

## Accepted Manuscript

Direct and Reciprocal Effects among Social Skills, Vocabulary, and Reading Comprehension in First Grade

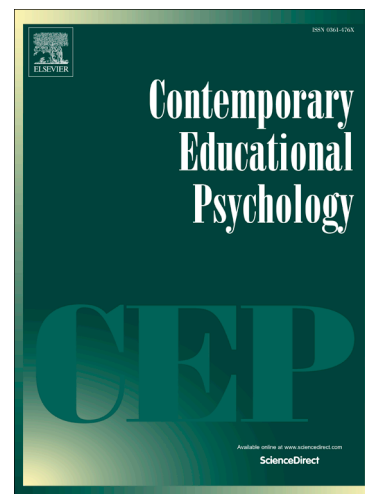
Nicole Sparapani, Carol McDonald Connor, Leigh McLean, Taffeta Wood, Jessica Toste, Stephanie Day

PII: S0361-476X(17)30273-4

DOI: <https://doi.org/10.1016/j.cedpsych.2018.03.003>

Reference: YCEPS 1677

To appear in: *Contemporary Educational Psychology*



Please cite this article as: Sparapani, N., McDonald Connor, C., McLean, L., Wood, T., Toste, J., Day, S., Direct and Reciprocal Effects among Social Skills, Vocabulary, and Reading Comprehension in First Grade, *Contemporary Educational Psychology* (2018), doi: <https://doi.org/10.1016/j.cedpsych.2018.03.003>

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

Direct and Reciprocal Effects among Social Skills, Vocabulary, and  
Reading Comprehension in First Grade

Nicole Sparapani  
University of California, Davis, School of Education, MIND Institute  
One Shield Avenue, Davis, CA 95616  
(530) 752-6137  
njsparapani@ucdavis.edu

Co-Authors:  
Carol McDonald Connor (connorm@uci.edu)  
University of California, Irvine, School of Education

Leigh McLean (Leigh.McLean@asu.edu)  
Arizona State University, T. Denny Sanford School of Social and Family Dynamics

Taffeta Wood (tswood@uci.edu)  
University of California, Irvine

Jessica Toste (jrtoste@austin.utexas.edu)  
The University of Texas at Austin

Stephanie Day (sday1@uci.edu)  
University of California, Irvine

Funding provided by the National Institute of Child Health and Human Development, R01HD48539 and P50 HD052120 and the U.S. Department of Education, Institute of Education Sciences, R305H04013, R305B070074 and R305F100027. We thank Frederick J. Morrison, Barry Fishman, Christopher Schatschneider, Elizabeth Crowe, ISI lab members, parents, teachers, and students.

Download English Version:

<https://daneshyari.com/en/article/6839719>

Download Persian Version:

<https://daneshyari.com/article/6839719>

[Daneshyari.com](https://daneshyari.com)