



























- [13] Storch S., Whitehurst G., Oral Language and Code-Related Precursors to Reading: Evidence from a Longitudinal Structural Model. *Developmental Psychology*. 2002; 38(6): 934-947.
- [14] Lonigan C., Burgess S., Anthony J., Development of Emergent Literacy and Early Reading Skills in Preschool Children: Evidence From a Latent-Variable Longitudinal Study. *Developmental Psychology*. 2000; 36 (5): 596 – 613.
- [15] Catts H., Hogan T., Fey M., Subgrouping Poor Readers on the Basis of Individual Differences in Reading-Related Abilities. *Journal of Learning Disabilities*. 2003; 36(2): 151 – 164.
- [16] Scarborough H., Connecting Early Language and Literacy to Later Reading (Dis)abilities: Evidence, Theory, and Practice, in Neuman S, Dickinson D. (Eds.) *Handbook for Research in Early Literacy*. New York: Guilford Press; 2001: 97 – 110.
- [17] Hulme C., Snowling M., The Interface between Spoken and Written Language: Developmental Disorders. *Philosophical Transactions of the Royal Society B*. 2014; 369: 20120395.
- [18] Hoover W., Gough P., The Simple View of Reading. *Reading and Writing*. 1990; 2: 127 – 160.
- [19] Baker S., Simmons D., Kameenui E., Vocabulary Acquisition: Instructional and Curricular Basics and Implications, in Simmons D, Kameenui E. (Eds.) *What Reading Research Tells Us about Children with Diverse Learning Needs: Bases and Basics*. Mahwah, NJ: Erlbaum; 1998: 219 – 238.
- [20] Nation K., Snowling M., Individual Differences in Contextual Facilitation: Evidence from Dyslexia and Poor Reading Comprehension. *Child Development*. 1998; 69(4): 996 – 1011.
- [21] Nation K., Snowling M., Developmental Differences in Sensitivity to Semantic Relations among Good and Poor Comprehenders: Evidence from Semantic Priming. *Cognition*. 1999; 70:B1 – B13.
- [22] Beck I., McKeown M., Increasing Young Low-Income Children's Oral Vocabulary Repertoires through Rich and Focused Instruction. *The Elementary School Journal*. 2007; 107(3): 251 – 271.
- [23] Goswami U., Bryant P., *Phonological Skills and Learning to Read*, Hove, East Sussex, England: Erlbaum; 1990.
- [24] Bryant P., MacLean M., Bradley L., Crossland J., Rhyme and Alliteration, Phoneme Detection, and Learning to Read. *Developmental Psychology*. 1990; 26(3): 429 – 438.
- [25] Hulme C., Hatcher P., Nation K., Brown A., Adams J., Stuart G., Phoneme Awareness is a Better Predictor of Early Reading Skill than Onset – Rime Awareness. *Journal of Experimental Child Psychology*. 2002; 82(1): 2 – 28.
- [26] Bryant P. It doesn't Matter whether Onset and Rime Predicts Reading Better than Phoneme Awareness or Vice Versa. *Journal of Experimental Child Psychology*. 2002; 82(1): 41 – 46.
- [27] Cain K., Bignell S. Reading and Listening Comprehension and their Relation to Inattention and Hyperactivity. *British Journal of Educational Psychology*. 2014; 84(1): 108 – 124.
- [28] Vasilyeva M, Huttenlocher J, Waterfall H. Effects of Language Intervention on Syntactic Skill Levels in Preschoolers. *Developmental Psychology*. 2006; 42(1):164 – 174.
- [29] Nation K., Snowling M., Factors Influencing Syntactic Awareness Skills in Normal Readers and Poor Comprehenders. *Applied Psycholinguistics*. 2000; 21(2): 229 – 241.
- [30] Nation K., Snowling M., Semantic Processing and the Development of Word-Recognition Skills: Evidence from Children with Reading Comprehension Difficulties. *Journal of Memory and Language*. 1998; 39(1): 85 – 101.
- [31] Myers J., O'Brien E., Accessing the Discourse Representation during Reading. *Discourse Processes*. 1998; 26(2-3):131 – 157.
- [32] Muter V., Hulme C., Snowling M., Stevenson J., Phonemes, Rime, Vocabulary, and Grammatical Skills as Foundations of Early Reading Development: Evidence from a Longitudinal Study. *Developmental Psychology*. 2004; 40(5): 665 – 681.