

Research Reference List

Burt, J. S. (2006). "What is orthographic processing skill and how does it relate to word identification in reading?" *Journal of Research in Reading* 29 (4), 400-417. doi:10.1111/j.1467-9817.2006.00315.x

Catts HW, Adlof SM, Ellis Weismer S. (2006). Language deficits in poor comprehenders: a case for the simple view of reading. *Journal of Speech Language and Hearing Research*. 49(2),278-293. doi:10.1044/1092-4388(2006/023)

Cardoso-Martins, C., Mesquita, T. C., & Ehri, L. (2011). Letter names and phonological awareness help children to learn letter–sound relations. *Journal of Experimental Child Psychology*, 109(1), 25-38. doi:10.1016/j.jecp.2010.12.006

Cunningham, J. W. (2001). The National Reading Panel Report. *Reading Research Quarterly*. 36(3), 326-335.

Ehri, L. C. (2005). Learning to Read Words: Theory, Findings, and Issues. *Scientific Studies of Reading*, 9(2), 167-188. doi:10.1207/s1532799xssr0902_4

Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6–10. <https://doi.org/10.1177/074193258600700104>

Hulme C, Bowyer-Crane C, Carroll JM, Duff FJ, Snowling MJ. (2012). The causal role of phoneme awareness and letter-sound knowledge in learning to read: combining intervention studies with mediation analyses. *Psychological science*. 23(6),572-577. doi:10.1177/0956797611435921

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: John Wiley & Sons.

Linnea C. Ehri (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning, *Scientific Studies of Reading*, 18:1, 5-21, DOI: 10.1080/10888438.2013.819356

Martens, V. E., & Jong, P. F. (2008). Effects of repeated reading on the length effect in word and pseudoword reading. *Journal of Research in Reading*, 31(1), 40-54. doi:10.1111/j.1467-9817.2007.00360.x

Melby-Lervåg, M., Lyster, S.-A. H., & Hulme, C. (2012). Phonological skills and their role in learning to read: A meta-analytic review. *Psychological Bulletin*, 138(2), 322–352. <https://doi.org/10.1037/a0026744>

Research Reference List

MacDonald GW, Cornwall A. (1995). The relationship between phonological awareness and reading and spelling achievement eleven years later. *Journal of Reading Disabilities*, 28(8), 523-527.

Doi:10.1177/002221949502800807

Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45(1), 2-40. doi:10.1046/j.0021-9630.2003.00305.x

Wasserstein D and Lipka O (2019) Predictive Examination of Phonological Awareness Among Hebrew-Speaking Kindergarten Children. *Frontiers in Psychology*, 10(1809). doi: 10.3389/FPS th.2019.01809