

Phonics and Fluency, Grades 2-3

Recommended Reading

Books

Adams, M. J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: M.I.T. Press, 1990.

Anderson, R. C., E. H. Hiebert, J. A. Scott, and I. A. G. Wilkinson. *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign, IL: Center for the Study of Reading; Washington, DC: National Institute of Education, 1985.

Burns, M. S., P. Griffin, and C. Snow, eds. *Starting Out Right: A Guide to Promoting Children's Reading Success*. Washington, DC: National Academy Press, 1999.

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

Honig, B. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 1996.

Honig, B., L. Diamond, and L. Gutlohn. *Teaching Reading Sourcebook for Kindergarten through Eighth Grade*. Novato, CA: Arena Press, 2000.

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

Moats, L. C. *Spelling Development, Disability, and Instruction*. Timonium, MD: York Press, 1997.

Moats, L. C., and S. B. Hall. *Straight Talk about Reading*. Baltimore, MD: Paul H. Brookes Publishing Co., 2000.

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

Partnership for Reading, The. *Put Reading First: The Building Blocks for Teaching Children to Read*. Washington, DC: U.S. Department of Education, 2001.

Pressley, M. *Reading Instruction That Works: The Case for Balanced Teaching*. New York: Guilford Press, 1998.

Shefelbine, J. *Learning and Using Phonics in Beginning Reading*. New York: Scholastic, 1995.

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

Articles and Chapters

Adams, M. J., and M. Bruck. "Resolving the 'Great Debate.'" *American Educator* 19 (1995): 7, 10-20.

Adams, M.J., R. Treiman, and M. Pressley. "Reading, Writing, and Literacy." In *Handbook of Child Psychology*, edited by I. E. Sigel and K. A. Renninger, 275-355. New York: Wiley, 1998.

Bond, G. L., and R. Dykstra. "The Cooperative Research Program in First-Grade Reading Instruction." *Reading Research Quarterly* 2 (1967): 5-142.

Breznitz, Z. "Effects of Accelerated Reading Rate on Memory for Text among Dyslexic Readers." *Journal of Educational Psychology* 89 (1997a): 289-297.

Breznitz, Z. "Enhancing the Reading of Dyslexic Children by Reading Acceleration and Auditory Masking." *Journal of Educational Psychology* 89 (1997b): 103-113.

- Bruck, M. "Word Recognition Skills of Adults with Childhood Diagnoses of Dyslexia." *Developmental Psychology* 26 (1990): 439-454.
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- Cunningham, A. E. "Explicit Versus Implicit Instruction in Phonological Awareness." *Journal of Experimental Child Psychology* 50 (1990): 429-444.
- Ehri, L. C. "Learning to Read and Spell Words." *Journal of Reading Behavior* 19 (1987): 5-31.
- Foorman, B. R., D. J. Francis, J. M. Fletcher, C. Schatschneider, and P. Mehta. "The Role of Instruction in Learning to Read: Preventing Reading Failure in At-Risk Children." *Journal of Educational Psychology* 90 (1998): 37-55.
- Foorman, B. R., D. J. Francis, D. M. Novy, and D. Liberman. "How Letter-Sound Instruction Mediates Progress in First-Grade Reading and Spelling." *Journal of Educational Psychology* 83 (1991): 456-469.
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- National Institute for Literacy. "Phonics instruction." In *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Washington, DC: The Partnership for Reading, U.S. Department of Education, 2001.
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Tan, A., and T. Nicholson. "Flashcards Revisited: Training Poor Readers to Read Words Faster Improves Their Comprehension of Text." *Journal of Educational Psychology* 89 (1997): 276-288.

Tunmer, W. E., and A. R. Nesdale. "Phonemic Segmentation Skill and Beginning Reading." *Journal of Educational Psychology* 77 (1985): 417-427.

Yopp, H. K. "Developing Phonemic Awareness in Young Children." *The Reading Teacher* 45 (1992): 696-703.