The Core Knowledge Language Arts Program

Bibliography

Overall Program Rationale:

Principle: There are two keys to reading comprehension: decoding skills and the ability to understand what you have decoded.

Relevant Research:

- R. P. Carver, “Predicting Reading Level in Grades 1 to 6 from Listening Level and Decoding Level.” Reading and Writing 10 (1998), 121-154.
- R. M. Joshi, K. A. Williams, and J. R. Wood, Predicting Reading Comprehension from Listening Comprehension: Is This the Answer to the IQ Debate?” in C. Hulme and R. M. Joshi, eds. Reading and Spelling: Development and Disorders, 319-327 Mahwah, NJ: Erlbaum.

Skills Strand Rationale:

Principle: Phonics is a more effective way to teach decoding than “whole language” or whole word methods.

Relevant Research:

- G. L. Bond and R. Dykstra, “The Cooperative Research Program in First-Grade Reading Instruction.” Reading Research Quarterly 2, 1-142.


**Principle:** Synthetic phonics, or linguistic phonics, in which instruction is oriented from sound to letter, is an especially powerful way to teach phonics.

**Relevant Research:**


**Principle:** Repeated oral reading is a proven method of improving fluency.

**Relevant Research:**


Listening and Learning Strand Rationale

Principle: Background Knowledge is crucial for comprehension.

Relevant Research:
- C. L. Peterson, Background Knowledge and the Decomposition of Literacy in Skilled Adult Readers. Dissertation, University of Texas at Austin, 1993.

Principle: Listening comprehension and reading comprehension are closely related, but listening ability outpaces reading ability until middle school.

Relevant Research:
- G. M. Sinatra, “Convergence of Listening and Reading Processing” Reading Research Quarterly, 25.2 (Spring, 1990), 115-130.
Principle: Vocabulary levels are strongly correlated with comprehension.

Relevant Research:

Principle: Large vocabulary gaps between advantaged and disadvantaged children develop in the preschool years.

Relevant Research:

Principle: Printed language contains a much richer vocabulary than oral language.

Relevant Research:

Principle: Children can acquire vocabulary from context, by listening to stories read aloud.

Relevant Research:
- C. Robbins and L. C. Ehri, “Reading storybooks to kindergartners helps them learn new vocabulary words.” *Journal of Educational Psychology,* 86 (1994) 54-64.