

## References—Reading and Writing Curricular Priorities August, 2009



- [1] Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, Massachusetts: MIT Press.
- [2] Alvermann, D. E., & Eakle, A. J. (2003). Comprehension instruction: Adolescents and their multiple literacies. *Rethinking Reading Comprehension* (Sweet, A. P., & Snow, C. E. Eds.). New York: The Guilford Press.
- [3] Archer, A. (2006). Dynamic vocabulary instruction in the elementary school [presentation notes and PowerPoint slides].
- [4] Archer, A. (2006). Scaffolding comprehension for older students [presentation notes and PowerPoint slides].
- [5] Archer, A. (2007). Teaching students academic writing [presentation notes and PowerPoint slides].
- [6] Archer, A. (2008). Retrieved from presentation notes on essential learning in reading and writing, (Huron Intermediate School District, Bad Axe, Michigan).
- [7] Archer, A., Gleason, M., & Vachon, V. (2003). Decoding and fluency: Foundation skills for struggling readers. *Learning Disability Quarterly*, (26), 89-101.
- [8] Auman, M. (2008). Step Up to Writing (3rd ed.). Longmont, Colorado: Sopris West Educational Services.
- [9] Bailey, A. L., & Butler, F. A. (2003). An evidentiary framework for operationalizing academic language for broad application to K-12 education: A design document. Los Angeles: CRESST/University of California.
- [10] Baker. S., Gersten, R., & Graham, S. (2003). Teaching expressive writing to students with learning disabilities: Research-based applications and examples. *Journal of Learning Disabilities*, *36* (2), 109-123.
- [11] Baker, S., & Hubbard, D. (2002). Best practices in the assessment of written expression, *Best Practices in School Psychology IV* (Thomas, A., & Grimes, J. Eds). Bethesda: National Association of School Psychologists, 867-883.
- [12] Baker, S., Simmons, D., & Kame' ennui, E. (1998). Vocabulary acquisition: Research bases, *What Reading Research Tells Us About Children With Diverse Learning Needs* (Simmons, D., & Kame' ennui, E., Eds). Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., 183-217.
- [13] Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* New York: Guilford Press.
- [14] Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74 (4), 506-521.
- [15] Bergen, R. (2008). Teaching writing in kindergarten: A structured approach to daily writing that helps every child become a confident and capable writer. New York: Scholastic.
- [16] Berninger, V. W., & Richards, T. L. (2002). *Brain literacy for educators and psychologists*. Amsterdam: Academic Press.
- [17] Bhat, P., Griffin, C. C., & Sindelar, P. T. (2003). Phonological awareness instruction for middle school students with learning disabilities. *Learning Disability Quarterly*, (26), 73-87.
- [18] Bhattarya, A., & Ehri, L. (2004). Graphosyllabic analysis helps adolescent struggling readers read and spell words. *Journal of Learning Disabilities*, *37*, 331-348.
- [19] Biancarosa, C., & Snow, C. E. (2006). Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York (2<sup>nd</sup> ed.). Washington, DC: Alliance for Excellent Education.
- [20] Blevins, W. (2001). Teaching phonics and word study in the intermediate grades. New York: Scholastic.

- [21] Brice, R. (2004). Connecting oral and written language through applied writing strategies. *Intervention in School and Clinic*, 40, 38-47.
- [22] Chard, D. J., & Dickson, S. V. (1999). Phonological awareness: Instructional and assessment guidelines. *Intervention in School and Clinic*, 34 (5), 261-270.
- [23] Connecticut State Department of Education (2007). Beyond the blueprint: Literacy in grades 4-12 and across the content areas.
- [24] Coxhead, A. (2000). *The Academic Word List*. Wellington, New Zealand: Victoria University School of Linguistics and Applied Language Studies.
- [25] Coyne, M. D., Kame'enui, E. J., Simmons, D. C., & Harn, B. A. (2004). Beginning reading intervention as inoculation or insulin: First-grade reading performance of strong responders to kindergarten intervention. *Journal of Learning Disabilities*, *37* (2), 90-104.
- [26] Farrell, L., & Hunter, M. (2008). Diagnostic Decoding Surveys. Cabin John, Maryland: Really Great Reading.
- [27] Florida Center for Reading Research, www.fcrr.org.
- [28] Friedman Family Foundation and Carnegie Corporation of New York. (2007). *Five areas of instructional improvement to increase academic literacy*. Retrieved from <a href="https://www.AdLit.org">www.AdLit.org</a>. Torgeson, J.
- [29] Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (1993). *The reading teacher's book of lists* (3<sup>rd</sup> ed.). Englewood Cliffs, New Jersey: Prentice Hall.
- [30] Fuchs, L. S., Fuchs, D., & Compton, D. L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71 (1), 7-21.
- [31] Fuchs, L. S., Fuchs, D., & Maxwell, L. (1988). The validity of informal reading comprehension measures. *Remedial and Special Education*, 9, 20-29.
- [32] Good, R. H., Baker, S. K., & Peyton, J. A. (2009). Making sense of nonsense word fluency: Determining adequate progress in early first grade reading. *Reading and Writing Quarterly* 25 (1), 33 56.
- [33] Good, R. H., III, Kaminski, R. A., Simmons, D., & Kame'enui, E. J. (2001). *Using Dynamic Indicators of Early Basic Literacy*.
- [34] Graham, S. (1998). The relationship between handwriting style and speed and legibility. *The Journal of Educational Research*, 9 (5), 290.
- [35] Graham, S., & Harris, K. (2000). The role of self-regulation and transcription skills in writing and writing development. *Educational Psychologist*, 35.
- [36] Graham, S., & Harris, K. (2005). Writing better: Effective strategies for teaching students with learning difficulties. Baltimore: Brookes Publishing Co.
- [37] Graham, S., Harris, K., & Fink, B. (2000). Is handwriting causally related to learning and writing difficulties. *Journal of Educational Psychology* 89, 223-234.
- [38] Graham, S., Harris, K., & Loynachan, C. (1993). The basic spelling vocabulary list. *The Journal of Educational Research*, 86 (6), 363-368.
- [39] Graham, S., & Perrin, D. (2007). Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools—A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.
- [40] Green, L., McCutchen, D., Schwiebert, C., Quinlan, T., Eva-Wood, A., & Juelis, J. (2003). Morphological development in children's writing. *Journal of Educational Psychology*, *95*, 752-761.

- [41] Harris, K., & Graham, S. (1996). *Making the writing process work: Strategies for composition and self-regulation*. Cambridge: Brookline Books.
- [42] Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Brookes Publishing Co.
- [43] Hasbrouck, J. (2008). *Putting fluency in perspective*. Retrieved from Lecture Notes: Plain Talk About Reading Conference.
- [44] Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *Reading Teacher*, *59* (7), 636-644.
- [45] Hillocks G. (1984). What works in teaching composition: New directions for teaching. Unbana, Illinois: National Council of Teachers of English.
- [46] Hillocks, G. (1987). Synthesis of research on teaching writing. Educational Leadership, 44 (8), 71-82.
- [47] Hoover, W. A. (2002). The importance of phonemic awareness in learning to read. SEDL Letter, 14 (3), 9-12.
- [48] 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.
- [49] Juel, C. & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly 35*, 458-492.
- [50] Kamil, M., (2003). *Adolescents and literacy: Reading for the 21<sup>st</sup> century*. Washington, DC: Alliance for Excellent Education.
- [51] Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide*. Washington, DC: National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a>.
- [52] Liberman, I. Y. & Shankweiler, D. (1991). *Phonology and beginning to read: A tutorial, in learning to read—Basic research and its implications.* (L. Rieben, & C. A. Perfetti, Eds.). Hillsdale, New York: Lawrence Erlbaum Associates.
- [53] Marzano, R. J. (2004). *Building background knowledge for academic achievement*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- [54] Marzano, R. J., Kendall, J. S., & Paynter, D. E. (1991). *A List of Essential Words by Grade Level* (pp. 127-202). U.S. Department of Education: Office of Educational Research and Improvement.
- [55] Marzano, R. J., Pickering, D. J., Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- [56] Moats, L. C. (1998). Teaching decoding. American Educator, 1-9.
- [57] Moats, L. C. (2000). Speech to print. Baltimore: Brookes Publishing Co.
- [58] Moats, L. C. (2001). When older kids can't read. Educational Leadership, 58 (6), 38-43.
- [59] Moats, L. C. (2005). The challenge of learning to read. *Language essentials for teachers of reading and spelling*. Longmont, Colorado: Sopris West Educational Services.
- [60] Moats, L. C. (2005). Digging for meaning: Teaching text comprehension. *Language essentials for teachers of reading and spelling*. Longmont, Colorado: Sopris West Educational Services.
- [61] Moats, L. C. (2005). The mighty word: Building vocabulary and oral language. *Language essentials for teachers of reading and spelling*. Longmont, Colorado: Sopris West Educational Services.

- [62] Moats, L. C. (2005). Reading big words: Syllabication and advanced decoding. *Language essentials for teachers of reading and spelling*. Longmont, Colorado: Sopris West Educational Services.
- [63] Moats, L. C. (2005). The speech sounds of English: Phonetics, phonology, and phoneme awareness. *Language essentials for teachers of reading and spelling*. Longmont, Colorado: Sopris West Educational Services.
- [64] Moats, L. C. (2005). Spellography for teachers: How English spelling works. *Language essentials for teachers of reading and spelling*. Longmont, Colorado: Sopris West Educational Services.
- [65] Moats, L. C. (2005). Teaching phonics, word study, and the alphabetic principle. *Language essentials for teachers of reading and spelling*. Longmont, Colorado: Sopris West Educational Services.
- [66] Moats, L. C. (2005/06). How spelling supports reading and why it's more predictable than you think. *American Educator*, 12-43.
- [67] Moats, L. C. (2007). Whole-language high jinks: How to tell when "scientifically-based reading instruction" isn't. Washington, DC: Thomas Fordham Institute.
- [68] Moats, L. C., Cummings, M. E., & Farrell, L. (2001). *Colleague in the classroom* [DVDs]. Natick, Massachusetts: Cambium Learning.
- [69] Moats, L. C., & Sedita, J. (2006). Writing: A road to reading comprehension. *Language essentials for teachers of reading and spelling*. Longmont, Colorado: Sopris West Educational Services.
- [70] Morrow, L. M., Gambrell, L. B., & Pressley, M. (Eds.). (2003). *Best practices in literacy instruction*. New York: Guilford Press.
- [71] Murphy, J., Hern, C., Williams, R., & McLaughlin, T. (1990). The effects of the copy, cover, and compare approach in increasing spelling accuracy with learning disabled students. *Contemporary Educational Psychology, 15*, 378-386.
- [72] Nagy, W., Berninger, V., & Abbott, R. (2006). Contributions of morphology beyond phonological to literacy outcomes of upper elementary and middle school students. *Journal of Educational Psychology*, *98*, 134-147.
- [73] National Association of Secondary School Principals. (1981). Writing in the school: Improvement through effective leadership. *Journal of Adolescent and Adult Literacy*. Reston, Virginia: Glatthorn, A. A.
- [74] National Institute of Child Health and Human Development. (2004). *The Report of the National Reading Panel.*Teaching children to read: An evidence-based assessment of the scientific research literature on reading and it's implications for reading instruction. Washington, DC: U.S. Department of Education. Retrieved from http://www.nationalreadingpanel.org.
- [75] National Institute for Literacy. (2000). *National Reading Panel: Report of the Subgroups*. Washington, DC: U.S. Government Printing Office.
- [76] Reeves, D. B. (2003). *High performance in high poverty schools: 90/90/90 and beyond*. Englewood, Colorado: Center for Performance Assessment.
- [77] Rogers, L. A., & Graham, S. (2008). A meta-analysis of single-subject design writing intervention research. *Journal of Educational Psychology*, 100 (4), 879-906
- [78] Routman, R. (1996). *Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas.* Portsmouth, New Hampshire: Heinemann.
- [79] Runge, T. J., & Watkins, M. W. (2006). The structure of phonological awareness among kindergarten students. *School Psychology Review*, *35* (3), 370-386.
- [80] Santa, C. M., (2004). Project CRISS: Reading, writing, and learning in the content subjects. In Strickland, D. C., & Alvermann, D. E. (Eds.). *Bridging the literacy achievement gap, grades 4-12* (pp. 183-199). New York: Teachers College Press.

- [81] Snow, C. & Biancarosa, G. (2003). Adolescent literacy and the achievement gap: What do we know and where do we go from here? New York: Carnegie Corporation.
- [82] Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academies Press.
- [83] Speece, D. L., Mills, C., Ritchey, K. D., & Hillman, E. (2003). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *The Journal of Special Education*, *36* (4), 223-233.
- [84] Stahl, S. A. (1999). Vocabulary development. Brookline, Massachusetts: Brookline Books.
- [85] Stahl, S. A. and Shanahan, C. (2004). Learning to think like a historian: Disciplinary knowledge through critical analysis of multiple documents. In Jetton, T. L., & Dole, J. A. (Eds.). *Adolescent literacy research and practice* (pp. 94-115). New York: The Guilford Press.
- [86] Texas Education Agency. (2007). Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook. University of Texas: Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S.
- [87] Tolman, C., (2005). Working smarter, not harder: What teachers of reading need to know and be able to teach. *Perspectives*, 21, 15-23.
- [88] Torgeson, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In McCardle, P., & Chhabra, V. (Eds.). *The voice of evidence in reading research*. Baltimore, Maryland: Brookes Publishing Co.
- [89] Torgeson, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., et al. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, New Hampshire: RMC Research Corporation, Center on Instruction. Retrieved online at www.centeroninstruction.org.
- [90] Troia, G., & Graham, S. (2002). The effectiveness of a highly explicit, teacher-directed strategy routine: Changing the writing performance of participants with learning disabilities. *Journal of Learning Disabilities*, *35*, 290-305.
- [91] Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2006). Code-oriented instruction for kindergarten students at risk for reading difficulties: A randomized field trial with paraeducator implementers. *Journal of Educational Psychology*, 98 (3), 508-528.
- [92] Wagner, R. K. & Torgeson, J. K. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. *Psychological Bulletin*, *101*: 192-212.
- [93] Wong, B. Y., Butler, D. L., Ficzere, S. A., & Kuperis, S. (1996). Teaching adolescents with learning disabilities and low achievers to plan, write, and revise compare-contrast essays. In B. Y. Wong, D. L. Butler, S. A. Ficzere, & S. Kueris (Eds.). (1997). *Learning Disabilities Research and Practice*, 9 (2), 78-90.
- [94] Yopp, H. K. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly*, 23 (2), 159-177.
- [95] Zeno, S. M., Ivens, S. H., Millard, R. T., & Duvvuri, R. (1995). *The educator's word frequency guide*. New York: Touchstone Applied Science Associates.