

The Science of Reading Words and Dyslexia

Website List of electronically available articles

on request from carthur@teleport.com

Part I, The Search for a Theory.

- Arthur, Charles. Summaries of **Eight Experiments- Extension A**, Science of Reading Words and Dyslexia, Part I, The Search for a Theory.
- Adams, M. J., Foorman, B., Lundberg, I., and Beeler, T., **The Elusive Phoneme: Why Phonemic Awareness is Important and How To Help Children Develop It**. American Educator, Spring/Summer, (1998)
- Brooks, Lee, **Visual Pattern in Fluent Word Identification**. In A. S. Reber & D. L. Scarborough (Eds.), Toward a psychology of reading: The proceedings of the CUNY conferences (pp. 143-181) (1977)
- Cain, K., & Parrila, R., Introduction to the Special Issue, **Theories of Reading: What We Have Learned From Two Decades of Scientific Research**. *Scientific Studies of Reading*. (2013)
- Carnine, D. et al. **Phonemic Awareness and Alphabetic Understanding**, Chapter 6, In Direct Instruction Reading, 5th ed. (2010)
- Ehri, L.C., & Wilce, L. S., **Does Word Training Increase or Decrease Interference in a Stroop Task?** *Journal of Experimental Child Psychology* 27, 352-364 (1979)
- Ehri, L. C., & Wilce, L. S., **The Mnemonic Value of Orthography Among Beginning Readers**, *Journal of Educational Psychology*, Vol. 71, No. 1, 26-40 (1979)
- Ehri, L. C., & Wilce, L. S., **Development of Word Identification Speed in Skilled and Less Skilled Beginning Readers**. *Journal of Education Psychology*, Vol. 75, No. 1, 3-15, (1983)
- Ehri, L. C., & Wilce, L. S., **Movement into Reading: Is the First Stage of Printed Word Learning Visual or Phonetic?** *Reading Research Quarterly*, Vol. 20, No. 2 pp. 163-179 (Winter, 1985)
- Ehri, L. C., & Wilce, L. S., **Cipher Versus Cue Reading: An Experiment in Decoding Acquisition**. *Journal of Educational Psychology*, Vol. 79, No. 1, 3-13 (1987)
- Ehri, L. C., **Learning to Read and Spell Words**. *Journal of Reading Behavior*, Vol. XIX, No. 1 (1987)
- Ehri, L. C., & Scott, J. A., **Sight Word Reading in Prereaders: Use of Logographic vs. Alphabetic Access Routes**. *Journal of Reading Behavior*, Vol. XXII, No 2, (1990)
- Ehri, L.C. **Learning to Read and Spell Words**. In L. Rieben & C.A. Perfetti (Eds.) Learning to Read: Basic Research and Its Implications (1991)
- Ehri, L.C., **Development of the ability to read words**. In R. Barr, M. Kamil, P. Mosenthal, & P. Pearson (Eds.) Handbook of Reading Research. Vol. II, pp. 383-417 (1991)
- Ehri, L. C., **Reconceptualizing the Development of Sight Word Reading and Its Relationship to Recoding**. In P.B. Gough, L.C.Ehri & R. Treiman, (Eds.) Reading Acquisition (1992)
- Ehri, L. C., & Saltmarsh, J., **Beginning readers outperform older disabled readers in learning to read words by sight**. *Reading and Writing: An Interdisciplinary Journal* 7:295-326, (1995)
- Ehri, L. C., **Research on Learning to Read and Spell: A Personal-Historical Perspective**. *Scientific Studies of Reading*. 2:2, 97-114, (1998)
- Ehri, L.C., **Grapheme-Phoneme Knowledge Is Essential for Learning to Read Words in English**. In J. L. Metsala & L. C. Ehri (Eds) Word Recognition in Beginning Literacy (1998)
- Ehri, L. C., **Learning to Read Words: Theory, Findings, and Issues**. *Scientific Studies of Reading*, 9:2, 1167-188. (2005)
- Ehri, L. C., **Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning**. *Scientific Studies of Reading*. 18:5-21, (2014)
- Ehri, L.,C., **Email to "Charles and Others"** Feb. 10, 2014.
- Gough, P.B., & Tunmer, W.E., **Decoding, Reading, and Reading Disability**. *Remedial and Special Education* (1986)
- Gough, P. B., & Hoover, W. A., **The Simple View of Reading**. *Reading and Writing: An Interdisciplinary Journal*, 2:127-160, (1990)
- Gough, P. B., & Juel, C., **The First Stages of Word Recognition**. In L. Rieben & C.A. Perfetti (Eds.) Learning to Read: Basic Research and Its Implications (1991)

- Gough, P.B., Juel, C., & Griffith. **Reading, Spelling, and the Orthographic Cipher.** In P.B. Gough, L.C.Ehri & R. Treiman, (Eds.) Reading Acquisition (1992)
- Haskins Laboratories. **The Science of the Spoken and Written Word.** Pamphlet (2015)
- Liberman, Isabelle Y., & Shankweiler, D., **Phonology and the Problems of Learning to Read and Write.** *Remedial and Special Education*, (1985)
- Liberman, Isabelle Y. **Phonology and Beginning Reading, Revisited.** Haskin Laboratory (1989)
- Liberman, Isabelle Y., & Shankweiler, D., **Phonology and Beginning Reading: A Tutorial.** In L. Rieben & C.A. Perfetti (Eds.) Learning to Read: Basic Research and Its Implications (1991)
- Liberman, Alvin M. **The Reading Researcher and the Reading Teacher Need the Right Theory of Speech.** *Scientific Studies of Reading*, 3:2, 95-111, (1999)
- Liberman, A. M, Shankweiler, D., Crain, S., Katz, L., Fletcher, J.M., Shaywitz, S.E. et al. **Cognitive Profiles of Reading-Disabled Children: Comparison of Language Skills in Phonology, Morphology and Syntax.** *American Psychology Society*, (1995)
- Perfetti, C. & Hart, L., **The Lexical Quality Hypothesis.** Author Manuscript. (2002)
- Perfetti, C. **Reading Ability: Lexical Quality to Comprehension.** *Scientific Studies of Reading*. 11:4, 357-383. (2007)
- Perfetti, C., (Highlights) **The Representative Problem in Reading Acquisition.** Chapter 6, in P. B. Gough, L. Ehri, and R. Treiman,(Eds.) Reading Acquisition. (1992)
- Perfetti, C. et al. **Quick, Automatic, and General Activation of Orthographic and Phonological Representations in Young Readers.** *Developmental Psychology*. Vol. 35, No. 1, 3-19. (1999)
- Perfetti, C. **Lexical Quality in the Brain: ERP evidence for robust word learning from context.** *Developmental Neuropsychology*. 35:4, 376-403. (2010)
- Perfetti, C., **Decoding, Vocabulary and Comprehension: The Golden Triangle of Reading Skill.** In M.G. McKeown & L. Kucan (Eds.) Bringing Reading Research to Life. (2010)
- Perfetti, C. **Phonology Is Critical in Reading, But a Phonological Deficit is Not the Only Source of Low Reading Skill.** In S.A. Brady, D. Braze, & C.A. Fowler (Eds.) Explaining individual differences in reading: Theory and evidence. (pp 153-171) (2011)
- Rack, J., Hulme, C. Snowling, M., & Wightman, J. **The Role of Phonology in Young Children Learning to Read Words: The Direct-Mapping Hypothesis.** *Journal of Experimental Child Psychology*, 57,42-71 (1994)
- Seidenberg, M.S., et al. **Understanding Normal and Impaired Word Reading; Computational Principles in Quasi-Regular Domains.** *Psychological Review*. Vol. 103. No. 1. 56-115. (1996)
- Seidenberg, M. S., **Connectionist Models of Word Reading.** *Current Directions in Psychological Science*. (2005)
- Seidenberg, M.S., Computational Models of Reading: Connectionist and Dual-Route Approaches. In M. Spivey, K. McRae, & M.Joanisse (Eds.) Cambridge Handbook of Psycholinguistics. P 186 (2012)
- Seidenberg, M. S. **The Science of Reading and its Educational Implications.** *Language and Learning Development*. 9:4, 331-360 (2013)
- Stanovich, K.E. **The Interactive-Comensatory Model of Reading: A confluence of developmental, Experimental, and educational psychology.** *Remedial and Special Education*, 5:3, 11-19, (1984)
- Stanovich, K.E., **Changing Models of Reading and Reading Acquisition.** In L. Reiben & C. A. Perfetti (Eds.) Learning to Read: Basic Research and Its Implications. (1991)
- Stanovich, K.E., **Speculations on the Causes and Consequences of Individual Differences in Early Reading Acquisition.** In P.B. Gough, L.C. Ehri & R. Treiman. Reading Acquisition. (1992)
- Stanovich, K.E., **Twenty-Five Years of Research on the Reading Process.** The Grand Synthesis and What It Means for our Field, In Progress in Understanding Reading, Scientific Foundations and New Frontiers. (2000).