

REFERENCES

[Treat Grammar & Reading As One Subject, Not Two](#)

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Marjokorpi, J., & van Rijt, J. (2025). [Grammatical understanding predicts reading comprehension in secondary-level students: insights from a Finnish national survey](#). *Language and Education*, 39(4), 924–943.

Direct Quote

“Explicit grammatical understanding accounted for a significant portion of the variance in reading skills, even after controlling for various background factors.”

Zheng H, Miao X, Dong Y, Yuan DC. [The relationship between grammatical knowledge and reading comprehension: A meta-analysis](#). *Front Psychol*. 2023 Mar 13;14:1098568. doi: 10.3389/fpsyg.2023.1098568. PMID: 36993897; PMCID: PMC10042300.

Direct Quote

“The overall correlation effect size between grammatical knowledge and reading comprehension was large.”

Deacon, S. H., & Kieffer, M. (2018). [Understanding how syntactic awareness contributes to reading comprehension: Evidence from mediation and longitudinal models](#). *Journal of Educational Psychology*, 110(1), 72–86.

Direct Quote

“Syntactic awareness had a direct, practically important relation to reading comprehension.”

Scott, C. M. (2009). [A case for the sentence in reading comprehension](#). *Language, Speech, and Hearing Services in Schools*, 40(2), 184–191.

Direct Quote

“Sentence complexity can create comprehension problems for struggling readers.”