**References for Revision of Reading Group Grant (as of 3-14-13)**

Ahissar, M., Lubin, Y., Putter-Katz, H., & Banai, K. (2006). Dyslexia and the failure to form a perceptual anchor. *Nature Neuroscience, 9* (12), 1558-1564.

Alexander, A.W., Andersen, H.G., Heilman, P.C., Voetler, K.K.S., & Torgesen, J.K. (1991). Phonological awareness training and remediation of analytic decoding deficits

in a group of severe dyslexics. *Annals of Dyslexia, 41*, 193-206.

Banai, K., Hornickel, J., Skoe1, E., Nicol, T., Zecker, S., & Kraus, N. (2009). Reading and subcortical auditory function. *Cerebral Cortex Advance Access,* 2-9.

Bertucci, C., Hook, P., Haynes, C., Macaruso, P., & Bickley, C. (2003). Vowel perception and production in adolescents with reading disabilities. *Annals of Dyslexia, 53*, 174-200.

Bishop, D.V.M. (2007). Using mismatch negativity to study central auditory processing in developmental language and literacy impairments: Where are we, and where should we be going? *Psychological Bulletin, 133* (4), 651-672.

Blomert, L., & Mitterer, H. (2004). The fragile nature of the speech-perception deficit in dyslexia: Natural vs. synthetic speech. *Brain and Language, 89*, 21–26.

Catts, H., & Adlof, S. (2011). Phonological and other language deficits associated with dyslexia. In S. Brady, D. Braze, & C. Fowler, *Explaining Individual Differences in Reading: Theory and Evidence* (pp. 137-151). New York: Psychology Press, Taylor & Francis Group.

Catts, H. & Kamhi, A. (2005). Causes of reading disabilities, in H. Catts and A. Kamhi (eds), *Language and Reading Disabilities* (p. 94-126). Allyn and Bacon, Boston, MA.

Conway, C.M., Pisoni, D.B., & Kronenberger, W.G. (2009). The Importance of sound for cognitive sequencing abilities: The auditory scaffolding hypothesis. *Current Directions in Psychological Science, 18* (5), 275-279.

Cornellissen, P.L., Hansen, P.C., Bradley, L., & Stein, J.F. (1996). Analysis of perceptual confusions between nine sets of consonant-vowel sounds in normal and dyslexic adults. *Cognition, 59*, 275-306.

Dawes, P. and Bishop, D. (2009). Auditory processing disorder in relation to developmental disorders of language, communication and attention: a review and critique. *Int. J. Lang. Comm. Dis. 44*(4), 440-465.

Desroches, A.S., Joanisse, M.F., & Robertson, E.K. (2006). Specific phonological impairments in dyslexia revealed by eyetracking. *Cognition, 100*, B32–B42

Ehri, L., Nunes, S., Willows, D., Schuster, B., Yaghoub-Zadeh, Z., & Shanahan, T. (2001), Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panels metaanalysis. *Reading Research Quarterly, 36*, 250287.

Goswami, U. (2010). Phonology, reading and reading difficulty, in K. Hall, U. Goswami, C. Harrison, S. Ellis and J. Soler (Eds), *Interdisciplinary Perspectives on Learning to Read: Culture, Cognition and Pedagogy*. Routledge, London, England.

Goswami, U., Thomson, J., Richardson, U., Stainthorp, R., Hughes, D., Rosen, S., & Scott, S.K. (2002). Amplitude envelope onsets and developmental dyslexia: A new hypothesis. *PNAS, 99*, 10911–10916.

Keller, T.A., & Just, M.A. (2009). Altering cortical connectivity: remediation-induced changes in the white matter of poor readers. *Neuron, 64*, 624–631.

King, W., Lombardino, L., Crandell, C., & Leonard, C. (2003). Comorbid auditory processing disorder in developmental dyslexia. *Ear and Hearing 24* (5), 448-456.

McArthur, G.M., & Bishop, D.V.M. (2001). Auditory perceptual processing in people with reading and oral language impairments: Current issues and recommendations. *Dyslexia, 7*, 150–170 .

Messaoud-Galusi, S., Hazan, V., & Rosen, S. (2011). Investigating speech perception in children with dyslexia: Is there evidence of a consistent deficit in individuals?

*Journal of Speech, Language, and Hearing Research, 54*, 1682–1701.

Mody, M., Studdert-Kennedy, M., & Brady, S. (1997). Speech perception deficits in poor readers: auditory processing or phonological coding? *Journal of Experimental Child Psychology 64*, 199-231.

Nishi, K., Lewis, D.E., Hoover, B.M., Sangsook Choi, S., & Stelmachowicz, P.G. (2010). Children’s recognition of American English consonants in noise. *J. Acoust. Soc. Am., 127*(5), 3177-3188.

Pennington, B.F., & Bishop, D.V. M. (2009). Relations among speech, language, and reading disorders. *Annual Review of Psychology, 60* (7), 1-7.24.

Perfetti, C. (2011). Phonology is critical in reading: But a phonological deficit is not the only source of low reading skill. In S. Brady, D. Braze, & C. Fowler, *Explaining Individual Differences in Reading: Theory and Evidence* (pp. 153-171). New York: Psychology Press, Taylor & Francis Group.

Rosen, S. (2003). Auditory processing in dyslexia and specific language impairment: Is there a deficit? What is its nature? Does it explain anything? *J. Phonet. 31*, 509-527.

Shaywitz, S.E., Mody, M., & Shaywitz, B. (2006). Neural mechanisms in dyslexia. Current Directions in Psychological Science, 15 (6), 278-281.

Snowling, M. J. (2001). From language to reading and dyslexia. *Dyslexia 7*, 37-46.

Stahl, S. A. & Murray, B. A. (1994). Defining Phonological Awareness and its relationship to early reading. *Journal of Educational Psychology, 86* (2), 221–234.

Studdert-Kennedy, M., & Mody, M. (1995). Auditory temporal perception deficits in the reading impaired: a critical review of the evidence. *Psychonomic Bulletin and Review, 2*, 508-514.

Studdert-Kennedy, M., Mody, M., & Brady, S. (2000). Speech perception deficits in poor readers: A reply to Denenberg’s critique. *Journal of Learning Disabilities, 33* (4), 317-321,

Temple, E., Deutsch, G.K., Poldrack, R.A., Miller, S.L., Tallal, P., Merzenich, M.M., & Gabrieli, J.D.E. (2003). Neural deficits in children with dyslexia ameliorated by behavioral remediation: Evidence from functional MRI. *PNAS, 100* ( 5), 2860–2865.

Torgesen, J.K., Davis, C. (1996). Individual difference variables that predict response to

training in phonological awareness. Journal of Experimental Child Psychology, 63**,** 1–21.

Vandewalle, E., Boets, B., Ghesquiere, P., & Zink, I. (2012). Auditory processing and speech perception in children with specific language impairment: Relations with oral language and literacy skills. *Research in Developmental Disabilities, 33*, 635-644.

Wagner, R. K. & Torgesen, J. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. *Psychological Bulletin, 101*, 192–212.

Ziegler, J.C., & Goswami, U. (2005). Reading acquisition, developmental dyslexia, and skilled reading across languages: A psycholinguistic grain size theory. *Psychological Bulletin, 131* (1), 3–29.

Ziegler, J.C., Pech-Georgel, C., George, F., & Lorenzi, C. (2009). Speech-perception-in-noise deficits in dyslexia. *Developmental Science, 12* (5), 732–745.