

Chapter 2 Becoming Fluent in Linguistics: Foundations for Grammar

Suggested readings

- Bangs, K. E., & Binder, K. S. (2016). Morphological awareness intervention: Improving spelling, vocabulary, and reading comprehension for adult learners. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 5(1), 49–56.
- Bauer, L., & Nation, I. S. P. (2020). *English morphology for the language teaching profession*. Routledge.
- Colé, P., Cavalli, E., Duncan, L. G., Theurel, A., Gentaz, E., Sprenger-Charolles, L., & El-Ahmadi, A. (2018). What is the influence of morphological knowledge in the early stages of reading acquisition among low SES children? A graphical modeling approach. *Frontiers in Psychology*, 9, Article 547. <https://doi.org/10.3389/fpsyg.2018.00547>
- Crain, S., & Pietroski, P. (2002). Why language acquisition is a snap. *The Linguistic Review*, 19(1-2), 163-183.
- Hickey, P. J., & Lewis, T. (2013). The Common Core, English learners, and morphology 101: Unpacking LS.4 for ELLs. *The Language and Literacy Spectrum*, 23, 69-83. <https://eric.ed.gov/?id=EJ1005288>.
- Manolitsis, G., Georgiou, G. K., Inoue, T., & Parrila, R. (2019). Are morphological awareness and literacy skills reciprocally related? Evidence from a cross linguistic study. *Journal of Educational Psychology*, 111(8), 1362-1381.
- Metsala, J. L., Parrila, R., Conrad, N. J., & Deacon, S. H. (2019). Morphological awareness and reading achievement in university students. *Applied Psycholinguistics*, 40(3), 743-763. <https://doi.org/10.1017/S0142716418000826>.
- Rastle, K. (2019). The place of morphology in learning to read in English. *Cortex*, 116, 45-54.
- Wolter, J. A., & Green, L (2013). Morphological awareness intervention in school-age children with language and literacy deficits: A case study. *Topics in Language Disorders*, 33(1), 27-41. doi: 10.1097/TLD.0b013e318280f5aa.
- Wolter, J. A., Wood, A., & D'zatko, K. W. (2009). The influence of morphological awareness on the literacy development of first-grade children. *Language, Speech, and Hearing Services in Schools*, 40(3), 286–298. [https://doi.org/10.1044/0161-1461\(2009/08-0001](https://doi.org/10.1044/0161-1461(2009/08-0001).