

Bibliography

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. MIT Press.
- 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*. National Academy of Education.
- Bhattacharya, A., & Ehri, L. C. (2004). Graphosyllabic analysis helps adolescent struggling readers read and spell words. *Journal of Learning Disabilities*, 37 (4), 331–348. <https://doi.org/10.1177/00222194040370040501>
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19 (1), 5–51. <https://doi.org/10.1177/1529100618772271>
- Conte, K. L., & Hintze, J. M. (2000). The effects of performance feedback and goal setting on oral reading fluency within curriculum-based measurement. *Diagnostic*, 25 (2), 85–98. <https://doi.org/10.1177/073724770002500201>
- Cunningham, P. M. (1998). The multisyllabic word dilemma: Helping students build meaning, spell, and read “big” words. *Reading & Writing Quarterly*, 14 (2), 189–218. <https://doi.org/10.1080/1057356980140204>
- Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading*, 18 (1), 5–21. <https://doi.org/10.1080/10888438.2013.819356>
- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016–4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5 (3), 239–256. https://doi.org/10.1207/S1532799XSSR0503_3
- Galuschka, K., Ise, E., Krick, K., & Schulte-Körne, G. (2014). Effectiveness of treatment approaches for children and adolescents with reading disabilities: A meta-analysis of randomized controlled trials. *PLOS ONE*, 9 (2), Article e89900. <https://doi.org/10.1371/journal.pone.0089900>
- Hulme, C., Bowyer-Crane, C., Carroll, J. M., Duff, F. J., & Snowling, M. J. (2012). The causal role of phoneme awareness and letter-sound knowledge in learning to read: Combining intervention studies with mediation analyses. *Psychological Science*, 23 (6), 572–577. <https://doi.org/10.1177/0956797611435921>
- Just, M. A., & Carpenter, P. A. (1987). *The psychology of reading and language comprehension*. Allyn & Bacon.
- Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C., & Coyne, M. D. (2002). *Effective teaching strategies that accommodate diverse learners* (2nd ed.). Pearson.

- Kirby, J. R., & Bowers, P. N. (2017). Morphological instruction and literacy: Binding phonological, orthographic, and semantic features of words. In K. Cain, D. L. Compton, & R. K. Parrila (Eds.), *Theories of reading development* (pp. 437–462). John Benjamins. <https://doi.org/10.1075/swll.15.24kir>
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6 (2), 293–323. [https://doi.org/10.1016/0010-0285\(74\)90015-2](https://doi.org/10.1016/0010-0285(74)90015-2)
- McArthur, G., Sheehan, Y., Badcock, N. A., Francis, D. A., Wang, H.-C., Kohnen, S., Banales, E., Anandakumar, T., Marinus, E., & Castles, A. (2018.) Phonics training for English-speaking poor readers. *Cochrane Database of Systematic Reviews*. <https://doi.org/10.1002/14651858.CD009115.pub3>
- Melby-Lervåg, M., Lyster, S.-A. H., & Hulme, C. (2012). Phonological skills and their role in learning to read: A meta-analytic review. *Psychological Bulletin*, 138 (2), 322–352. <https://doi.org/10.1037/a0026744>
- Morais, J., Bertelson, P., Cary, L., & Alegria, J. (1986). Literacy training and speech segmentation. *Cognition*, 24 (1–2), 45–64. [https://doi.org/10.1016/0010-0277\(86\)90004-1](https://doi.org/10.1016/0010-0277(86)90004-1)
- Morais, J., Cary, L., Alegria, J., & Bertelson, P. (1979). Does awareness of speech as a sequence of phones arise spontaneously? *Cognition*, 7 (4), 323–331. [https://doi.org/10.1016/0010-0277\(79\)90020-9](https://doi.org/10.1016/0010-0277(79)90020-9)
- Morgan, P. L., Sideridis, G., & Hua, Y. (2011). Initial and over-time effects of fluency interventions for students with or at risk for disabilities. *The Journal of Special Education*, 46 (2), 94–116. <https://doi.org/10.1177/0022466910398016>
- Nagy, W. E., & Anderson, R. C. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19 (3), 304–330. <https://doi.org/10.2307/747823>
- National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. National Institute for Literacy.
- 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 research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). U.S. Government Printing Office.
- Piasta, S. B., & Wagner, R. K. (2010). Developing early literacy skills: A meta-analysis of alphabet learning and instruction. *Reading Research Quarterly*, 45 (1), 8–38. <https://doi.org/10.1598/RRQ.45.1.2>
- Price, K. W., Meisinger, E. B., Louwerse, M. M., & D'Mello, S. (2016). The contributions of oral and silent reading fluency to reading comprehension. *Reading Psychology*, 37 (2), 167–201. <https://doi.org/10.1080/02702711.2015.1025118>
- Reschly, A. L., Busch, T. W., Betts, J., Deno, S. L., & Long, J. D. (2009). Curriculum-Based Measurement Oral Reading as an indicator of reading achievement: A meta-analysis of the correlational evidence. *Journal of School Psychology*, 47 (6), 427–469. <https://doi.org/10.1016/j.jsp.2009.07.001>
- Schunk, D. H. & Rice, J. M. (1988, August). *Learning goals during reading comprehension instruction*. Paper presented at the annual meeting of the American Psychological Association, Atlanta, GA.

- Share, D. L., Jorm, A. F., Maclean, R., & Matthews, R. (1984). Sources of individual differences in reading acquisition. *Journal of Educational Psychology*, 76 (6), 1309–1324. <https://doi.org/10.1037/0022-0663.76.6.1309>
- Shefelbine, J. (1990). A syllabic-unit approach to teaching decoding of polysyllabic words to fourth- and sixth-grade disabled readers. In J. Zutell and S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms* (pp. 223–230). National Reading Conference.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. National Academy Press. <https://doi.org/10.17226/6023>
- Stai, C. (2020). *Dyslexia and Read Naturally* [White paper]. Read Naturally. <https://www.readnaturally.com/knowledgebase/documents-and-resources/31/626>
- Swanson, H. L., Hoskyn, M., & Lee, C. (1999). *Interventions for students with learning disabilities: A meta-analysis of treatment outcomes*. Guilford Press.