

DISCLOSURES

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

Financial Disclosures

Karyn L. Carson, Gail T. Gillon, and Therese M. Boustead have no financial relationships to the content of this article.

Nonfinancial Disclosures

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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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