Stock, Catherine
   *Where are you going, Manyoni?*  
   1  
   91

Stover, Jill
   *Alamo across Texas*  
   2  
   192
   *I spy two eyes*  
   2  
   193

Testa, Fulvio
   *Time to get out*  
   2  
   189

Whately, B.
   *Looking for crabs*  
   4  
   372

Weiss, Nicki
   *Stone men*  
   3  
   282

---

### Title Index, Volume 34

<table>
<thead>
<tr>
<th>NAME</th>
<th>ISSUE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet books can be used with fluent readers and writers</td>
<td>1</td>
<td>55</td>
</tr>
<tr>
<td>Book reading interactions? What parents and children say</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Collaboration on the Book Club Project: The Multiple Roles of Researchers, Teachers, and Students</td>
<td>5</td>
<td>381</td>
</tr>
<tr>
<td>Comprehending metaphor: Using a salient characteristic analysis technique (SCAT)</td>
<td>4</td>
<td>356</td>
</tr>
<tr>
<td>Crossing boundaries: What do second-language-learning theories say to reading and writing teachers of English-as-second-language learners</td>
<td>4</td>
<td>339</td>
</tr>
<tr>
<td>Decoding skill and successful beginning reading in different instructional settings</td>
<td>2</td>
<td>122</td>
</tr>
<tr>
<td>Differences in schema gap: A case study</td>
<td>2</td>
<td>95</td>
</tr>
<tr>
<td>Do study guides improve text comprehension?</td>
<td>2</td>
<td>137</td>
</tr>
<tr>
<td>Educators Collaborate to Integrate Language Arts Instruction for Preservice Teachers and Elementary Students</td>
<td>5</td>
<td>406</td>
</tr>
<tr>
<td>Effects of active comprehension instruction on attitudes and motivation in reading</td>
<td>4</td>
<td>288</td>
</tr>
<tr>
<td>Effects of teacher training on pre-service elementary education majors' conceptual framework of reading</td>
<td>3</td>
<td>216</td>
</tr>
<tr>
<td>Fluency in children's writing</td>
<td>3</td>
<td>247</td>
</tr>
<tr>
<td>Generating response to literature with at-risk third grade students</td>
<td>3</td>
<td>257</td>
</tr>
<tr>
<td>Helping parents to select and evaluate private reading/learning centers</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Holistic analysis of basal readers: An assessment tool</td>
<td>3</td>
<td>234</td>
</tr>
</tbody>
</table>
Identifying and educating low-literate adults 4 316
Implementing a holistic reading series in a first grade:
   Experiences with a conversation group 3 196
Instruction in elementary reading methods courses: Faculty
   orientations and strategy use 4 303
Literacy Portfolios in Third Grade: A School-College Collaboration
   5 443
Literacy Through University-School Collaboration 5 378
Meaningful reading: Instruction for children experiencing
   reading difficulty 4 324
Perceptions and reactions of languages arts and reading teachers
   1 41
Poetry in the primary classroom: Collaboration and response
   2 104
Protecting the future of the whole language literacy movement:
   Past lessons and present concerns 2 170
Ribtickling literature: Educational implications for jokes and riddle books
   1 32
School-University Collaboration: Everyone's a Winner
   5 430
School-University Partnerships in Reading/Language Arts:
   Working Toward Collaborative Inquiry 5 421
Struggling Readers in the Regular Classroom: A Personal Reflection
   5 466
Their own story: Literature for African-American Children
   3 208
Theory into practice: Issues to consider when selecting
   reading software to meet different readers' needs 2 151
What's in a name? 1 3