

Roberta Michnick Golinkoff

List of Publications by Year in descending order

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Version: 2024-02-01

152
papers

10,096
citations

31976

53
h-index

39675

94
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152
all docs

152
docs citations

152
times ranked

4722
citing authors

#	ARTICLE	IF	CITATIONS
1	The Influence of Exemplar Variability on Young Children's Construal of Verb Meaning. <i>Language Learning and Development</i> , 2023, 19, 249-274.	1.4	4
2	Enhancing spatial skills of preschoolers from under-resourced backgrounds: A comparison of digital app vs. concrete materials. <i>Developmental Science</i> , 2022, 25, e13148.	2.4	10
3	Playing for the Future. <i>Advances in Early Childhood and K-12 Education</i> , 2022, , 416-451.	0.2	1
4	Children and parents' physiological arousal and emotions during shared and independent e-book reading: A preliminary study. <i>International Journal of Child-Computer Interaction</i> , 2022, 33, 100507.	3.5	6
5	Tuned in: Musical rhythm and social skills in adults. <i>Psychology of Music</i> , 2021, 49, 273-286.	1.6	1
6	Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. <i>Early Childhood Research Quarterly</i> , 2021, 55, 1-14.	2.7	20
7	Beyond talk: Contributions of quantity and quality of communication to language success across socioeconomic strata. <i>Infancy</i> , 2021, 26, 123-147.	1.6	26
8	Assessing dual language learners of Spanish and English: Development of the QUILS: ES. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2021, 41, 183-196.	0.5	7
9	How educational are "educational" apps for young children? App store content analysis using the Four Pillars of Learning framework. <i>Journal of Children and Media</i> , 2021, 15, 526-548.	1.7	42
10	Questions in a Life-Sized Board Game: Comparing Caregivers' and Children's Question-Asking across STEM Museum Exhibits. <i>Mind, Brain, and Education</i> , 2021, 15, 199-210.	1.9	10
11	Where language meets attention: How contingent interactions promote learning. <i>Developmental Review</i> , 2021, 60, 100961.	4.7	42
12	Beyond Translation: Caregiver Collaboration in Adapting an Early Language Intervention. <i>Frontiers in Education</i> , 2021, 6, .	2.1	0
13	Examining the impact of children's exploration behaviors on creativity. <i>Journal of Experimental Child Psychology</i> , 2021, 207, 105091.	1.4	12
14	Beyond counting words: A paradigm shift for the study of language acquisition. <i>Child Development Perspectives</i> , 2021, 15, 274-280.	3.9	13
15	Theory of mind, mental state talk, and discourse comprehension: Theory of mind process is more important for narrative comprehension than for informational text comprehension. <i>Journal of Experimental Child Psychology</i> , 2021, 209, 105181.	1.4	8
16	Active learning: "Hands-on" meets "minds-on". <i>Science</i> , 2021, 374, 26-30.	12.6	32
17	Translating cognitive science in the public square. <i>Trends in Cognitive Sciences</i> , 2021, 25, 816-818.	7.8	8
18	Exploring the relations between child and word characteristics and preschoolers' word-learning. <i>Journal of Applied Developmental Psychology</i> , 2021, 77, 101332.	1.7	8

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19	Portrait of early science education in majority dual language learner classrooms: Where do we start?. <i>Journal of Childhood Education & Society</i> , 2021, 2, 235-266.	0.6	1
20	Evaluating socioeconomic gaps in preschoolersâ€™ vocabulary, syntax and language process skills with the Quick Interactive Language Screener (QUILS). <i>Early Childhood Research Quarterly</i> , 2020, 50, 114-128.	2.7	50
21	Language Development: Overview. , 2020, , 228-236.		0
22	Urban Thinkscape: Infusing Public Spaces with STEM Conversation and Interaction Opportunities. <i>Journal of Cognition and Development</i> , 2020, 21, 125-147.	1.3	18
23	Children and Screens. <i>Annual Review of Developmental Psychology</i> , 2020, 2, 69-92.	2.9	21
24	Preschoolers Benefit Equally From Video Chat, Pseudo-Contingent Video, and Live Book Reading: Implications for Storytime During the Coronavirus Pandemic and Beyond. <i>Frontiers in Psychology</i> , 2020, 11, 2158.	2.1	42
25	Associations of 3-year-oldsâ€™ Block-building Complexity with Later Spatial and Mathematical Skills. <i>Journal of Cognition and Development</i> , 2020, 21, 383-405.	1.3	14
26	Keeping the end in mind: Preliminary brain and behavioral evidence for broad attention to endpoints in pre-linguistic infants. , 2020, 58, 101425.		9
27	â€œWhy Are There Big Squares and Little Squares?â€ , 2020, , 164-182.		1
28	Using Verb Extension to Gauge Childrenâ€™s Verb Meaning Construals: The Case of Chinese. <i>Frontiers in Psychology</i> , 2020, 11, 572198.	2.1	2
29	Play-and-learn spaces: Leveraging library spaces to promote caregiver and child interaction. <i>Library and Information Science Research</i> , 2020, 42, 101002.	2.0	29
30	Piecing together the role of a spatial assembly intervention in preschoolersâ€™ spatial and mathematics learning: Influences of gesture, spatial language, and socioeconomic status.. <i>Developmental Psychology</i> , 2020, 56, 686-698.	1.6	33
31	More than just a game: Transforming social interaction and STEM play with Parkopolis.. <i>Developmental Psychology</i> , 2020, 56, 1041-1056.	1.6	33
32	Three-year-oldsâ€™ spatial language comprehension and links with mathematics and spatial performance.. <i>Developmental Psychology</i> , 2020, 56, 1894-1905.	1.6	18
33	Spatial thinking: Why it belongs in the preschool classroom.. <i>Translational Issues in Psychological Science</i> , 2020, 6, 271-282.	1.0	7
34	Effects of Teacher-Delivered Book Reading and Play on Vocabulary Learning and Self-Regulation among Low-Income Preschool Children. <i>Journal of Cognition and Development</i> , 2019, 20, 136-164.	1.3	31
35	Effects of geometric toy design on parentâ€™child interactions and spatial language. <i>Early Childhood Research Quarterly</i> , 2019, 46, 126-141.	2.7	31
36	Building Semantic Networks: The Impact of a Vocabulary Intervention on Preschoolersâ€™ Depth of Word Knowledge. <i>Reading Research Quarterly</i> , 2019, 54, 41-61.	3.3	43

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37	Language Matters: Denying the Existence of the 30-Million-Word Gap Has Serious Consequences. <i>Child Development</i> , 2019, 90, 985-992.	3.0	258
38	Crossing to the other side: Language influences children's perception of event components. <i>Cognition</i> , 2019, 192, 104020.	2.2	1
39	Pointing to success: Caregivers' beliefs about intelligence matter in their interactions with children. <i>Evidence-Based Communication Assessment and Intervention</i> , 2019, 13, 157-161.	0.6	0
40	Put Your Data to Use: Entering the Real World of Children and Families. <i>Perspectives on Psychological Science</i> , 2019, 14, 37-42.	9.0	5
41	Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. <i>First Language</i> , 2019, 39, 433-461.	1.2	7
42	Novel word learning at 21 months predicts receptive vocabulary outcomes in later childhood. <i>Journal of Child Language</i> , 2019, 46, 617-631.	1.2	0
43	Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. <i>Early Childhood Research Quarterly</i> , 2019, 47, 341-356.	2.7	47
44	Any way the wind blows: Children's inferences about force and motion events. <i>Journal of Experimental Child Psychology</i> , 2019, 177, 119-131.	1.4	4
45	Measuring success: Within and cross-domain predictors of academic and social trajectories in elementary school. <i>Early Childhood Research Quarterly</i> , 2019, 46, 112-125.	2.7	155
46	The parent advantage in fostering children's e-book comprehension. <i>Early Childhood Research Quarterly</i> , 2018, 44, 24-33.	2.7	58
47	Living in Pasteur's Quadrant: How Conversational Duets Spark Language at Home and in the Community. <i>Discourse Processes</i> , 2018, 55, 338-345.	1.8	8
48	Fast mapping word meanings across trials: Young children forget all but their first guess. <i>Cognition</i> , 2018, 177, 177-188.	2.2	89
49	Developer meets developmentalist: improving industry's research partnerships in children's educational technology. <i>Journal of Children and Media</i> , 2018, 12, 227-235.	1.7	6
50	Novel Word Learning in Bilingual and Monolingual Infants: Evidence for a Bilingual Advantage. <i>Child Development</i> , 2018, 89, e183-e198.	3.0	57
51	An Eye-Tracking Study of Receptive Verb Knowledge in Toddlers. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 2917-2933.	1.6	21
52	A Commentary on Werker (2017): Limitations of the laboratory and the role of variability in language learning. <i>Applied Psycholinguistics</i> , 2018, 39, 746-753.	1.1	0
53	The language of play: Developing preschool vocabulary through play following shared book-reading. <i>Early Childhood Research Quarterly</i> , 2018, 45, 1-17.	2.7	63
54	Learning Landscapes: Playing the Way to Learning and Engagement in Public Spaces. <i>Education Sciences</i> , 2018, 8, 74.	2.6	71

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55	Theory of Mind: a Hidden Factor in Reading Comprehension?. Educational Psychology Review, 2018, 30, 1067-1089.	8.4	69
56	Parents' and experts' awareness of learning opportunities in children's museum exhibits. Journal of Applied Developmental Psychology, 2017, 49, 39-45.	1.7	29
57	IV. RESULTS—LINKS BETWEEN SPATIAL ASSEMBLY, LATER SPATIAL SKILLS, AND CONCURRENT AND LATER MATHEMATICAL SKILLS. Monographs of the Society for Research in Child Development, 2017, 82, 71-80.	6.8	32
58	More than just fun: a place for games in playful learning / Más que diversión: el lugar de los juegos reglados en el aprendizaje lúdico. Infancia Y Aprendizaje, 2017, 40, 191-218.	0.9	55
59	III. RESULTS—CONSIDERING THE 2-D AND 3-D TRIALS OF THE TOSA SEPARATELY AND TOGETHER. Monographs of the Society for Research in Child Development, 2017, 82, 56-70.	6.8	1
60	Playing With Ideas: Evaluating the Impact of the Ultimate Block Party, a Collective Experiential Intervention to Enrich Perceptions of Play. Child Development, 2017, 88, 1419-1434.	3.0	16
61	VI. DISCUSSION AND IMPLICATIONS: HOW EARLY SPATIAL SKILLS PREDICT LATER SPATIAL AND MATHEMATICAL SKILLS. Monographs of the Society for Research in Child Development, 2017, 82, 89-109.	6.8	4
62	Identifying Pathways Between Socioeconomic Status and Language Development. Annual Review of Linguistics, 2017, 3, 285-308.	2.3	245
63	Learning on hold: Cell phones sidetrack parent-child interactions.. Developmental Psychology, 2017, 53, 1428-1436.	1.6	112
64	Shape up: An eye-tracking study of preschoolers'™ shape name processing and spatial development.. Developmental Psychology, 2017, 53, 1869-1880.	1.6	14
65	A matter of principle: Applying language science to the classroom and beyond.. Translational Issues in Psychological Science, 2017, 3, 5-18.	1.0	10
66	Advances in pediatric hearing loss: A road to better language outcomes.. Translational Issues in Psychological Science, 2017, 3, 80-93.	1.0	3
67	A goal bias in action: The boundaries adults perceive in events align with sites of actor intent.. Journal of Experimental Psychology: Learning Memory and Cognition, 2017, 43, 916-927.	0.9	21
68	24. Meeting Children Where They Are: Adaptive Contingency Builds Early Communication Skills. , 2016, , 601-628.		38
69	Building Vocabulary Knowledge in Preschoolers Through Shared Book Reading and Gameplay. Mind, Brain, and Education, 2016, 10, 71-80.	1.9	42
70	Does the Owl Fly Out of the Tree or Does the Owl Exit the Tree Flying? How L2 Learners Overcome Their L1 Lexicalization Biases. Language Learning and Development, 2016, 12, 42-59.	1.4	4
71	Individual differences in nonlinguistic event categorization predict later motion verb comprehension. Journal of Experimental Child Psychology, 2016, 151, 18-32.	1.4	20
72	Categorization of dynamic realistic motion events: Infants form categories of path before manner. Journal of Experimental Child Psychology, 2016, 152, 54-70.	1.4	8

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73	Considering Development in Developmental Disorders. <i>Journal of Cognition and Development</i> , 2016, 17, 568-583.	1.3	8
74	Can a microwave heat up coffee? How English- and Japanese-speaking children choose subjects in lexical causative sentences. <i>Journal of Child Language</i> , 2016, 43, 993-1019.	1.2	10
75	Guided Play. <i>Current Directions in Psychological Science</i> , 2016, 25, 177-182.	5.3	207
76	Examining the Acquisition of Vocabulary Knowledge Depth Among Preschool Students. <i>Reading Research Quarterly</i> , 2016, 51, 181-198.	3.3	64
77	Language Development in the First Year of Life. <i>Otology and Neurotology</i> , 2016, 37, e56-e62.	1.3	65
78	Geometric toys in the attic? A corpus analysis of early exposure to geometric shapes. <i>Early Childhood Research Quarterly</i> , 2016, 36, 358-365.	2.7	20
79	Prelinguistic foundations of verb learning: Infants discriminate and categorize dynamic human actions. <i>Journal of Experimental Child Psychology</i> , 2016, 151, 77-95.	1.4	13
80	The Shape of Things: The Origin of Young Children's Knowledge of the Names and Properties of Geometric Forms. <i>Journal of Cognition and Development</i> , 2016, 17, 142-161.	1.3	37
81	Late Japanese Bilinguals' Novel Verb Construal. <i>Bilingualism</i> , 2016, 19, 782-790.	1.3	0
82	The Contribution of Early Communication Quality to Low-Income Children's Language Success. <i>Psychological Science</i> , 2015, 26, 1071-1083.	3.3	542
83	Supermarket Speak: Increasing Talk Among Low Socioeconomic Status Families. <i>Mind, Brain, and Education</i> , 2015, 9, 127-135.	1.9	78
84	Talking Shape: Parental Language With Electronic Versus Traditional Shape Sorters. <i>Mind, Brain, and Education</i> , 2015, 9, 136-144.	1.9	82
85	Shovels and swords: How realistic and fantastical themes affect children's word learning. <i>Cognitive Development</i> , 2015, 35, 1-14.	1.3	57
86	Putting Education in "Educational" Apps. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2015, 16, 3-34.	10.7	628
87	(Baby)Talk to Me. <i>Current Directions in Psychological Science</i> , 2015, 24, 339-344.	5.3	224
88	Carving the World for Language: How Neuroscientific Research Can Enrich the Study of First and Second Language Learning. <i>Developmental Neuropsychology</i> , 2014, 39, 262-284.	1.4	9
89	Infants Segment Continuous Events Using Transitional Probabilities. <i>Child Development</i> , 2014, 85, 1821-1826.	3.0	87
90	Influences of vowel and tone variation on emergent word knowledge: a crosslinguistic investigation. <i>Developmental Science</i> , 2014, 17, 94-109.	2.4	64

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91	Six Principles of Language Development: Implications for Second Language Learners. <i>Developmental Neuropsychology</i> , 2014, 39, 404-420.	1.4	30
92	Mise en place: setting the stage for thought and action. <i>Trends in Cognitive Sciences</i> , 2014, 18, 276-278.	7.8	50
93	Contributions of executive function and spatial skills to preschool mathematics achievement. <i>Journal of Experimental Child Psychology</i> , 2014, 126, 37-51.	1.4	227
94	Finding the missing piece: Blocks, puzzles, and shapes fuel school readiness. <i>Trends in Neuroscience and Education</i> , 2014, 3, 7-13.	3.1	109
95	Guided Play: Where Curricular Goals Meet a Playful Pedagogy. <i>Mind, Brain, and Education</i> , 2013, 7, 104-112.	1.9	221
96	Once Upon a Time: Parent-Child Dialogue and Storybook Reading in the Electronic Era. <i>Mind, Brain, and Education</i> , 2013, 7, 200-211.	1.9	241
97	A long-term predictive validity study: Can the CDI Short Form be used to predict language and early literacy skills four years later?. <i>Journal of Child Language</i> , 2013, 40, 821-835.	1.2	25
98	Twenty-Five Years Using the Intermodal Preferential Looking Paradigm to Study Language Acquisition. <i>Perspectives on Psychological Science</i> , 2013, 8, 316-339.	9.0	109
99	IV. NIH TOOLBOX COGNITION BATTERY (CB): MEASURING LANGUAGE (VOCABULARY COMPREHENSION AND) Tj ETOq1 1 0.784314 6.8q1 107	1.7	107
100	Multilingual Children: Beyond Myths and Toward Best Practices and commentaries. <i>Social Policy Report</i> , 2013, 27, 1-37.	3.2	75
101	Marketing toys without playing around. <i>Young Consumers</i> , 2012, 13, 381-391.	3.5	4
102	Carving Categories in a Continuous World: Preverbal Infants Discriminate Categorical Changes Before Distance Changes in Dynamic Events. <i>Spatial Cognition and Computation</i> , 2012, 12, 231-251.	1.2	6
103	How Reading Books Fosters Language Development around the World. <i>Child Development Research</i> , 2012, 2012, 1-15.	1.9	130
104	Perceptual Narrowing of Linguistic Sign Occurs in the 1st Year of Life. <i>Child Development</i> , 2012, 83, 543-553.	3.0	82
105	Word Learning in Infant- and Adult-Directed Speech. <i>Language Learning and Development</i> , 2011, 7, 185-201.	1.4	209
106	An image is worth a thousand words: why nouns tend to dominate verbs in early word learning. <i>Developmental Science</i> , 2011, 14, 181-189.	2.4	98
107	Block Talk: Spatial Language During Block Play. <i>Mind, Brain, and Education</i> , 2011, 5, 143-151.	1.9	146
108	Who is crossing where? Infants'™ discrimination of figures and grounds in events. <i>Cognition</i> , 2011, 121, 176-195.	2.2	27

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109	A developmental shift from similar to language-specific strategies in verb acquisition: A comparison of English, Spanish, and Japanese. <i>Cognition</i> , 2010, 114, 299-319.	2.2	97
110	Trading Spaces: Carving up Events for Learning Language. <i>Perspectives on Psychological Science</i> , 2010, 5, 33-42.	9.0	67
111	Modeling the contribution of phonotactic cues to the problem of word segmentation. <i>Journal of Child Language</i> , 2010, 37, 487-511.	1.2	34
112	How do preschoolers express cause in gesture and speech?. <i>Cognitive Development</i> , 2010, 25, 56-68.	1.3	28
113	Imageability predicts the age of acquisition of verbs in Chinese children. <i>Journal of Child Language</i> , 2009, 36, 405-423.	1.2	83
114	Vacuuming with my mouth?: Children's ability to comprehend novel extensions of familiar verbs. <i>Cognitive Development</i> , 2009, 24, 113-124.	1.3	25
115	Focusing on the relation: fewer exemplars facilitate children's initial verb learning and extension. <i>Developmental Science</i> , 2008, 11, 628-634.	2.4	87
116	Novel Noun and Verb Learning in Chinese, English, and Japanese-Speaking Children. <i>Child Development</i> , 2008, 79, 979-1000.	3.0	186
117	Conceptual split? Parents' and experts' perceptions of play in the 21st century. <i>Journal of Applied Developmental Psychology</i> , 2008, 29, 305-316.	1.7	135
118	Infants discriminate manners and paths in non-linguistic dynamic events. <i>Cognition</i> , 2008, 108, 825-830.	2.2	95
119	How toddlers begin to learn verbs. <i>Trends in Cognitive Sciences</i> , 2008, 12, 397-403.	7.8	113
120	King Solomon's Take on Word Learning: An Integrative Account from the Radical Middle. <i>Advances in Child Development and Behavior</i> , 2008, 36, 1-29.	1.3	4
121	Feasibility of Computer-Administered Language Assessment. <i>Perspectives on School-Based Issues</i> , 2008, 9, 57-65.	0.1	2
122	Children With Autism Illuminate the Role of Social Intention in Word Learning. <i>Child Development</i> , 2007, 78, 1265-1287.	3.0	92
123	Action Speaks Louder Than Words: Young Children Differentially Weight Perceptual, Social, and Linguistic Cues to Learn Verbs. <i>Child Development</i> , 2007, 78, 1322-1342.	3.0	42
124	Baby Wordsmith. <i>Current Directions in Psychological Science</i> , 2006, 15, 30-33.	5.3	71
125	New Insights Into Old Puzzles From Infants' Categorical Discrimination of Soundless Phonetic Units. <i>Language Learning and Development</i> , 2006, 2, 147-162.	1.4	56
126	The Birth of Words: Ten-Month-Olds Learn Words Through Perceptual Salience. <i>Child Development</i> , 2006, 77, 266-280.	3.0	167

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127	The perception of handshapes in American Sign Language. <i>Memory and Cognition</i> , 2005, 33, 887-904.	1.6	86
128	Mommy and Me. <i>Psychological Science</i> , 2005, 16, 298-304.	3.3	371
129	JEAN MATTER MANDLER, <i>The foundations of mind</i> . New York: Oxford University Press, 2004. Pp. 359. ISBN 0-19-517200-0. <i>Journal of Child Language</i> , 2005, 32, 702-708.	1.2	0
130	Young children can extend motion verbs to point-light displays.. <i>Developmental Psychology</i> , 2002, 38, 604-614.	1.6	53
131	Young children can extend motion verbs to point-light displays.. <i>Developmental Psychology</i> , 2002, 38, 604-614.	1.6	21
132	One Cow Does Not an Animal Make: Young Children Can Extend Novel Words at the Superordinate Level. <i>Child Development</i> , 2001, 72, 1674-1694.	3.0	72
133	I. What Does it Take to Learn a Word?. <i>Monographs of the Society for Research in Child Development</i> , 2000, 65, 1-16.	6.8	193
134	VI. Is 12-month-old Word Learning Domain-general, Socially Determined, or Emergent?. <i>Monographs of the Society for Research in Child Development</i> , 2000, 65, 85-100.	6.8	0
135	Hypothesis 1: Are Children Sensitive to Multiple Cues for Word Learning?. <i>Monographs of the Society for Research in Child Development</i> , 2000, 65, 101-114.	6.8	1
136	Do toddlers have label preferences? A possible explanation for word refusals. <i>First Language</i> , 2000, 20, 253-272.	1.2	3
137	Trends and Transitions in Language Development: Looking for the Missing Piece. <i>Developmental Neuropsychology</i> , 1999, 16, 139-162.	1.4	10
138	Lexical Principles May Underlie the Learning of Verbs. <i>Child Development</i> , 1996, 67, 3101.	3.0	69
139	Young children extend novel words at the basic level: Evidence for the principle of categorical scope.. <i>Developmental Psychology</i> , 1995, 31, 494-507.	1.6	92
140	Infant-directed speech facilitates lexical learning in adults hearing Chinese: implications for language acquisition. <i>Journal of Child Language</i> , 1995, 22, 703-726.	1.2	80
141	Early object labels: the case for a developmental lexical principles framework. <i>Journal of Child Language</i> , 1994, 21, 125-155.	1.2	473
142	V. Volterra & C. J. Erting (eds), <i>From gesture to language in hearing and deaf children</i> . Berlin: Springer-Verlag: 1990. Pp. xv + 335.. <i>Journal of Child Language</i> , 1994, 21, 509-513.	1.2	0
143	Two-Year-Olds Readily Learn Multiple Labels for the Same Basic-Level Category. <i>Child Development</i> , 1994, 65, 1163-1177.	3.0	62
144	Two-Year-Olds Readily Learn Multiple Labels for the Same Basic-Level Category. <i>Child Development</i> , 1994, 65, 1163.	3.0	54

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145	Have four module and eat it too!. Behavioral and Brain Sciences, 1991, 14, 561-561.	0.7	0
146	What makes communication run? Characteristics of immediate successes. First Language, 1988, 8, 103-124.	1.2	16
147	Wells G., Language development in the pre-school years. Cambridge: C.U.P., 1985. Pp. 484.. Journal of Child Language, 1987, 14, 179-186.	1.2	0
148	The eyes have it: lexical and syntactic comprehension in a new paradigm. Journal of Child Language, 1987, 14, 23-45.	1.2	511
149	â€œI beg your pardon?â€™: the preverbal negotiation of failed messages. Journal of Child Language, 1986, 13, 455-476.	1.2	216
150	Language Acquisition - Werner Deutsch (ed.), The child's construction of language. New York: Academic Press, 1981. Pp. x + 393.. Language in Society, 1983, 12, 548-551.	0.5	0
151	The case for semantic relations: evidence from the verbal and nonverbal domains. Journal of Child Language, 1981, 8, 413-437.	1.2	16
152	â€œMommy sockâ€™: the child's understanding of possession as expressed in two-noun phrases. Journal of Child Language, 1980, 7, 119-135.	1.2	16