**Selected References**

**General Literacy**

Burns, M., Griffin, P., & Snow, C. (Eds.) (1999). *Starting out right: A guide to promoting children’s reading success*. National Academy Press.

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/

Gough, P. & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7,* 6-10.

Dolch, E.W. (1948). *Problems in reading.* Champaign IL: Garrard.

Kilpatrick, D.A. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties.* Hoboken, NJ: John Wiley & Sons.

\*Mehta, P.D., Foorman, B.R., Branum-Martin, L., & Taylor, W.P. (2005). Literacy as a unidimensional multilevel construct: Validation sources of influence, and implications in a longitudinal study in grades 1-4. *Scientific Studies of Reading, 9*(2), 85-116.

Moats, L. (Summer 2017). Can prevailing approaches to reading instruction accomplish the goals of RTI?. *Perspectives on Language and Literacy,*15-22.

Morrow, L. (1997). *Literacy center: Context for reading and writing.* York, ME: Stenhouse.

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). Washington, DC: U.S. Government Printing Office.

National Early Literacy Report: (2008). *Developing early literacy: Report of the national early literacy panel, a scientific synthesis of early literacy development and implications for intervention*. National Institute for Literacy.

Reading Rockets. *Literacy Centers*. Retrieved from <http://www.readingrockets.org/article/literacy-centers>.

Seidenberg, M. (2017). *Language at the Speed of Sight: How We Read, Why So Many Can’t, and What Can Be Done about It.* New York, NY: Basic Books.

\*Stone, S. J., (1996). *Promoting literacy through centers* {Electronic version}. *Childhood Education, 72,*240-242.

**Word Work/Phonics**

Hanna, P.R., Hanna, J.S., Hodges, R.E., & Rudorf, E.H. (1966). *Phoneme-Grapheme correspondences as cues to spelling improvement.* Washington, DC: U.S. Department of Health, Education, and Welfare.

Henry, M.K. (Spring 2017). Morphemes matter: A framework for instruction. *Perspectives on Language and Literacy,* 23-26.

\_\_\_\_\_\_\_\_\_\_. (2010). *Unlocking literacy: effective decoding & spelling instruction, 2ed.* Baltimore, MD: Paul H. Brookes Co.

Moats, L. (2010). *Speech to print: language essentials for teachers, 2ed.* Baltimore, MD: Paul H. Brookes Publishing Co.

**Comprehension**

Fountas, I., & Pinnell, G. (2000). *Guiding readers and writers grades 3-6: teaching comprehension, genre, and content literacy.* Portsmouth, NH: Heinemann.

Sedita, J. (2003, 2015). *The key comprehension routine: Primary grades*. Rowley, MA: Keys to Literacy.

**Language & Vocabulary**

\*Baldwin, R.S., Ford, J.C., & Readence, J. E. 91981). Teaching word connotations: An alternative strategy. *Reading World, 21,* 103-108.

Baumann, J.F., Kame’enui, E.J., & Ash, G. (2003). Research on vocabulary instruction: Voltaire redux. In J. Flood, D. Lapp, J.R., Squire, & J. Jenson (Eds.), *Handbook of research on teaching the English Language Arts* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Graves, M.R. (2006). *The vocabulary book.* New York: Teacher’s College Press.

\_\_\_\_\_\_\_\_\_\_. (2004). *Vocabulary instruction: research to practice*. New York, NY: The Guilford Press.

Beck, I., McKeown M.G., & Kucan, L. (2008). *Creating robust vocabulary: frequently asked questions & extended examples*. New York, NY: The Guilford Press.

Heimlich, J.E., & Pittelman. S.D. (1986). *Semantic mapping: classroom applications*. Newark, DE: International Reading Association.

Sedita, J. (2005, 2013). *The key vocabulary routine*. Rowley, MA: Keys to Literacy.

Suskind, D. MD. (2015). *Thirty million words: building a child’s brain.* New York, NY: Dutton.

\*Denotes articles requiring purchase to access the full article