Bibliography

Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: MIT Press.

Adams, M. J. (2009). The Challenge of Advanced Texts: The Interdependence of Reading and Learning. In E. Hiebert (Ed.), *Reading More*, *Reading Better: Are American Students Reading Enough of the Right Stuff?* (pp. 163–189). New York: Guilford Publications.

Allington, R. L. (1983). Fluency: The Neglected Reading Goal. *The Reading Teacher*, *37*, 556–561.

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1984). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, DC: The National Institute of Education.

Armbruster, B. B., Lehr, F., & Osborn, M. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD: National Institute for Literacy.

Ashby, J. & Rayner, K. (2006). Literacy Development: Insights from Research on Skilled Reading. In D. K. Dickinson and S. B. Neuman (Eds.), *Handbook of Early Literacy Research*, Vol. 2 (pp. 52–63). New York: Guilford Press.

Balajthy, E. (1988). Keyboarding, Language Arts, and the Elementary School Child. *Computing Teacher*, *15* (5), 40–43.

Block, C. C., & Pressley, M. (2002). *Comprehension Instruction: Research-based Best Practices*. New York: Guildford Press.

Bradley, L., & Bryant, P. E. (1991). Phonological Skills before and after Learning to Read. In S. A. Brady & D. P. Shankweiler (Eds.), *Phonological Processes in Literacy: A Tribute to Isabelle Y. Lieberman* (pp. 37–45). Hillsdale, NJ: Erlbaum Associates.

Bredekamp, S., et al. (2000). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Washington, DC: The National Association for the Education of Young Children.

Brown, A. L., Palinscar, A. S., & Armbruster, B. B. (1994). Instructing Comprehension-fostering Activities in Interactive Learning Situations. In R. B. Rudell & N. J. Unrau (Eds.), *Theoretical Models and Processes of Reading* (pp. 780–809). Newark, DE: International Reading Association.

Bryant, P. E., Bradley, L., MacLean, M., & Crossland, J. (1989). Nursery Rhymes, Phonological Skills, and Reading. *Journal of Child Language*, *16* (2), 407–428.

Burns, M. S., Griffin, P., & Snow, C. E. (Eds.). (1999). Starting out Right: A Guide to Promoting Children's Reading Success. Washington, DC: National Academy Press

Byrne, B., & Fielding-Barnsley, R. (1993). Evaluation of a Program to Teach Phonemic Awareness to Young Children: A 1-year Follow-up. *Journal of Educational Psychology*, 85, 104–111.

Calfee, R. (1998). Phonics and Phonemes: Learning to Decode and Spell in a Literature-based Program. In J. L. Metsala & L. C. Ehri (Eds.), *Word Recognition in Beginning Literacy* (pp. 315–340). Mahweh, NJ: Lawrence Erlbaum Associates.

Campbell, D. D. (1973). Typewriting Contrasted with Handwriting: A Circumvention Study of Learning Disabled Children. *Journal of Special Education*, 7 (2), 155–168.

Clay, M. M. (1991). *Becoming Literate: The Construction of Inner Control*. Auckland, New Zealand: Heinemann.

Clay, M. M. (1985). *The Early Detection of Reading Difficulties* (3rd ed.). Portsmouth, NH: Heinemann.

Common Core State Standards Initiative. (2010). Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Retrieved from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Core Knowledge Foundation. (2010). *Core Knowledge Sequence: Content and Skill Guidelines for Grades K–8*. Retrived from http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf

Cothran, A., & Mason, G. E. (1978). The Typewriter: Time-tested Tool for Teaching Reading and Writing. *Elementary School Journal*, 78 (3), 171–178.

Cullinan, B. E. (1989). Literature for Young Children. In D. S. Strickland & L. M. Morrow (Eds.), *Emerging Literacy: Young Children Learn to Read and Write* (pp. 35–51). Newark, DE: International Reading Association.

Cunningham, A. E. (1990). Explicit versus Implicit Instruction in Phonemic Awareness. *Journal of Experimental Child Psychology*, *50*, 429–444.

Durkin, Dolores. (1989). *Teaching Them to Read* (5th ed.). Boston: Allyn & Bacon.

Ehri, L. C. (2005). Learning to Read Words: Theory, Findings, and Issues. *Scientific Studies of Reading*, 9(2), pp. 167–188.

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: Guilford.

Foulin, J. N. (2005). Why is Letter-name Knowledge Such a Good Predictor of Learning to Read? *Reading and Writing*, 18(2), pp. 129–155.

Fry, E. B., et al. (1993). *The Reading Teacher's Book of Lists*. West Nyack, NY: The Center for Applied Research in Education.

Goswami, U. (2002). Early Phonological Development and the Acquisition of Literacy. In S. B. Neuman and D. K. Dickinson (Eds.), *Handbook of Early Literacy Research*, (pp. 111–125). New York: Guilford Press.

Graves, D. (1994). *A Fresh Look at Writing*. Portsmouth, NH: Heinemann.

Graves, M. (2008). Instruction on Individual Words: One Size Does Not Fit All. In A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Vocabulary Instruction*. Newark, DE: International Reading Association.

Graves, M. F., Juel, C., & Graves, B. B. (2004). *Teaching Reading in the 21st Century* (3rd ed.). Boston: Pearson Education.

Griffith, P. L., & Olson, M. W. (1992, March). Phonemic Awareness Helps Beginning Readers Break the Code. *The Reading Teacher*, *45* (7), 516–523.

Gunning, T. (1998). Assessing and Correcting Reading and Writing Difficulties. Boston: Allyn & Bacon.

Hasbrouk, J. E. & Tindal, G. (1992). Curriculumbased Oral Reading Fluency for Students in Grades 2 through 5. *Teaching Exceptional Children*, 24, 41–44.

Heller, Mary F. (1995). *Reading–Writing Connections from Theory to Practice*. (2nd ed.) White Plains, NY: Longman.

Honig, B. (1996). *Teaching Our Children to Read: The Role of Skills in a Comprehensive Reading Program*. Thousand Oaks, CA: Corwin Press.

International Reading Association. (1997). *The Role of Phonics in Reading Instruction*. Position statement passed at 1997 meeting of IRA board of directors. Retrieved from http://www.reading.org/Libraries/Position_Statements_and_Resolutions/ps1018_phonics.sflb.ashx

International Reading Association and National Association for the Education of Young Children. Learning to Read and Write: Developmentally Appropriate Practices for Young Children, a Joint Position Statement. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF

International Society for Technology in Education. (2000). *National Educational Technology Standards for Students: Connecting Curriculum and Technology*. Eugene, OR: International Society for Technology in Education in collaboration with the U.S. Department of Education.

Johns, J. L. (1993). *Informal Reading Inventories:* Annotated Reference Guide. DeKalb, IL: Communitech International.

Johnson, M. S., et al. (1987). *Informal Reading Inventories*. Newark, DE: International Reading Association.

Joshi, M. R. (2004). Assessing Reading and Spelling Skills. Novato, CA: Arena Press.

Juel, C. (1988). Learning to Read and Write: A Longitudinal Study of 54 Children from First through Fourth Grades. *Journal of Educational Psychology*, 80 (4), 437–447.

Juel, C. (1990). The Role of Decoding in Early Literacy Instruction and Assessment. *Assessment for Instruction in Early Literacy*. Englewood Cliffs, NJ: Prentice Hall.

Juel, C. (1991). Beginning Reading. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of Reading Research: Vol. 2* (pp. 759–788). White Plains, NY: Longman.

Juel, C. (1994). *Learning to Read and Write in One Elementary School*. New York: Springer-Verlag.

Juel, C. (2006). The Impact of Early School Experiences on Initial Reading. In D. K. Dickinson, & S. B. Neuman. (Eds.), *Handbook of Early Literacy Research*, Vol. 2 (pp. 410–444). New York: Guilford.

Kamil, M. L. (2002). *Methods of Literacy Research:* The Methodology Chapters from The Handbook of Reading Research, Vol. 3. Mahwah, N.J: Lawrence Erlbaum Associates.

Kamil, M. L., Intrator, S. M., & Kim, H. S. (2000). The Effects of Other Technologies on Literacy and Literacy Learning. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research*, *Vol. 3* (pp. 771–788). Mahwah, NJ: Lawrence Erlbaum Associates.

Kirtley, C., et al. (1989). Rhyme, Rime, and the Onset of Reading. *Journal of Experimental Child Psychology*, 48, 224–245.

Lieberman, I. Y., & Shankweiler, D. (1985). Phonology and Problems of Learning to Read the Write. *Remedial and Special Education*, 6, 8–17.

Lipson, M. Y. & Wixson, K. K. (1997). *Assessment and Instruction of Reading and Writing Disability*. New York: Addison-Wesley.

MacLean, M., et al. (1987). Rhymes, Nursery Rhymes, and Reading in Early Childhood. *Merrill-Palmer Quarterly*, *33* (3), 255–281.

McCracken, R. A., & McCracken, M. J. (1986). Stories, Songs, and Poetry to Teach Reading and Writing: Literacy through Language. Winnepeg, Canada: Peguis.

Miller, J. W., & McKenna, M. (1989). *Teaching Reading in the Elementary Classroom*. Scottsdale, AZ: Gorsuch Scarisbrick.

National Business Education Association. (2001). National Standards for Business Education: What America's Students Should Know and Be Able to Do in Business. Reston, VA: National Business Education Association.

National Center on Education and the Economy. (2001). *Speaking and Listening from Preschool through Third Grade*. Pittsburgh, PA: National Center on Education and the Economy.

National Reading Panel. (2000). Report of the National Reading Panel: Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, Reports of the Subgroups. Washington, DC: National Institute of Child Health and Human Development.

National Research Council. (1999). *Starting out Right: a Guide to Promoting Children's Reading Success*. Washington DC: National Academy Press.

New Standards Primary Literacy Committee. (2009). Reading & Writing Grade by Grade: Primary Literacy Standards for Kindergarten through Third Grade. Washington, D.C.: National Center on Education and the Economy and the University of Pittsburgh.

Nieman, P. (1996). Introducing Early Keyboarding Skills. *Business Education Forum*, *51* (1), 27–30.

Pearson, P. D., & Fielding, L. (1996). Comprehension Instruction. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of Reading Research*, *Vol.* 2 (pp. 815–860). White Plains, NY: Longman.

Pearson, P. D., et al. (1992). Developing Expertise in Reading Comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What Research Has to Say about Reading Instruction* (2nd ed.) (pp. 145–199). Newark, DE: International Reading Association.

Penso, D. E. (1999). *Keyboarding Skills for Children with Disabilities*. London: Wiley.

Perfetti, C. A. (1985). *Reading Ability*. New York: Oxford University Press.

Powell, D. (1990). *Teaching Graphophonics in a Whole Language Classroom*. Hawthorn, Australia: distributed in the U.S. by Rigby.

Pressley, M., Goodchild, F., Fleet, J., Zajchowski, R., & Evans, E. D. (1989). The Challenges of Classroom Strategy Instruction. *The Elementary School Journal*, 89 (3), 301–341.

Pressley, M. (2002). *Reading Instruction That Works: The Case for Balanced Teaching* (2nd ed.). New York: Guilford Press.

Pressley, M. (2000). What Should Comprehension Instruction Be the Instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research*, *Vol. 3* (pp. 545–561). Mahwah, NJ: Lawrence Erlbaum Associates.

Pressley, Michael, et al. (2001). Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guildrod Press.

RAND Reading Study Group. (2001). Reading for Understanding: Towards an R&D Program in Reading Comprehension. Santa Monica, CA: RAND.

Rasinski, T. (2003). *The Fluent Reader*. New York: Scholastic Professional Books.

Reitsma, P. (1998). Reading Practice for Beginners: Effects of Guided Reading, Reading-while-listening, and Independent Reading with Computer-based Speech Feedback. *Reading Research Quarterly*, 23 (2), 219–235.

Reutzel, D. R. & Cooter, R. B. (1992). *Teaching Children to Read: From Basals to Books*. New York: Macmillan.

Rosenshine, B. V. (April 1986). Synthesis of Research on Explicit Teaching. *Educational Leadership*, *43* (7), 60–69.

Samuels, S. J. (1994). Word Recognition. *Theoretical Models and Processes of Reading* (4th ed.). Newark, DE: International Reading Association.

Shaywitz, S. E. (2003). Overcoming Dyslexia: A New and Complete Science-based Program for Reading Problems at Any Level. New York: A. A. Knopf.

Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.

Stahl, S. A. (1999). *Vocabulary Development*. Cambridge, MA: Brookline Books.

Stahl, S. A., Duffy-Hester, A. M., & Dougherty Stahl, K. A. (2006). Everything You Wanted to Know about Phonics (but Were Afraid to Ask). In K. A. Dougherty and M. C. McKenna (Eds.), *Reading Research at Work: Foundations of Effective Practice* (pp. 126–154). New York: Guilford Press.

Stahl, S. A., Heubach, K., & Cramond, B. (1994). *Fluency-oriented Reading Instruction*. Presented at the Annual Meeting of the National Reading Conference. San Diego, CA.

Stahl, S. A. & Nagy, W. E. (2006). *Teaching Word Meanings*. Mahway, NJ: Lawrence Erlbaum.

Stanovich, K. E. (2000). *Progress in Understanding Reading: Scientific Foundations and New Frontiers*. New York: Guilford Press.

Stanovich, K. E. (1994). *Romance and Reality. The Reading Teacher*, 47 (4), 280–291.

Stanovich, K. E. (1980). Toward an Interactive-compensatory Model of Individual Differences in the Development of Reading Fluency. *Reading Research Quarterly*, 16 (1), 32–71.

Strickland, D., & Cullinan, B. (1990). Afterword in M. J. Adams, *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: MIT Press.

Tierney, R. J., & Leys, M. (1986). What Is the Value of Connecting Reading and Writing? In B. T. Petersen (Ed.), *Convergences: Transactions in Reading and Writing* (pp. 15–29). Urbana, IL: National Council of Teachers of English.

Torgesen, J. K., & Mathis, P. G. (2000). *A Basic Guide to Understanding, Assessing, and Teaching Phonological Awareness*. Austin, TX: Pro-Ed.

Wallach, M. A., & Wallach, L. (1979). Helping Disadvantaged Children Learn to Read by Teaching Them Phoneme Identification Skills. In L. B. Resnick & P. A. Weaver (Eds.), *Theory and Practice of Early Reading (Vol. 3)* (pp. 197–215). Hillsdale, NJ: Erlbaum Associates.