

## Phonemic Awareness, Grade K

### 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.

August, D., and K. Hakuta, eds. *Educating Language-Minority Children*. Washington, DC: National Academy Press, 1998.

Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2000.

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.

Delpit, L. D. *Other People's Children: Cultural Conflict in the Classroom*. New York: New Press, 1996.

Graves, M. F., C. Juel, and B. B. Graves. *Teaching Reading in the 21st Century*. Boston, MA: Allyn and Bacon, 2000.

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

International Reading Association and the National Association for the Education of Young Children. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. Newark, DE: International Reading Association, 1998.

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

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.

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.

Beck, I. L., and C. Juel. "The Role of Decoding in Learning to Read." *American Educator* 19 (1995): 8, 21-25, 39-42.

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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, 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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### **Websites**

<http://www.aft.org>

The American Federation of Teachers

<http://www.ciera.org>

The Center for the Improvement of Early Reading Achievement

<http://www.ed.gov>

The United States Department of Education

<http://www.ed.gov/NLE>

The National Library of Education

<http://www.nbpts.org>

The National Board for Professional Teaching Standards (NBPTS)

<http://ncee.org>

The National Center on Education and the Economy

<http://www.nea.org>

The National Education Association

<http://www.nichd.nih.gov>

The National Institute of Child Health and Development

<http://nrconline.org>

The National Reading Conference

<http://www.reading.org>

The International Reading Association

<http://www.tesol.edu>

Teachers of English to Speakers of Other Languages, Inc. (TESOL)