Works Cited

Blaiklock, K.E. (2004). The importance of letter knowledge in the relationship between phonological awareness and reading. *Journal of Research in Reading, 27*, 36-57.

Ehm, J. H., Lonnemann, J., Brandenburg, J., Huschka, S. S., Hasselhorn, M., & Lervåg, A. (2019). Exploring factors underlying children’s acquisition and retrieval of sound–symbol association skills.*Journal of Experimental Child Psychology*, *177*, 86-99.

Gonzalez, J. (2014, February 28). The Reciprocal Learning strategy [Video]. YouTube. https://www.youtube.com/watch?v=\_-3Kw1ildCc

Kieffer, M. & Lesaux, N. (2007). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. *Reading Teacher – Read Teach, 61,* 134-144.

Teach, M. (2017, June 2). Phase 3 Phonics game: Sounding out with Speed Splat: ch, sh, th digraphs [Video]. YouTube. https://www.youtube.com/watch?v=sUgfYriXw4M

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities:Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York, NY: Guilford Press.

Sitthitikul, P. (2014). Theoretical review of phonics instruction for struggling/beginning readers of English. *PASAA: Journal of Language Teaching and Learning in Thailand*, *48*, 113-126.