

Annotated Bibliography

Adams, Marilyn

-Effective reading instruction is based on "direct instruction in phonics, focusing on the orthographic regularities of English" as well as lots of exposure to reading materials and time to practice reading.

-Children can understand the architecture of their language through phonemic awareness.

Adams, M. (1990). [Beginning to Read](#). Cambridge: The MIT Press.

Adams, M. J., et. al. (1998) The elusive phoneme; Why phonemic awareness is so important and how to help children develop it. [American Educator](#), 22, 18-29.

Barr, Rebecca

About half of Reading Recovery® students become readers at slightly below average levels. The other half disappear from the extant analyses.

Shanahan, T., & Barr, R. (1995). Reading recovery: An independent evaluation of the effects of an early instructional intervention for at-risk learners. [Reading Research Quarterly](#), 4, 958-996.

Chall, Jeanne

The Harvard Reading/Literacy Lab is named in honor of Dr. Chall.

-There are consistent and substantial advantages to programs that included systematic phonics.

-Intervention would be most effective if it were very early .

Chall, J. S. (1967). [Learning to Read: The Great Debate](#). New York: McGraw-Hill.

Chall, J. S. (1992). The new reading debates: evidence from science, art and ideology. [Teachers College Record](#), 94, 315-329.

Foorsman, Barbara

-direct instruction, including instruction to provide insight into the alphabetic principle, was more effective than indirect in a sample of at-risk first and second grade children (n=287).

Foorman, B. R.; Francis, D.J.; Fletcher, J.M.; Mehta, P.; & Schatschneider, C. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. [Journal of Educational Psychology](#), 90, 37-55.

Gough, Philip B.

Dr. Gough is a professor at the University of Texas in Austin.

-The common denominator in reading disability is the inability to decode.

-At best, even good readers can guess words only one time in every four, and then only with fairly predictable words.

Gough, P. B. & Tunmer, W. E. (1986). Decoding, reading, and reading disability. [Remedial and Special Education](#), 7, 6-10.

Gough, P. B. (1993). The beginning of decoding. [Reading and Writing: An Interdisciplinary Journal](#), 5, 181-92.

Hiebert, Elfrieda H.

-Overall school achievement scores are not improved with the use of Reading Recovery . Both Reading Recovery advocates and critics agree on this point.

Hiebert, E. H. (1994). Reading Recovery in the United States: What difference does it make to an age cohort? [Educational Researcher, 23](#) , 15-25.

Juel, Connie

Dr. Juel is the director of the Harvard Reading/Literacy Lab.

-Poor first-grade readers almost invariably were poor readers at completion of grade four.

-A child scoring in the bottom quartile of the Iowa Test of Basic Skills Reading Comprehension Sub-Test at the end of first grade would in all likelihood still be a poor reader at the end of fourth grade.

-Children who are poor or non-readers students possess below average decoding skills and enter first grade with very little phonemic awareness

Juel, C. (1988). Learning to read and write: a longitudinal study of 54 children from first through fourth grades. [Journal of Educational Psychology, 80](#), 437-448.

Juel, C. (1990). Effects of reading group assignment on reading development in first and second grade. [Journal of Reading Behavior, 22](#), 233-54.

McBride-Chang, Catherine

-The ability to use invented spelling is highly associated with traditional phonological awareness tasks and substantially predictive of standardized spelling and decoding tests over time.

McBride-Chang, C. (1998). The development of invented spelling. [Early Education and Development, 9](#), 147-60.

McGuinness

-McGuinness -McGuinness, and Donohue found phonological processing to be the main predictor of reading achievement and that a related problem to deficits in decoding skills may be that children do not understand the alphabetic principle.

McGuinness, D. , McGuinness, C., & Donohue, J. (1995). Phonological training and the alphabet principle: Evidence for reciprocal causality. [Reading Research Quarterly, 30](#) (4), 830-852.

Perfetti, Charles

-Skilled readers are fast and accurate at recognizing words in text, so that reliance on contextual information is unnecessary

Perfetti, C. A. (1987) Continuities in reading acquisition, reading skill, and reading disability. [Remedial and Special Education,](#) 11-21.

Stanovich, Keith

-Research over thirty years is voluminous and conclusive, and has shown that *poor readers* use context for guessing words, whereas, "good readers are distinguished by quick automatic recognition of words".

-Direct instruction in alphabetic coding facilitates early reading acquisition is one of the most well established conclusions in all of behavioral science.

-Poor readers use context for guessing words, whereas good readers are distinguished by quick automatic recognition of words.

-Children need automatic word processing for fluent reading, so that cognitive capacity can be used for comprehension.

-Poor decoding skills, rather than an inability to use content to facilitate word recognition, caused the poor performance of less skilled readers.

Stanovich, K.E. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency, [Reading Research Quarterly, 16](#), 32-71.

Stanovich, K. (1993). Understanding and teaching reading: An interactive model. [American Journal of Psychology, 106](#), 456-457.

Stanovich, K. E., & Stanovich, P. J. (1995). How research might inform the debate about early reading acquisition. [Journal of Research in Reading, 18](#), 87-105.

Nathan, R. G. & Stanovich, K. E. (1991). The Causes and Consequences of Differences in Reading Fluency. [Theory into Practice, 30](#), 176-84.

Stanovich, K. E.; et. al. (1984). Relation between early reading acquisition and word decoding with and without context: A longitudinal study of first-grade children. [Journal of Educational Psychology, 76](#), 668-77.

Tunmer

-Good readers, though more sensitive to context cues to elicit the meaning of unfamiliar words, do not need to use context to decode unknown words.

Tunmer, W. E., & Hoover, W. A. (1993). Phonological recoding skill and beginning reading. [Reading and Writing: An Interdisciplinary Journal, 5](#), 161-79.

Vellutino, Frank

-Learning to read is not easy. However, with the exception of no more than 1-3% of children, reading disability can be prevented through well-designed early instruction.

Vellutino, F., et al. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. [Journal of Educational Psychology, 88](#), 601-38.

Wren,

-Prerequisite to mature reading comprehension is fluid and automatic decoding skills

Wren, S. (2001). Reading and the Three Cueing Systems. [Topics in Early Reading Coherence. Southwest Educational Development Laboratory 141](#), 5