Peer-Reviewed Journal Articles

by Louisa C. Moats, Ed.D.

- Moats, L.C. (Summer, 2019). Teaching spelling: An opportunity to unveil the logic of language. *Perspectives on Language and Literacy*, 45(3),17–20.
- Moats, L. C. (Summer, 2017) Can prevailing approaches to reading instruction accomplish the goals of RTI? *Perspectives* on Language and Literacy, A Publication of the International Dyslexia Association. 43(3),15–22.
- Moats, L.C. (2014). What teachers don't know and why they aren't learning it: Addressing the need for content and pedagogy in teacher education. *Australian Journal of Learning Difficulties*. DOI: 10.1080/19404158.2014.941093
- Moats, L.C. (2012) Reconciling the Common Core Standards with reading research. *Perspectives on Language and Literacy*, Fall 2012, pp. 15–18.
- Moats, L.C. (2009) Still wanted: Teachers with knowledge of language. Journal of Learning Disabilities, 42 (5), 387–391.
- Moats, L.C. (2009) Knowledge foundations for teaching reading and spelling. *Reading and Writing: An Interdisciplinary Journal*, 22, 379–399.
- Joshi, M., Treiman, R., Carreker, S., & Moats, L.C. (2008/2009) How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*, 32(4), 6–16, 42–43.
- Roehrig, A.D., Duggar, S.W., Moats, L.C., Glover, M., & Mincey, B. (2008) When teachers work to use progress monitoring data to inform literacy instruction: Identifying potential supports and challenges. *Remedial and Special Education*, 29 (6), 364–382.
- Moats, L.C., Foorman, B.R., & Taylor, W.P. (2006). How quality of writing instruction impacts high-risk fourth graders' writing. *Reading and Writing: An Interdisciplinary Journal, 19*, 363–391.
- Moats, L. C. (Winter 2005/06). How spelling supports reading: And why it is more regular and predictable than you think. *American Educator*, 12–22, 42–43.
- Foorman, B.R., Schatschneider, C., Eakin, M.N., Fletcher, J.M., & Moats, L.C., & Francis, D.J. (2006). The impact of instructional practices in grades 1 and 2 on reading and spelling achievement in high poverty schools. *Contemporary Educational Psychology*, 31, 1–29.
- Cassar, M., Treiman, R., Moats, L., Pollo, T.C., & Kessler, B. (2005). How do the spellings of children with dyslexia compare with those of nondyslexic children? *Reading and Writing*, 18, 27–49.
- Foorman, B.R., Chen, D. T., Carlson, C., Moats, L., Francis, D.J., & Fletcher, J.M. (2003). Necessity of the alphabetic principle to phonemic awareness instruction. *Reading and Writing*, 16, 289–324.
- Moats, L.C. (2004) The relevance of neuroscience to effective education for students with reading and other learning disabilities. *Journal of Child Neurology*, 19 (10), 840–5.
- Moats, L. (2004). Efficacy of a structured, systematic language curriculum for adolescent poor readers. *Reading and Writing Quarterly*. 20, 145–159.

- Foorman, B.R., & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. *Remedial and Special Education*, 25(1), 51–60.
- Moats L.C. & Foorman, B.R. (2003). Measuring teachers' content knowledge of language and reading. *Annals of Dyslexia*, 53, 23–45.
- Eden, G. & Moats, L. (2002). The role of neuroscience in the remediation of students with dyslexia. *Nature Neuroscience*, 5, 1080–1084.
- Moats, L. (2001) Overcoming the language gap. American Educator, 25 (2), 5, 8–9.
- Moats, L. (2001) When older kids can't read. *Educational Leadership*, 58(6), 36–40.
- Hall, S. & Moats, L.C. (2000, Spring). Why reading to children is important. *American Educator*, 24 (1), 26–33.
- Moats, L.C. (1998). Teaching decoding. American Educator, 22 (1 & 2), 42–49, 95–96.
- Lyon, G.R. & Moats, L.C. (1997). Critical conceptual and methodological considerations in reading intervention research. *Journal of Learning Disabilities*, 30 (6), 578–588.
- Moats, L.C. & Lyon, G.R. (1996). Wanted: Teachers with knowledge of language. *Topics in Learning Disorders*, 16 (2), 73–86.
- Moats, L.C. (1996). Phonological errors in the spelling of dyslexic adolescents. *Reading and Writing: An Interdisciplinary Journal*, 8 (1), 105–119.
- Moats, L.C. (1995). The missing foundation in teacher education. *American Educator* (Special Issue: Learning to Read: Schooling's First Mission), 19 (2), 9, 43–51.
- Moats, L.C. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia*, 44, 81–101.
- Moats, L.C. (1993). Spelling error analysis in dyslexia: Beyond the phonetic/dysphonetic dichotomy. *Annals of Dyslexia*, 43, 174–185.
- Moats, L.C. & Lyon, G.R. (1993). Learning disabilities in the United States: Advocacy, science, and the future of the field. *Journal of Learning Disabilities*, 26 (5), 282–294.
- Moats, L.C. & Smith, C. (1992). Derivational morphology: Why it should be included in assessment and instruction. *Language, Speech, and Hearing in the Schools*, 23, 312–319.
- Lyon, G.R. & Moats, L.C. (1988) Critical issues in the instruction of the learning disabled. *Journal of Consulting and Clinical Psychology*, 56 (6), 830–835.
- Moats, L.C. (1983). A comparison of the spelling errors of older dyslexic and normal second grade children. *Annals of Dyslexia*, 33, 121–140.
- Cook, L.C. (1981). Misspelling analysis in dyslexia: Observation of developmental strategy shifts. *Bulletin of the Orton Society*, 31, 123–134.
- Cook, L. (1979). The adolescent with a learning disability: A developmental perspective. Adolescence, 14 (56), 697–707.

French, A. & Cook, L.C. (1976). The pecking order in the classroom. *Teaching Exceptional Children*. (Summer issue).