Julia, E. (2006). Researching children’s experience hermeneutically and holistically, *Alberta Journal of Educational Research*; 52, 111-126.
- Krashen, S.D. (2004). *The power of reading: Insights from the research* (2nd ed.) Portsmouth, NH: Heinemann.
- Krashen, S. D. (2011). *Free voluntary reading*. Santa Barbara, CA: Libraries Unlimited.
- Lim, J., Reiser, R., & Z. Olina. (2009) The effects of part-task and whole-task instructional approaches on acquisition and transfer of a complex cognitive skill. *Educational Technology Research & Development*; 57, 61-77.
- Ormrod, (2012). *Human learning*, (6th ed). Pearson
- Patterson, C.H. (1973). *Humanistic education*. Englewood Cliffs, NJ: Prentice-Hall.
- Scurr, S. (2024). *What is structured literacy?* Dyslexia Evidence Based <https://www.deb.co.nz/dyslexia/dyslexia/structured-literacy/>
- Vandermosten, M., Hoeft, F., & Norton, E.S. (2016). Integrating MRI brain imaging studies of pre-reading children with current theories of developmental dyslexia: A review and quantitative meta-analysis. *Current Opinion in Behavioral Sciences*, 10, 155-161.
- Weaver, C. (2020). *Reading process and practice* (3rd ed.). Heinemann.
- Yaden, D.B., Rowe, D.W., & MacGillivray, L.M. (2000). Emergent literacy: A matter (polyphony) of perspectives. In M. Kamil, P. Mosenthal, P. Pearson, & R. Baar (Eds). *Handbook of reading research: Volume III*. Pp 425-454. New York, NY: Routledge.

References Related to Holistic Education, Consciousness, and Learning

- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: HarperPerennial.
- DeCarvalho, R. (1991). The humanistic paradigm in education. *The Humanistic Psychologist*, 19(1), 88-104.
- Goleman, D. (1994). *Emotional intelligence*. New York: Bantam Books.
- Goswami, A., Reed, R., & Goswami, M. (1993). *The self-aware universe: How consciousness creates the material world*. New York: Putnam Books.
- Harman, W. & Rheingold, H. (1984). *Higher creativity: Liberating the unconscious for breakthrough insights*. Los Angeles, CA: Tarcher.
- Krishnamurti, J. (1953). *Education and the significance of life*. HarperCollins.

- Miller, J.P. (1996) *The Holistic Curriculum*. Toronto: OISE Press.
- Miller, R. (1991). *New directions in education*. Brandon, VT: Holistic Education Press.
- Nakagawa, Y.(2002). *Education for awakening: An eastern approach to holistic education*. Toronto, Ontario: OISE Press, Inc.
- Nava, R.G. (2001). *Holistic education: Pedagogy of universal love*. Brandon, VT: Foundation for Educational Renewal.
- Nhat Hanh, (1998). *The heart of the Buddha's teaching: Transforming suffering into peace, joy & liberation* Berkeley, CA: Parallax Press.
- Palmer, P.J. (1993). *To know as we are known: Education as a spiritual journey*. San Francisco, CA: HarperSanFrancisco.
- Patterson, C.H. (1973). *Humanistic education*. Englewood Cliffs, NJ: Prentice-Hall.
- Pfeiffer, S. (2000). Emotional intelligence: Popular but elusive construct. *Roeper Review*, 23, 138-142.
- Rogers, C. (1969). *Freedom to learn*. Columbus, OH: Merrill Publishing Company.
- Tart, C. (1996). Parapsychology and transpersonal psychology. In B. Scotton, A. Chinen, & J. Battista (Eds.). *Textbook of transpersonal psychiatry and psychology*. New York: Basic Books.
- Miller, J.P. (1996). *The holistic curriculum*. Toronto, Ontario: OISE Press, Inc.
- Miller, J.P. (2000). *Education and the soul: Toward a spiritual curriculum*. Albany, NY: State University of New York Press, Albany.
- Nakagawa, Y.(2002). *Education for awakening: An eastern approach to holistic education*. Toronto, Ontario: OISE Press, Inc.
- Nava, R.G. (2001). *Holistic education: Pedagogy of universal love*. Brandon, VT: Foundation for Educational Renewal.

References Related to Whole-to-Part Instruction and Early Literacy

- Biemiller, A. (2006). Vocabulary development and instruction: A prerequisite for school learning. In D.K. Dickenson and S.B. Neuman (Eds). *Handbook of early literacy research, Volume 2*, pp. 41-51. New York, NY: Guildford Press
- Britto, P.R., Fuligni, A.S., and Brooks-Gunn, J. (2006). Reading ahead: Effective interventions for young children's early literacy development. In D.K. Dickenson and S.B. Neuman (Eds). *Handbook of early literacy research, Volume 2*, pp. 311-332. New York, NY: Guildford Press
- Cain K., (2009). Making sense of text: Skills that support text comprehension and its development. *Perspectives on Language and Literacy*, 35, 11-14
- Cambourne, B. (1993). *The whole story: natural learning & the acquisition of literacy in the classroom*. New York, NY: Scholastic
- Casbergue, R.M., & McGee, L. (2011). Shifting perspectives in emergent literacy research. 185-195. In A. McGill-Franzen & R. Allington (Eds). *Handbook of reading disability research*. New York, NY: Routledge.
- Chomsky, N. (1968). *Language and mind*. Orlando, FL: Harcourt, Brace & World
- Clay, M.M. (1982). *Observing young readers: Selected papers*. Exeter, NH: Heinemann.
- Coles, G. (2003). *Reading the naked truth: Literacy, legislation, and lies*. Portsmouth, NH: Heinemann
- Dickinson, D.K., McCabe, A., & Essex, M.J. (2006). A window of opportunity we must open to all: The case for preschool with high-quality support for language and literacy. In D.K. Dickenson and S.B. Neuman (Eds). *Handbook of early literacy research, Volume 2*, pp. 11-28. New York, NY: Guildford Press
- Donnelly, N., & Davidoff, J. (1999). The mental representations of faces and houses: Issues concerning parts and wholes. *Visual Cognition*, 6, 319-343.
- Helmut, L. (2005). When context hinders! Learn-test compatibility in face recognition. *The Quarterly journal of experimental psychology*, 58, 235-250.

- International Reading Association and the National Association for the Education of Young Children (1998). *Learning to read and write: Developmentally appropriate practices for young children*. www.reading.org/Libraries/position-statements-and-resolutions/ps1027_NAEYC.pdf
- Julia, E. (2006). Researching children's experience hermeneutically and holistically, *Alberta Journal of Educational Research*; 52, 111-126.
- Lim, J., Reiser, R., & Z. Olina. (2009) The effects of part-task and whole-task instructional approaches on acquisition and transfer of a complex cognitive skill. *Educational Technology Research & Development*; 57, 61-77.
- Morrow, L.M. & Dougherty, S. (2001). *Early Literacy development: Merging perspectives that influence practice*. In D. Lapp and D. Fisher (Eds). *Handbook of research on teaching the English language arts*. (3rd Ed.), pp. 39-52. New York, NY: Routledge.
- Neuman, S.B. (2006). The knowledge gap: Implications for early education. In D.K. Dickenson and S.B. Neuman (Eds). *Handbook of early literacy research, Volume 2*, pp. 29-40. New York, NY: Guilford Press
- Paciga, K., Hoffman, J.L. & Teale, W.H. (2011). The national early literacy panel and preschool literacy instruction: Greenlights, caution lights, and red lights. *Young Children*, 66, 49-57
- Pearson, P.D., & Hiebert, E.H., (2013). National reports in literacy: building a scientific base for practice and policy (1133-1149. In A.E. Alerman, N.J. Unrau, & R.B. Ruddell (Eds.). *Theoretical models and processes of reading* (6th ed.) Newark, DE: International Reading Association
- Piaget, J. & Inhelder, B. (1969). *The psychology of the child*. New York, NY: Basic Books.
- Smith, F. (2003). *Unspeakable acts, unnatural practices: Flaws and fallacies in "scientific" reading instruction*. Portsmouth, NH: Heinemann.
- Tanaka, J. W., & Gauthier, I. (1997). Expertise in object and face recognition. In R. L. Goldstone, P. G. Schyns, & D. L. Medin (Eds.), *Psychology of learning and motivation, mechanisms of perceptual learning* (Vol. 36, pp. 83-125). San Diego, CA: Academic Press.
- Taylor, B., Anderson, R., Au, K., & Raphael, T. (2000). Discretion in the transition of reading research to policy. *Educational Researcher*, 29, 16-26
- Teale, W.H., Hoffman, J.L., and Paciga, K.A. (2010). Where is NELP leading preschool literacy instruction? Potential positives and pitfalls. *Educational Researcher*, 39, 311-315.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, Mass.: Harvard University Press.
- Yaden, D.B., Rowe, D.W., & MacGillivray, L.M. (2000). Emergent literacy: A matter (polyphony) of perspectives. In M. Kamil, P. Mosenthal, P. Pearson, & R. Baar (Eds). *Handbook of reading research: Volume III*. Pp 425-454. New York, NY: Routledge.