References

Apel, K., & Masterson, J. J. (2001). Theory-guided spelling assessment and intervention. *Language, Speech, and Hearing Services in Schools, 32*, 182-195.

Apel, K., Masterson, J. J., & Brimo, D. (in press). Spelling assessment and intervention: A multiple linguistic approach to improving literacy outcomes. In A.G. Kamhi & H.W. Catts (Eds.). *Language and reading disabilities (3rd ed.)*.

Apel, K., Masterson, J. J., & Hart, P. (2004). Integration of language components in spelling: Instruction that maximizes students' learning. In E. R. Silliman and L. C. Wilkinson (Eds.), *Language and literacy learning in schools* (pp. 292-315). New York: Guilford Press.

Conrad, N. J. (2008). From reading to spelling and spelling to reading: Transfer goes both ways. *Journal of Educational Psychology*, 4,869–878.

Ehri, L. C. & Rosenthal, J. (2007) Spellings of words: A neglected facilitator of vocabulary learning. *Journal of Literacy Research*, 39(4), 389-409.

Kelman, M., & Apel, K. (2004). The effects of a multiple linguistic, prescriptive approach to spelling instruction: A case study. *Communication Disorders Quarterly*, 25(2), 56-66.

Masterson, J. J., Apel, K., & Wasowicz, J. (2006). SPELL: Spelling Performance Evaluation for Language and Literacy (2nd ed.; SPELL-2) [Computer software]. Evanston, IL: Learning By Design.

Roberts, T., & Meiring, A. (2006). Teaching phonics in the context of children's literature or spelling: Influences on first-grade reading, spelling, and writing and fifth-grade

Wasowicz, J., Apel, K., Masterson, J. J., & Whitney, A. (2004). SPELL-Links to reading & writing. Evanston, IL: Learning By Design. www.learningbydesign.com

Wolter, J.A. (2009). Teaching literacy using a multiple-linguistic word-study spelling approach: A systematic review. *EBP (evidence-based practice) briefs* (Vol. 3). Minneapolis, MN: NCS Pearson.