



Nancy Young Ed.D.

Educational Consultant
British Columbia, Canada

nancyyoung.ca

References for the infographic

THE LADDER OF READING & WRITING©

NOTE: The following list includes some of the countless articles underpinning the infographic, *The Ladder of Reading & Writing*. Additional references pertaining to features and terminology within the infographic are presented throughout 20 chapters, written by subject-matter experts, of the book *Climbing THE LADDER OF READING & WRITING: MEETING THE NEEDS OF ALL LEARNERS* (2024). Information about this book is available at Nancy Young's website.

Assouline, S., Colangelo, N., VanTassel-Baska, J., & Lupkowski-Shoplik, A. (Eds.). (2015). *A nation empowered: Evidence trumps the excuses holding back America's brightest students* (Vols. 1 & 2). The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

Bass, E. (2020). Writing and the gifted learner. In J. Plucker & C. Callahan (Eds.), *Critical issues and practices in gifted education: A survey of current research on giftedness and talent development* (pp. 361–376). Prufrock Press.

Boada, R., Willcutt, E. G., & Tunick, R. A., Chabildas, N. A., Olson, R. K., DeFries, J. C., & Pennington, B. F. (2002). A twin study of the etiology of high reading ability. *Reading and Writing 15* (7–8), 683–707.

Brighton, C. M., Moon, T. R., & Huang, F. H. L. (2015). Advanced readers in reading first classrooms: Who was really “left behind”? Considerations for the field of gifted education. *Journal for the Education of the Gifted*, 38(3), 257–293.



Nancy Young Ed.D.

Educational Consultant
British Columbia, Canada

nancyyoung.ca

Buckingham, J., Wheldall, K., & Beaman-Wheldall, R. (2013).

Why poor children are more likely to become poor readers: The school years. *Australian Journal of Education*, 57(3), 190–213.

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.

Colangelo, N., Assouline, S., & Gross, M. (2004). *A nation deceived: How schools hold back America's brightest students*. The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

Connor, C. M. (2014). Individualizing teaching in beginning reading. In *Better: Evidence-based education* (pp. 4–7). Institute for Effective Education at the University of York and the Center for Research and Reform in Education at Johns Hopkins School of Education.

Connor, C. M., Morrison, F. J., & Katch, L. E. (2004). Beyond the reading wars: Exploring the effect of child-instruction interactions on growth in early reading. *Scientific Studies of Reading*, 8(4), 305–336.

Connor, C. M., Morrison, F. J., Fishman, B., Crowe, E. C., Al Otaiba, S., & Schatschneider, C. (2013). A longitudinal cluster-randomized controlled study on the accumulating effects of individualized literacy instruction on students' reading from first through third grade. *Psychological Science*, 24(8), 1408–1419.

Connor, C. M., Morrison, F. J., Fishman, B., Giuliani, S., Luck, M., Underwood, P. S., Bayraktar, A., Crowe, E. C., & Schatschneider, C. (2011). Testing the impact of child characteristics × instruction interactions on third graders' reading comprehension by differentiating literacy instruction. *Reading Research Quarterly*, 46(3), 189–221.

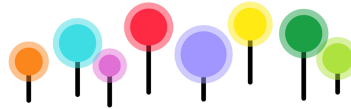
Connor, C. M., Piasta, S. B., Fishman, B. J., Glasney, S., Schatschneider, C., Crowe, E. C., Underwood, P. S., & Morrison, F. J. (2009). Individualizing student instruction precisely: Effects of child × instruction interactions on first graders' literacy development. *Child Development*, 80(1), 77–100.



Educational Consultant
British Columbia, Canada

nancyyoung.ca

- Connor, C., Alberto, P. A., Compton, D. L., & O'Connor, R. E. (February 2014). *Improving reading outcomes for students with or at risk for reading disabilities: A synthesis of the contributions from the Institute of Education Sciences Research Centers*. National Center for Special Education Research.
- Davis, J., & Douglas, D. (2021). *Empowering underrepresented gifted students: Perspectives from the field*. Free Spirit Press.
- Dehaene, S. (2011). The massive impact of literacy on the brain and its consequences for education. *Human Neuroplasticity and Education. Scripta Varia* (117), 19–32.
- Fiedler, E., Lange, R., & Winebrenner, S. (2002). In search of reality: Unraveling the myths about tracking, ability grouping, and the gifted, *Roeper Review*, 24(3), 108–111.
- Firmender, J. M., Reis, S. M., & Sweeny, S. M. (2013). Reading comprehension and fluency levels range across diverse classrooms: The need for differentiated reading instruction and content. *Gifted Child Quarterly*, 57(1), 3–14.
- Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices*. Texas Center for Learning Disabilities.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention* (2nd ed.). Guilford Press.
- Fletcher, J. M., Stuebing, K. K., Morris, R. D., & Lyon, G. R. (2013). Classification and definition in learning disabilities: A hybrid model. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (2nd ed., Ch. 3, pp. 33–50). Guilford Press.
- Fuchs, L. (2016). Curriculum-based measure as the emerging alternative—Three decades later. *Learning Disabilities Research & Practice*, 32(1), 5–7.
- Graham, S. (2020). The sciences of reading and writing must become more fully integrated. *Reading Research Quarterly*, 55(S1), S35–S44.
- Graham, S., & Hebert, M. (2010). *Writing to Read: Evidence for How Writing Can Improve Reading. Carnegie Corporation Time to Act Report*. Alliance for Excellent Education.



Nancy Young Ed.D.

Educational Consultant
British Columbia, Canada

nancyyoung.ca

- Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2018). *Teaching elementary school students to be effective writers: Educator's practice guide* (NCEE 2012–4058). What Works Clearinghouse, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Gross, M. U. (1999). Small poppies: Highly gifted children in the early years. *Roeper Review*, 21(3), 207–214.
- Henderson, S. J., Jackson, N. E., & Mukamal, R. A. (1993). Early development of language and literacy skills of an extremely precocious reader. *Gifted Child Quarterly*, 37(2), 78–83.
- Hockett, J., & Doubet, K. (2020). Differentiated instruction. In J. Plucker & C. Callahan (Eds.), *Critical issues and practices in gifted education: A survey of current research on giftedness and talent development* (pp. 157–168). Prufrock Press.
- Hoover, W. A., & Tunmer, W. E. (2020). *The cognitive foundations of reading and its acquisition: A framework with applications connecting teaching and learning* (Vol. 20, pp. 85–88). Springer Cham.
- Hughes, C. E., Kettler, T., Shaunessy-Dedrick, E., & VanTassel-Baska, J. (2014). *A teacher's guide to using the common core state standards with gifted and advanced learners in the English language arts*. National Association for Gifted Children. Prufrock Press.
- Kulik, J. A., & Kulik, C. L. C. (1992). Meta-analytic findings on grouping programs. *Gifted Child Quarterly*, 36(2), 73–77.
- Lyon, R. (2002). *Testimonies to Congress*. Center for the Development of Learning.
<https://files.eric.ed.gov/fulltext/ED475205.pdf>
- National Association for Gifted Children (2019). *Pre–K to Grade 12 gifted programming standards*. <https://dev.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>



Nancy Young Ed.D.

Educational Consultant
British Columbia, Canada

nancyyoung.ca

- National Institute of Child Health and Human Development (NICHD). (2000). *Report of the national reading panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH publication No. 00-4754). U.S. Government Printing Office.
- Papadopoulos, T.C., Csépe, V., Aro, M., Caravolas, M., Diakidoy, I.-A., & Olive, T. (2021). Methodological Issues in Literacy Research Across Languages: Evidence from Alphabetic Orthographies. *Read Res Q*, 56(S1), S351– S370.
- Papadopoulos, T.C., Spanoudis, G., Ktisti, C. *et al.* (2021). Precocious readers: a cognitive or a linguistic advantage?. *European Journal of Psychology of Education* 36, 63–90.
- Reis, S., & Fogarty, E. (2020). Reading and talented readers. In J. Plucker & C. Callahan, (Eds.), *Critical issues and practices in gifted education: A survey of current research on giftedness and talent development* (pp. 361–376). Prufrock Press.
- Rimm, S., Siegle, D., & Davis, G. (2018). *Education of the gifted and talented* (7th ed.). Pearson Education.
- Rogers, K. B. (2002). *Grouping the gifted and talented: Questions and answers. Roeper Review*, 24(3), 103–107.
- Rogers, K. B. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted Child Quarterly*, 51(4), 382–396.
- Scarborough, H. S., Ehri, L. C., Olson, R. K., & Fowler, A. E. (1998). The fate of phonemic awareness beyond the elementary school years. *Scientific Studies of Reading* 2, 115–142.
- 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.
- Shaywitz, S. E., Escobar, M. D., Shaywitz, B. A., Fletcher, J. M., & Makuch, R. (1992). Evidence that dyslexia may represent the lower tail of a normal distribution of reading ability. *New England Journal of Medicine*, 326(3), 145–150.

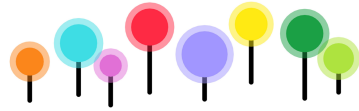


Nancy Young Ed.D.

Educational Consultant
British Columbia, Canada

nancyyoung.ca

- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology, 42*(3), 214–240.
- Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children, 51*(3), 201–211.
- Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016). What one hundred years of research says about the effects of ability grouping and acceleration on K–12 students' academic achievement: Findings of two second-order meta-analyses. *Review of Educational Research, 86*(4), 849–899.
- Stuebing, K. K., Barth, A. E., Cirino, P. T., Francis, D. J., & Fletcher, J. M. (2008). A Response to Recent Reanalyses of the National Reading Panel Report: Effects of Systematic Phonics Instruction Are Practically Significant. *Journal of educational psychology, 100*(1), 123–134
- Templeton, S., & Morris, D. (2000). Spelling. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 525–543). Routledge.
- Thompson, G.B., McKay, M.F., Fletcher-Flinn, C.M. *et al.* Do children who acquire word reading without explicit phonics employ compensatory learning? Issues of phonological recoding, lexical orthography, and fluency. *Read Writing 21*, 505 (2008).
<https://doi.org/10.1007/s11145-007-9075-9>
- Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Association for Supervision and Curriculum Development, ASCD.
- Torppa, M., Tolvanen, A., Poikkeus, AM. *et al.* Reading development subtypes and their early characteristics. *Annals of Dyslexia 57*, 3–32 (2007). <https://doi.org/10.1007/s11881-007-0003-0>
- Treiman, R., & Kessler, B. (2022). Statistical learning in word reading and spelling across languages and writing systems, *Scientific Studies of Reading, 26*(2), 139–149.



Nancy Young Ed.D.

Educational Consultant
British Columbia, Canada

nancyyoung.ca

VanTassel-Baska, J. (2003). *Differentiating the language arts for high ability learners, K–8: ERIC Digest*. ERIC Clearinghouse on Disabilities and Gifted Education.

VanTassel-Baska, J. (2023). The case for content-based curriculum for advanced learners. *Gifted Child Today*, 46(2), 142–145.

Vaughn, S., & Fletcher, J. M. (Winter 2020–2021). Identifying and teaching students with significant reading problems. *American Educator*, 44(4), 4–11, 40.

Washington, J. A., & Seidenberg, M. S. (2021). Teaching reading to African American children: When home and school language differ. *American Educator*, 45(2), 26–33, 40.