

## The Alphabetic Principle, 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.

Blevins, W. *Phonics from A to Z: A Practical Guide*. New York: Scholastic, 1998.

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, 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.

National Institute for Literacy. (2001). *Phonics instruction*. In *Put reading first: The research building blocks for teaching children to read*. Washington, DC: The Partnership for Reading.

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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: Guildford Press, 1998.

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

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

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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.

Williams, J. P. "Teaching Decoding with a Special Emphasis on Phoneme Analysis and Phoneme Blending." *Journal of Educational Psychology* 72 (1980): 1-15.

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

### **Web Sites**

<http://www.aft.org>

American Federation of Teachers

<http://www.ciera.org>

Center for the Improvement of Early Reading Achievement

<http://www.ed.gov>

United States Department of Education

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

National Library of Education

<http://ncee.org>

National Center on Education and the Economy

<http://www.nea.org>

National Education Association

<http://nrconline.org>

National Reading Conference

<http://www.reading.org>

International Reading Association