

References

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge: Massachusetts Institute of Technology.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Champaign, IL: Center for the Study of Reading and National Academy of Education.
- Bear, D. R., Templeton, S., Invernizzi, M., & Johnston, F. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Upper Saddle River, NJ: Pearson.
- Bear, D. R., Templeton, S., Invernizzi, M., & Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Englewood Cliffs, NJ: Merrill/Prentice-Hall.
- Beck, I., & Beck, M. E. (2013). *Making sense of phonics: The hows and whys* (2nd ed.). New York, NY: Guilford Press.
- Beck, I., & Juel, C. (1995, Summer). The role of decoding in learning to read. *American Education*, 19(2).
- Blevins, W. (2011a). *Teaching the alphabet: A flexible, systematic approach to building early phonics skills*. New York, NY: Scholastic.
- Blevins, W. (2011b). *Teaching phonics: A flexible, systematic approach to building early reading skills*. New York, NY: Scholastic.
- Blevins, W. (2011c). *Week-by-week phonics and word study activities for the intermediate grades*. New York, NY: Scholastic.
- Blevins, W. (2006). *Phonics from A to Z: A practical guide*. New York, NY: Scholastic.
- Blevins, W. (2001). *Teaching phonics and word study in the intermediate grades*. New York, NY: Scholastic.
- Britton, J. (1983). Writing and the story world. In B. M. Kroll & C. G. Wells (Eds.), *Explorations in the development of writing: Theory, research, and practice* (pp. 3–30). New York, NY: Wiley.
- Carroll, J. B. (1971). *The American Heritage word frequency book*. Boston, MA: Houghton Mifflin.
- Carroll, J. B., Davies, P., & Richman, B. (1971). *Word frequency book*. Boston, MA: Houghton Mifflin.
- Chall, J. S. (1996). *Stages of reading development* (2nd ed.). Fort Worth, TX: Harcourt.
- Chall, J. S. (1983). *Stages of reading development*. New York, NY: McGraw-Hill.
- Chall, J. S. (1967). *Learning to read: The great debate*. New York, NY: McGraw-Hill.
- Cowley, J. (2006). *Red-eyed tree frog*. New York, NY: Scholastic.
- Dolch, E. W. (1948). *Problems in reading*. Champaign, IL: Garrard Press.
- Ehri, L. C. (1992). Reconceptualizing the development of sight word reading and its relationship to recoding. In P. Gough, L. Ehri, & R. Treiman (Eds.), *Reading acquisition* (pp. 107–143). Hillsdale, NJ: Erlbaum.
- Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research*, 71, 393–447.
- Ehri, L. C., & Roberts, T. (2006). The roots of learning to read and write: Acquisition of letters and phonemic awareness. In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy research* (Vol. 2, pp. 113–131). New York, NY: Guilford.

- Fisher, D., & Frey, N. (2014). *Better learning through structured teaching* (2nd ed.). Alexandria, VA: ASCD.
- Fry, E. (2000). *1000 instant words*. Garden Grove, CA: Teacher Created Resources.
- Fry, E. B., Kress, E., & Fountoukidis, D. L. (1993). *The new reading teacher's book of lists*. Englewood Cliffs, NJ: Prentice-Hall.
- Fry, E., Sakiey, E., Goss, A., & Loigman, B. (1980). A syllable frequency count. *Visible Language, 14*(2), 137–150.
- Gough, P. B., & Walsh, M. A. (1991). Chinese, Phoenicians, and the orthographic cipher of English. In S. A. Brady & D. P. Shankweiler (Eds.), *Phonological process in literacy: A tribute to Isabelle Y. Liberman* (pp. 199–209). Hillsdale, NJ: Erlbaum.
- Haddock, M. (1978). Teaching blending in beginning reading instruction is important. *The Reading Teacher, 31*, 654–658.
- Hanna, P. R., Hodges, R. E., Hanna, J. L., & Rudolph, E. H. (1966). *Phoneme-grapheme correspondences as cues to spelling improvement*. Washington, DC: U.S. Office of Education.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
- Hattie, J. (2009). *Visible learning: A synthesis of meta-analyses relating to achievement*. New York, NY: Routledge.
- Honig, B. (1995). *How should we teach our children to read?* Center for Systemic School Reform, San Francisco State University.
- Johns, J. L. (1980). First graders' concepts about print. *Reading Research Quarterly, 15*, 529–549.
- Juel, C., & Roper-Schneider, D. (1985). The influence of basal readers on first-grade reading. *Reading Research Quarterly, 20*(2), 134–152.
- Lovett, M. W. (1987). A developmental approach to reading disability: Accuracy and speed criteria of normal and deficient reading skill. *Child Development, 58*(1), 234–260.
- Manzo, A., & Manzo, U. (1993). *Literacy disorders: Holistic diagnosis and remediation*. New York, NY: Harcourt.
- McGee, L. M., Kim, H., Nelson, K. S., & Fried, M. D. (2015). Change over time in first graders' strategic use of information at point of difficulty in reading. *Reading Research Quarterly, 50*(3), 263–291.
- Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Brookes.
- Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes.
- Moats, L. C. (1995). *Spelling: Development, disability, and instruction*. Timonium, MD: York Press.
- Moats, L. C. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia, 44*(1), 81–102.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific literature on reading and its implications for reading instruction* (NIH Publication No. 00–4769). Washington, DC: U.S. Government Printing Office.
- Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology, 8*, 317–344.
- Phillips, B. M., Piasta, S. B., Anthony, J. L., Lonigan, C. J., & Francis, D. J. (2012). IRTs of the ABCs: Children's letter name acquisition. *Journal of School Psychology, 50*(4), 461–481.
- Piasta, S. B. (2014). Moving to assessment-guided differentiated instruction to support young children's alphabet knowledge. *The Reading Teacher, 68*(3), 202–211.

- Pinnell, G. S., & Fountas, I. C. (2003). *Phonics lessons: Letters, words, and how they work*. Portsmouth, NH: FirstHand.
- Popp, H. M. (1964). Visual discrimination of alphabet letters. *The Reading Teacher*, *17*, 221–226.
- Rasinski, T. (2005). *Daily word ladders*. New York, NY: Scholastic.
- Resnick, L., & Beck, I. (1976). Designing instruction in reading: Initial reading. In A. J. Harris & E. R. Sipay (Eds.), *Readings on reading instruction*. New York, NY: Longman.
- Reutzel, D. R. (2015). Early literacy research: Findings primary-grade teachers will want to know. *The Reading Teacher*, *69*(1), 14–24. doi:10.1002/trtr.1387
- Rinsland, H. D. (1945). *A basic vocabulary of elementary school children*. New York, NY: Macmillan.
- Rosenshine, B., & Stevens, R. (1984). Classroom instruction in reading. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading* (pp. 745–798). New York, NY: Longman.
- Shankweiler, D., & Liberman, I. (1989). *Phonology and reading disability: Solving the reading puzzle*. Ann Arbor: University of Michigan Press.
- Snow, C. E., Burns, M. S., & Griffin, E. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Stanovich, K. E. (1992). Speculations on the causes and consequences of individual differences in early reading acquisition. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds.), *Reading acquisition* (pp. 307–342). Hillsdale, NJ: Erlbaum.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, *21*, 360–407.
- Stein, M., Johnson, B., & Gutlohn, L. (1999). Analyzing beginning reading programs: The relationship between decoding instruction and text. *Remedial and Special Education*, *20*(5), 275–287.
- Torgeson, J. K., & Bryant, B. (1994). *Phonological awareness training for reading*. Austin, TX: Pro-Ed.
- Treiman, R., & Baron, J. (1981). Segmental analysis ability: Development and relation to reading ability. In G. E. MacKinnon & T. G. Waller (Eds.), *Reading research: Advances in theory and practice* (Vol. 3, pp. 159–198). New York, NY: Academic Press.
- Wong, M. (2015, May 29). Brain wave study shows how different teaching methods affect reading development. *Medical Xpress*. Retrieved from medicalxpress.com/news/2015-05-brain-methods-affect.html
- Yoncheva, Y. N., Wise, J., & McCandliss, B. (2015, June–July). Hemispheric specialization for visual words is shaped by attention to sublexical units during initial learning. *Brain and Language*, *145–146*, 22–33.