

## Word Studies Consulted in Compiling the Spelling Connections Word List

- The American Heritage Word Frequency Book*, Carroll et al. (1971)
- "The Barbe, O'Rourke, Nault (BORN) Word List," Barbe et al. (1987)
- "A Basic Core for Writing," Fitzgerald (1951)
- Basic Elementary Reading Vocabularies*, Harris and Jacobson (1972)
- A Basic Vocabulary of Elementary School Children*, Rinsland (1945)
- The Basic Writing Vocabulary*, Horn (1927)
- Canadian Word Lists and Instructional Techniques*, Thomas (1974)
- Computational Analysis of Present-Day American English*, Kucera and Francis (1967)
- "High-Frequency Word List for Grades 3 through 9," Walker (1979)
- Instant Words*, Fry et al. (1985)
- The Living Word Vocabulary*, Dale and O'Rourke (1981)
- "Nault Content Words" (Grades 1–8), Nault (1988)
- The New Iowa Spelling Scale*, Green (1954)
- "100 Words Most Often Misspelled by Children in the Elementary Grades," Johnson (1950)
- Phoneme-Grapheme Correspondence as Cues to Spelling Improvement*, Hanna et al. (1966)
- The Reading Teacher's Book of Lists*, Fry, Kress, and Fountoukidis (2000)
- Spelling Difficulties in 3876 Words*, Gates (1937)
- The Teacher's Word Book of 30,000 Words*, Thorndike and Lorge (1944)
- 3000 Instant Words*, 2nd ed., Sakiey and Fry (1984)
- "220 Basic Sight Words," Dolch (1939)

"2000 Commonest Words for Spelling," Dolch (1942) *Written Vocabulary of Elementary School Children*, Hillerich (1978)

*Written Vocabulary of Elementary School Pupils, Ages 6–14*, Smith and Ingersoll (1984)

## Complete Bibliography for Grades 1–6

- Allal, L. (1997). Learning to spell in the classroom. In C.A. Perfetti, L. Rieben, & M. Fayol (Eds.), *Learning to Spell*. London: Lawrence Erlbaum Associates.
- Bean, W., & C. Bouffler. (1987). *Spell by Writing*. Portsmouth, NH: Heinemann.
- Bear, D., M. Invernizzi, S. Templeton, & F. Johnston. (2000). *Words Their Way*. Columbus, OH: Merrill/Prentice Hall.
- Beers, J.W. (1974). First and second grade children's developing orthographic concept of tense and lax vowels. Doctoral dissertation, University of Virginia. *Dissertation Abstracts International*, 35, 08-A, 4972.
- Bloom, B.S. (1956). *Taxonomy of Educational Objectives*. New York: McKay.
- Bodrova, E., & D.J. Leong. (1998). Scaffolding emergent writing in the zone of proximal development. *Literacy Teaching and Learning*, 3(2), 1–18.
- Brown, J., & D. Morris. (2005). "Meeting the needs of low spellers in a second-grade classroom." *Reading and Writing Quarterly* 21, 165–184.
- Chomsky, C. (1970). Reading, writing and phonology. *Harvard Educational Review*, 40, 287–309.
- Clay, M.M. (1993). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.
- Eeds, M. (1985, January). Bookwords: Using a beginning word list of high frequency words from children's literature K-3. *The Reading Teacher*, pp. 418–423.
- Ehri, L.C. (1997). Learning to read and learning to spell are one and the same, almost. In C.A. Perfetti, L. Rieben, & M. Fayol (Eds.), *Learning to Spell*. London: Lawrence Erlbaum Associates.
- Ehri, L.C., & S. McCormick. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading & Writing Quarterly*, 14, 135–163.
- Elkonin, D.B. (1963). The psychology of mastering the elements of reading. In B. Simon & Simon (Eds.), *Educational Psychology in the U.S.S.R.* Stanford, CA: Stanford University Press.
- Feldgus, E.G., & I. Cardonic. (1999). *Kid writing: A systematic approach to phonics, journals, and writing workshop*. Bothell, WA: The Wright Group.
- Fitzgerald, J. (1953). The teaching of spelling. *Elementary English*, 30, 79–84.
- Galperin, P. (1969). Stages in the development of mental acts. In M. Cole & I. Maltzman (Eds.), *A Handbook of Contemporary Soviet Psychology*. New York: Basic Books.
- Ganske, K. (2000). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. New York: Guilford.
- Gentry, J.R. (1977). *A study of the orthographic strategies of beginning readers*. Unpublished doctoral dissertation, University of Virginia, Charlottesville.
- Gentry, J.R. (1978). Early spelling strategies. *The Elementary School Journal*, 79, 88–92.
- Gentry, J.R. (1982). An analysis of developmental spelling in GNYS at WRK. *The Reading Teacher*, 36, 192–200.
- Gentry, J. R. (1985). You can analyze developmental spelling. *Teaching K–8*, 15, 44–45.
- Gentry, J.R. (1997). *My Kid Can't Spell*. Portsmouth, NH: Heinemann.

- Gentry, J.R. (2000a). A retrospective on invented spelling and a look forward. *The Reading Teacher*, 54(3), 318–332.
- Gentry, J.R. (2000b). *The Literacy Map: Guiding Children to Where They Need to Be* (K–3). New York: Mondo.
- Gentry, J.R. (2002). *The Literacy Map: Guiding Children to Where They Need to Be* (4–6). New York: Mondo.
- Gentry, J.R. (2004). *The Science of Spelling: The Explicit Specifics That Make Great Readers and Writers (and Spellers!)*. Portsmouth, NH: Heinemann.
- Gentry, J.R. (2005). “Instructional techniques for emerging writers and special needs students at kindergarten and grade 1 levels.” *Reading and Writing Quarterly* 21, 113–34.
- Gentry, J.R. (2006). *Breaking the Code: The New Science of Beginning Reading and Writing*. Portsmouth, NH: Heinemann.
- Gentry, J.R. (2007a). *Assessing early literacy with Richard Gentry: Five phases, one simple test*. Portsmouth, NH: Heinemann.
- Gentry, J.R. (2007b). *Breakthrough in Beginning Reading and Writing*. New York: Scholastic.
- Gentry, J.R. (2008). *Step-by-Step Assessment Guide to Code Breaking*. New York: Scholastic.
- Graham, S. (1983). Effective spelling instruction. *The Elementary School Journal*, 83, 560–567.
- Graves, D.H. (1981). A new look at research on writing. In Shirley Haley- James (Ed.), *Perspectives on Writing Research in Grades 1–8*. Champaign, IL: National Council of Teachers of English.
- Hanna, P.R., J.S. Hanna, R.E. Hodges, & E. Rudorf. (1966). *Phoneme-Grapheme Correspondences As Cues to Spelling Improvement*. Washington, DC: U.S. Government Printing Office.
- Henderson, E.H. (1981). *Learning to Read and Spell: The Child’s Knowledge of Words*. DeKalb, IL: Northern Illinois University Press.
- Henderson, E.H. (1985). *Teaching Spelling*. Boston: Houghton Mifflin.
- Henderson, E.H., & J. Beers (Eds.). (1980). *Developmental and Cognitive Aspects of Learning to Spell: A Reflection of Word Knowledge*. Newark, DE: International Reading Association.
- Henderson, E., & S. Templeton. (1986). A developmental perspective of formal spelling instruction through alphabet, pattern, and meaning. *The Elementary School Journal*, 86, 305–316.
- Hollingsworth, P.M. (1965). Spelling lists—outdated? *Elementary English*, 42.
- Horn, E. (1919). Principles of methods in teaching spelling as derived from scientific investigations. In G. Whipple (Ed.), *Eighteenth Yearbook, National Society for the Study of Education*. Bloomington, IN: Public School Publishing.
- Horn, E. (1954). *Teaching Spelling*. Washington, DC: American Educational Research Association.
- Horn, E. (1960). Spelling. *Encyclopedia of Educational Research*. New York: Macmillan.
- Horn, T.D. (1969). Spelling. *Encyclopedia of Educational Research*, 4th ed. New York: Macmillan.
- International Reading Association. (1998). Learning to read and write: Developmentally appropriate practices for young children. *The Reading Teacher*, 52, 193–214.
- International Society for Technology in Education. (2005). National Educational Technology Standards. Retrieved from <http://cnets.iste.org>.
- Juel, C. (1994). *Learning to Read and Write in One Elementary School*. New York: Springer-Verlag.
- Laminack, L., R. Laminack, & K. Wood. (1996). *Spelling in Use: Looking Closely at Spelling in Whole Language Classrooms*. Urbana, IL: National Council of Teachers of English.
- Marsh, G., M. Friedman, V. Wesch, & P. Desberg. (1980). The development of strategies in spelling. In U. Frith (Ed.), *Cognitive Strategies in Spelling*. New York: Academic.
- Morris, D. (1981). Concept of word: A developmental phenomenon in the beginning reading and writing process. *Language Arts*, 58, 659–668.
- Paulesu, E., J.F. Demonet, F. Fazio, E. McCrory, V. Chanoine, N. Brunswick, S.F. Cappa, G. Cossu, M. Habib, C.D. Frith, & U. Frith. (2001). Dyslexia: Cultural diversity and biological unity. *Science*, 291(5511).
- Peters, M.L. (1985). *Spelling: Caught or Taught?* London: Routledge & Kegan Paul.
- Read, C. (1971). Pre-school children’s knowledge of English phonology. *Harvard Educational Review*, 41, 1–34.
- Read, C. (1975). *Children’s Categorizations of Speech Sounds in English*. Urbana, IL: National Council of Teachers of English.
- Read, C. (1986). *Children’s Creative Spelling*. London: Routledge and Kegan Paul.
- Read, C., & R. Hodges. (1982). Spelling. *Encyclopedia of Educational Research*, 5th ed. New York: Macmillan.
- Silva, C., & M. Alvew-Martins. (2002). Phonological skills and writing of presyllabic children. *Reading Research Quarterly*, 37, 466–483.
- Smith, C.B., & G.M. Ingersoll. (1984). *Written Vocabulary of Elementary School Pupils, Ages 6–14*. Bloomington, IN: Indiana University.
- Smith, F. (1988). *Joining the Literacy Club*. Portsmouth, NH: Heinemann.
- Snow, C., M.W. Burns, & P. Griffin. (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.
- Templeton, S. (1979). Spelling first, sound later: The relationship between orthography and higher order phonological knowledge in older students. *Research in the Teaching of English*, 13, 255–264.

- Templeton, S. (1991). Teaching and learning the English spelling system: Reconceptualizing method and purpose. *Elementary School Journal*, 92, 183–199.
- Venezky, R.L. (1980). From Webster to Rice to Roosevelt: The formative years for spelling instruction and spelling reform in the U.S.A. In U. Frith (Ed.), *Cognitive Processes in Spelling*. London: Academic Press.
- Vygotsky, L.S. (1978). *Mind and Society: The Development of Higher Mental Processes*. Cambridge, MA: Harvard University Press. (Original work published in 1930, 1933, 1935.)
- Wood, D., J.C. Bruner, & G. Ross. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89–100.
- Yee, A. (1969). Is the phonetic generalization hypothesis in spelling valid? *Journal of Experimental Education*, 37, 82–89.
- Yopp, H.K., & R.H. Yopp. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2), 130–143.
- Zutell, J. (1979). Spelling strategies of primary school children and their relationship to Piaget's concept of decentration. *Research in the Teaching of English*, 3, 69–80.
- Zutell, J. (1992). "An integrated view of word knowledge: Correctional studies of the relationships among spelling, reading, and conceptual development. In S. Templeton & D.R. Bear (Eds.), *Development of Orthographic Knowledge and the Foundations of Literacy: A Memorial Festschrift for Edmund Henderson*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Zutell, J. (1998). Word sorting: A developmental spelling approach to word study for delayed readers. *Reading and Writing Quarterly*, 14(2), 219–238.
- Zutell, J. (1999). "Sorting It Out Through Word Sorts." In Irene Fountas & Gay Su Pinnell (Eds.), *Voices on Word Matters*. Portsmouth, NH: Heinemann.