

# Primary Concepts®

## PART I. GENERAL RESEARCH BASIS FOR PRODUCTS

### List of Researchers by Curriculum Area

<b>Curriculum Area</b>	<b>Researcher</b>	<b>Affiliation</b>
Phonemic Awareness & Alphabet	Marie Clay	University of Auckland
	D.B. Elkonin	Inst. of Psychology, Moscow
	Irene Fountas	Lesley University
	Edward Fry	Rutgers University
	Gay Su Pinnell	The Ohio State University
	Hallie K. Yopp	California State Univ., Fullerton
Phonics (including Word Building)	Isabel Beck	University of Pittsburgh
	Donald R. Bear	University of Nevada, Reno
	Robert Calfee	Stanford University
	Marie Clay	University of Auckland
	Irene Fountas	Lesley University
	Edward Fry	Rutgers University
	Gay Su Pinnell	The Ohio State University
Language Development	Isabel Beck	University of Pittsburgh
	William Nagy	Seattle Pacific University
Reading	Isabel Beck	University of Pittsburgh
	Robert Calfee	Stanford University
	Marie Clay	University of Auckland
Writing	Robert Calfee	Stanford University
Bilingual & Spanish	William Nagy	Seattle Pacific University
Hands-On Mathematics	Mark J. Driscoll	EDC Ctr for Prof Com. in Ed
	Jennifer L. Higgins	Cleveland State University
	Evelyn J. Sowell	Arizona State University West
	Marilyn N. Suydam	The Ohio State University
Hands-On Science	Ted Bredderman	State U of New York at Albany
	Daniel P. Shepardson	Purdue University
Home-School Connection	Margaret Azmitia	Univ. of California, Santa Cruz
	Dinah Volk	Cleveland State University
Handwriting	Virginia W. Berninger	University of Washington
	Diane Durkin	Univ of Calif., Los Angeles
	Karl R. Koenke	Univ. of Illinois, Urbana-Champaign (emeritus)

## PART II. REFERENCES FOR SELECTED PRODUCT CATEGORIES

### **BIGGER WORDS**

#### *Supporting Research*

Graves, M.F. (2004). Teaching prefixes: As good as it gets. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 81–99). New York: Guilford.

Graves, M.F., & Hammond, H.K. (1980). A validated procedure for teaching prefixes and its effect on students' ability to assign meaning to novel words. In M. Kamil & A. Moe (Eds.), *Perspectives on reading research and instruction* (pp. 184–188). Washington, DC: National Reading Conference.

Lewkowicz, N.K. (2003). Finding the accented syllable: Start at the suffix. *The Reading Teacher*, 56, 737–738.

Nagy, W.E., Diakidoy, I.N., & Anderson, R.C. (1993). The acquisition of morphology: Learning the contribution of suffixes to the meanings of derivatives. *Journal of Reading Behavior*, 25, 155–170.

White, T.G., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word part clues. *The Reading Teacher*, 42, 302–308.

### **COMPREHENSION**

#### **(EXPLICIT TEACHING OF SPECIFIC STRATEGIES)**

#### *Supporting Research*

Block, C. C., Gambrell, L., & Pressley, M. (Eds.). (2002). *Improving comprehension instruction: Rethinking research, theory, and classroom practice*. San Francisco: Jossey-Bass.

Block, C. C., & Mangieri, J. (1996–1997). *Reason to read: Teaching thinking strategies through literature* (Vols. 1–3). Boston: Pearson.

Block, C. C., Oakar, M., & Hurt, N. (2002). The expertise of literacy teachers: A continuum from preschool to grade 5. *Reading Research Quarterly*, 37(2), 178–208.

Block, C. C., & Pressley, M. (2003). Best practices in comprehension instruction. In L. M. Morrow, L. B. Gambrell, & M. Pressley (Eds.), *Best practices in literacy instruction* (pp. 111–126). New York: Guilford Press.

Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with low-achieving 2nd grade readers. *Journal of Educational Psychology*, 88, 18–37.

Collins, C. (1991). Reading instruction that increases thinking abilities. *Journal of Reading*, 34, 510–516.

Cummings, C., Stewart, M. T., & Block, C. C. (2005). Teaching several metacognitive strategies together to increase students' independent metacognition. In S. E. Israel, C. C. Block, K. L. Bauserman, & K. Kinnucan-Welsh (Eds.), *Metacognition in literacy learning: Theory, assessment, instruction, and professional development* (pp. 227–296). Mahwah, NJ: Erlbaum

Durkin, D. (1978–1979). What research observation reveals about reading comprehension instruction. *Reading Research Quarterly*, 14, 481–533.

Duffy, G. G., & Roehler, L. R. (1987). Teaching reading skills as strategies. *Reading Teacher*, 40(4), 414–418.

Duffy, G. G., Roehler, L. R., Meloth, M. S., Vavrus, L. G., Book, C., Putnam, J., et al. (1986). The relationship between explicit verbal explanations during reading skill instruction and student awareness and achievement: A study of reading teacher effects. *Reading Research Quarterly*, 21(3), 237–252.

Israel, S. E., Block, C. C., Bauserman, K., & Kinnucan-Welsh, K. (Eds.). (2005). *Metacognition in literacy learning: Theory assessment, instruction and professional development*. Mahwah, NJ: Erlbaum.

Keene, E. O., & Zimmermann, S. (2007). *Mosaic of thought: The power of comprehension strategy instruction: Second edition*. Portsmouth, NH: Heinemann.

Palincsar, A., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction, 1*, 117–175.

Pressley, M., El-Dinary, P., Gaskins, I., Schuder, T., Bergman, J., Almasi, L., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *Elementary School Journal, 92*, 511–554.

Pressley, M., Symons, S., Snyder, B. L., & Cariglia-Bull, T. (1989). Strategy instruction research comes of age. *Learning Disability Quarterly, 12*, 16–31.

Pressley, M., Johnson, C. J., Symons, S., McGoldrick, J. A., & Kurita, J. A. (1989). Strategies that improve children's memory and comprehension of text. *Elementary School Journal, 90*(1), 4-8.

## HIGH FREQUENCY WORDS

### *Supporting Research*

Clark, K.F. (2004). What can I say besides “sound it out”? Coaching word recognition in beginning reading. *The Reading Teacher, 57*, 440–449.

Johnston, F.R. (1998). The reader, the text, and the task: Learning words in first grade. *The Reading Teacher, 51*, 666–675.

Reading as Communication: To Help Children Write and Read May, F. (1998). Upper Saddle River, New Jersey: Merrill.

The Reading Teacher's Book of Lists Fry, E., Kress, J., and Fountoukidis, D. (2004). Paramus, New Jersey: Prentice Hall.

## HOME/SCHOOL CONNECTION

### *Supporting Research*

Ames, C. (1993). Parent involvement: The relationship between school-to-home communication and parents' perceptions and beliefs. Report No. 15. Baltimore, MD: Center on Families, communities, Schools, and Children's Learning.

Eagle, E. (1989). Socioeconomic status, family structure, and parental involvement: The correlates, of achievement. In A.T. Henderson & N. Berla (Eds.), *A new generation of evidence: The family is critical to student achievement* (pp. 59--60). Washington, DC: Center for Law and Education.

Epstein, J.L. (1991). Effects on student achievement of teachers' practices of parent involvement. *Advances in Reading/Language Research, (5)*, pp. 261-276.

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Fruchter, N., Galletta, A., & White, J.L (1992). *New directions in parent involvement*. New York: Academy for Educational Development.

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Toomey, D. (1986). Home-school relations and inequality in education. In A.T. Henderson & N. Berla (Eds.), *A new generation of evidence: The family is critical to student achievement* (1994) (pp. 138-139). Washington, DC: Center for Law and Education.

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## LITERACY CENTERS

### *Supporting Research*

Stone, S. J., (1996). Promoting literacy through centers [Electronic version]. *Childhood Education, 72*, 240-242.

Van Deusen-MacLeod, B. (2001). Literacy centers in the elementary classroom [Electronic version]. *Journal of School Improvement, 2*, 204-207.

## ORAL LANGUAGE AND VOCABULARY

Anglin, J.M. (1993). Vocabulary development: A morphological analysis. Monographs of the Society for Research in Child Development, 58 (10, Serial No. 238). doi:[10.2307/1166112](https://doi.org/10.2307/1166112)

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way* (3rd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Beck, I.L., McKeown, M.G., Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York/London: The Guilford Press.

Biemiller, A. (2004). Teaching vocabulary in the primary grades. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 28-40). New York: Guilford.

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## **PHONICS & WORD BUILDING**

### *Supporting Research*

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Aiken, A.G., & Bayer, L. (2002). They love words. *The Reading Teacher*, 56, 68–74.

Bear, D., Invernizzi, M., Templeton, S., Johnson, F. *Words Their Way: Third Edition* (2004) NJ: Pearson / Prentice Hall

Blevins, W. (1998) *Phonics From A-Z A Practical Guide*: Scholastic, NY

Calfee, R. C., & Patrick, C. (1995). *Teach our children well*. Stanford, CA: The Portable Stanford Series, Stanford Alumni Association;

Calfee, R. C., & Miller, R. G. (2005). Comprehending through composing: Reflections on reading assessment strategies. In S. Paris and S. Stahl (Eds.), *Children's reading comprehension and assessment* (pp. 215-236). Mahwah NJ: Lawrence Erlbaum Associates.

Calfee, R. C. (in press). Stretch and exaggerate: Phonics for the physically fit. *Tips from Experts* [Pincus]

Cunningham, P. & Hall, D (1994) *Making Words*. MI: McGraw Hill Children's Publishing

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McCandlis, B., Beck, I.L., Sandak, R. & Perfetti, C. (2003). Focusing attention on decoding for children with poor reading skills: Design and preliminary tests of the word building intervention. *Scientific Studies of Reading*, 7(1), 75-104.

Pinnell, G & Fountas, I (2003) *Phonics Lessons- letters, words, and how they work*.-Grades K,1, 2, NH: First Hand/Heinemann

*Put Reading First: The Research Building Blocks for Teaching children to Read*  
Center for the Improvement of Early Reading Achievement (CIERA) (2001)

Rasinski, T. (1999). Making and writing words. *Reading Online*, September, 1999.

Rule, A. C. (2001 b). Hands-on materials for teaching phonological awareness and phonics. Dubuque, IA: Kendall/Hunt.

Trabasso, T., Massaro, D., & Calfee, R. C. (Eds.) (2005). *From orthography to school reform: A Festschrift for Richard Venezky*. Mahwah NJ: Erlbaum.

**READERS' THEATER***Supporting Research*

- Allington, R.L. (1983). Fluency: The Neglected Reading Goal. The Reading Teacher, 36, 556-561.
- Kelleher, M. E. (1997). Readers' Theater and Metacognition. The New England Reading Association Journal, 33, 4-12.
- Millin, S. K., Rinehart, S. D. (1999). Some of the benefits of readers theater participation for second-grade Title I students. Reading Research and Instruction, 39, 71-88.
- Opitz, M.F., Rasinski, T. V. (1998). Good-bye Round Robin. Portsmouth, NH: Heinemann.
- Person, M. E. (1990). Say It Right! The Reading Teacher, 43, 428-429.
- Rasinski, T.V. (1989). Fluency for everyone: Incorporating fluency instruction in the classroom. The Reading Teacher, 42, 690-693.
- Rinehart, S. D. (1999). "Don't Think for a Minute That I'm Getting Up There": Opportunities for Readers' Theater in a Tutorial for Children with Reading Problems. Journal of Reading Psychology, 20, 71-89.
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**RESPONSE TO INTERVENTION****The Road to Reading: Intervention for Struggling Learners****The Intervention Tutor***Supporting Research*

- Adams, M.J. (1990) *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press.
- Bredenkamp, S., Cople, C. (2006) *Basics of Developmentally Appropriate Practice*. DC: NAEYC Press
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- Clark, K.F. (2004). What Can I Say Besides "Sound It Out"? Coaching Word Recognition in Beginning Reading. The Reading Teacher, 57, 440-449.
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National Reading Panel Report (2000). [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org).

Rosenblatt, A.F. (2004) Using Brain Research to Impact Instruction. 2004 Presentation IRA Conference.

Rule, A. C. (2001). Hands-On Materials for Teaching Phonological Awareness and Phonics. Dubuque, IA: Kendall/Hunt.

Sousa, D. (2005). *How the Brain Learns: Second Edition*. Thousand Oaks, CA: Corwin Press.

Using Multiple Methods of Beginning Reading Instruction (2000). A Position Statement of the International Reading Association. [www.reading.org](http://www.reading.org).

White, T.G., Sowell, J., & Yanagihara, A. (1989). Teaching Elementary Students to Use Word Part Clues. *The Reading Teacher*, 42, 302-308.

## **TALES & TILES AND GUIDED WORD BUILDING**

### *Supporting Research*

Adams, M.J. (1990) *Beginning to Read: Thinking and Learning about Print*. MA:MIT Press

Bear ,D, Invernizzi ,M, Templeton S, Johnson, F. *Words Their Way: Third Edition* (2004) NJ: Pearson / Prentice Hall

Blevins,W. (1998) *Phonics From A-Z A Practical Guide*: Scholastic, NY

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Cunningham, P & Hall, D (1994) *Making Words*. MI: McGraw Hill Children's Publishing

Lynch, J, *Word Learning...Making and Sorting* (2002) Scholastic, NY

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[www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)

Pinnell, G & Fountas, I (2003) *Phonics Lessons- letters, words, and how they work.-Grades K,1, 2*, NH: First Hand/Heinemann

Rosenblatt, A.F. (2004) Using Brain Research to Impact Instruction. 2004 Presentation IRA Conference

Sousa, D (2005) *How the Brain Learns: Second Edition* CA:Corwin Press

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Using Multiple Methods of Beginning Reading Instruction (2000). A Position Statement of the International Reading Association  
[www.reading.org](http://www.reading.org)

## **WORD WALLS**

### *Supporting Research*

Cunningham, P.M. (1994). *Classrooms That Work*. N.Y. : Harper Collins.

Cunningham, P.M. (1995). *Phonics They Use*. N.Y.: Harper Collins.

Cunningham, P.M. (1999). *The Teacher's Guide to the Four Blocks*. N.C.:Carson-Dellosa.

Fountas, I.C. Pinnell, G.S.: (1998) *Word Matters*. N.H. Heinemann.

Gruber, B. (1998). *Instant Word Wall High Frequency Words*. CA:Practice & Learn Right Publications

Sigmon, C. (1997). *4-Blocks Literacy Model*. N.C.: Carson-Dellosa Publishing

Sitton, R. (1996). *Increasing Student Spelling Achievement*. WA: Egger Publishing

## **WRITING**

### *Supporting Research*

Bromley, K, Powell, P. (1999) Interest Journals Motivate Student Writers. *Reading Teacher* 53(2), 111-12.

Calfee, R. C., & Miller, R. G. (2005). Comprehending through composing: Reflections on reading assessment strategies. In S. Paris and S. Stahl (Eds.), *Children's reading comprehension and assessment* (pp. 215-236). Mahwah NJ: Lawrence Erlbaum Associates.

Colantone, L, et al. (1998) *Improving Creative Writing*. M.A. Research Project, Saint Xavier University.