

## **LITERATURE:**

The following readings are relevant to Dr. Wagner's lectures:

### **Thursday September 27:**

#### **Foundations of the Development of Reading Comprehension.**

Wagner, R. K., & Meros, D. (2010). Vocabulary and reading comprehension: Direct, indirect, and reciprocal influences. *Focus on Exceptional Children*, 43, 1-12.

Priya K., & Wagner, R. K. (2009). The roles of fluent decoding and vocabulary in the development of reading comprehension. In R. K. Wagner, C. L. Schatschneider, & C. Phythian-Sense, C. (Eds.), *Beyond decoding: the behavioral and biological foundations of reading comprehension* (pp. 124-139). New York: Guilford Press.

Lervåg, A., & Aukrust, V.G. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of Child Psychology & Psychiatry*, 51, 612–620.

### **Friday September 28:**

#### **What Accounts for Typical and Atypical Development of Reading Comprehension?**

Wagner, R. K., & Ridgewell, C. (2009). A large-scale study of specific reading comprehension disability. *Perspectives on Language and Literacy*, 27-31.

Cain, K., & Oakhill, J. (2009). Reading comprehension development from 8 to 14 years: The contribution of component skills and processes. In R. K. Wagner, C. L. Schatschneider, & C. Phythian-Sense, C. (Eds.), *Beyond decoding: the behavioral and biological foundations of reading comprehension* (pp. 143-175). New York: Guilford Press.

Hulme, C., & Snowling, M. J. (2011). Children's reading comprehension difficulties: Nature, causes, and treatments. *Current Directions in Psychological Science*, 20, 139-142.

Clarke, P., Snowling, M., Truelove, E., & Hulme, C. (2010). Ameliorating children's reading comprehension difficulties: A randomized controlled trial. *Psychological Science*, 21, 1106–1116.