

Reading Articles for My Courses in Benner Library Page

EDUC 321 & EDUC 359

2024 Illinois Comprehensive Literacy Plan (2024 ICLP)

<https://www.isbe.net/literacyplan>

Oracy

Weadman, T., Serry, T., & Snow, P. C. (2023). The oral language and emergent literacy skills of preschoolers: Early childhood teachers' self-reported role, knowledge and confidence. *International Journal of Language & Communication Disorders*, 58(1), 154–168.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fonlinelibrary.wiley.com%2Fdoi%2F10.1111%2F1460-6984.12777>

Phonemic Awareness

Phonemic Awareness #1

Mesmer, H. A., & Kambach, A. (2022). Beyond labels and agendas: Research teachers need to know about phonics and phonological awareness. *The Reading Teacher*, 76(1), 62–72.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftrtr.2102> (Read p. 62-64)

Phonemic Awareness #2

Piasta, S. B., & Hudson, A. K. (2022). Key knowledge to support phonological awareness and phonics instruction. *The Reading Teacher*, 76(2), 201–210.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftrtr.2093> (Read p. 201-205)

Phonics

Phonics #1

Mesmer, H. A., & Kambach, A. (2022). Beyond labels and agendas: research teachers need to know about phonics and phonological awareness. *The Reading Teacher*, 76(1), 62–72.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftrtr.2102> (Read p. 65-69)

Phonics #2

Piasta, S. B., & Hudson, A. K. (2022). Key knowledge to support phonological awareness and phonics instruction. *The Reading Teacher*, 76(2), 201–210.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftrtr.2093> (Read p. 205-208)

Fluency

Fluency #1

Sáez, L., Whitney, M., Nese, J. F. T., Alonzo, J., & Nese, R. N. T. (2025). Reading prosody: A listening guide for teachers. *The Reading Teacher*, 78(4), 243–251.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftrtr.2368>

Fluency #2

Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510–519.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2Fabs%2F10.1598%2FRT.58.6.2>

Vocabulary #1

Zucker, T. A., Cabell, S. Q., & Pico, D. L. (2021). Going nuts for words: Recommendations for teaching young students academic vocabulary. *The Reading Teacher*, 74(5), 581–594.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftrtr.1967>

Vocabulary #2

Hadley, E. B., & Mendez, K. Z. (2021). Learning words that matter: Selecting vocabulary words for young children. *The Reading Teacher*, 74(5), 595–605.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fdoi.org%2F10.1002%2Ftrtr.1978>

Comprehension

Comprehension #1

Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The Science of reading comprehension instruction. *The Reading Teacher*, 74(6), 663–672.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftrtr.1993>

Spelling error correction:

Erratum. (2021). *Reading Teacher*, 75(1), 125.

<https://research.ebsco.com/c/7juecz/viewer/pdf/ozz2dt2gf>

Comprehension #2

Kambach, A. E., & Mesmer, H. A. (2024). Comprehension for emergent readers: Revisiting the reading rope. *The Reading Teacher*, 77(6), 888–898.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftrtr.2315>

Comprehension #3

Dewitz, P., & Graves, M. F. (2024). Reevaluating and restructuring comprehension strategy instruction. *The Reading Teacher*, 78(1), 17–26.

<https://go.openathens.net/redirector/olivet.edu?url=https%3A%2F%2Fila.onlinelibrary.wiley.com%2Fdoi%2F10.1002%2Ftr.2308>

Core Reading Programs

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Science-Based%20HQIM%20Literacy%20Programs%20List.pdf