DISCLOSURES

*Classroom Phonological Awareness Instruction and Literacy Outcomes in the First Year of School*, by Karyn L. Carson, Gail T. Gillon, and Therese M. Bousted

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*The Relation of Linguistic Awareness and Vocabulary to Word Reading and Spelling for First-Grade Students Participating in Response to Intervention*, by Young-Suk Kim, Kenn Apel, and Stephanie Al Otaiba

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*Reading Skills of Students With Speech Sound Disorders at Three Stages of Literacy Development*, by Crysten M. Skebo, Barbara A. Lewis, Lisa A. Freebairn, Jessica Tag, Allison Avrich Ciesla, and Catherine M. Stein

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Evaluating the Dimensionality of First-Grade Written Composition, by Young-Suk Kim, Stephanie Al Otaiba, Jessica S. Folsom, Luana Greulich, and Cynthia Puranik

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Emergent Literacy in Children With Autism: An Exploration of Developmental and Contextual Dynamic Processes, by Elizabeth Lanter, Linda R. Watson, Karen A. Erickson, and Daniel Freeman

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