

Research by Modality

Read across these names and you find one conviction, not two camps: that word-level **skill** and deep **meaning** are a single job. One signature work per name, grouped by the four modalities of literacy, alphabetical within each.

Reading

- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5–51.
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- Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. Basic Books.
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. Harper.

Writing

- Berninger, V. W., Abbott, R. D., Abbott, S. P., Graham, S., & Richards, T. (2002). Writing and reading: Connections between language by hand and language by eye. *Journal of Learning Disabilities*, 35(1), 39–56.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Alliance for Excellent Education.
- Kim, Y.-S. G., & Schatschneider, C. (2017). Expanding the developmental models of writing: A direct and indirect effects model of developmental writing (DIEW). *Journal of Educational Psychology*, 109(1), 35–50.

Listening

- Hogan, T. P., Adlof, S. M., & Alonzo, C. N. (2014). On the importance of listening comprehension. *International Journal of Speech-Language Pathology*, 16(3), 199–207.
- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 97–110). Guilford Press.
- Snow, C. E. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. RAND Corporation.

Speaking

- Catts, H. W., Adlof, S. M., & 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.
- Dickinson, D. K., & Tabors, P. O. (Eds.). (2001). *Beginning literacy with language: Young children learning at home and school*. Paul H. Brookes.
- Washington, J. A., Branum-Martin, L., Sun, C., & Lee-James, R. (2018). The impact of dialect density on the growth of language and reading in African American children. *Language, Speech, and Hearing Services in Schools*, 49(2), 232–247.

Not a skills camp and a meaning camp. One science, holding both.