

Evidence Based Literacy Interventions Used by MN RtI Center Participating Schools

During the 2008 school year, 2 of the 4 cohorts participating in the RtI coaching process offered by the MN RTI Center began the process of creating a list of interventions used in their schools. Then they embarked on a search for supportive evidence (research base) for use of these practices. Each school completed a list of all the practices currently being used for literacy intervention support (K-6). Site coaches used web-based resources to look for supportive evidence - two of the most common are listed below. When these resources were not useful, we used both ERIC and Google searches to look for research support for the practice. The purpose of this exercise was to develop a list in which we had confidence that a particular practice, because of research support, was more likely to have a positive effect for struggling students than practices for which we could find no supportive evidence. This is not an exhaustive list. If a practice is not found on this list, the reason could be several: it's not designed to be an intervention and is more appropriately used as part of the core instruction; it's not used in the schools participating in this project; or it is used but was not found to have sufficient evidence. One final reason could be that our search was not exhaustive enough, and therefore, evidence might exist but we just did not find it. Further, this is a dated document, and new research will always be available that may change the listings.

Two lists are included below. All the practices can be considered as evidence based, but some with more support than others. The 1st list includes practices for which evidence could be found and included control group studies. It should be noted that some practices have multiple supportive evidence, while others on the list may have just one study. In your own reviews you may wish to choose different criteria. The 2nd list includes at least two types of practices: (1) practices that have been researched but based on one study (potentially positive rating on WWC) and (2) practices that appear to be based on strong evidenced based practices, but we were unable to find controlled studies examining the effectiveness of these practice. We include these practices because they are closely tied to areas of the National Reading Panel found to be necessary for literacy success.

One cannot assume that a practice is unsound, only because it hasn't been studied. However, as educational consumers, we might consider being more demanding of the companies who sell us products by insisting on strong evidence for their effectiveness. Interestingly, most of the intervention practices used in schools tend to be in the latter group mentioned above. They are strongly supported by research about effective instructional practices such as providing a strong model, guided practice, immediate feedback - including immediate error correction and positive feedback, independent practice, requiring an active response, and incorporating review into daily routines (Berliner; 1985, 1988; Brophy & Good; 1986), but the actual practice listed may never have been studied in a controlled setting. We suggest that when you are determining whether a practice in your school is evidence based, that you use a similar procedure. However, we would never suggest that schools discontinue practices found to be effective with their students. Let student performance data be your guide. Using an evidence-based practice with any particular student doesn't guarantee success. The instructional match and fidelity of the implementation are also important considerations in judging effectiveness. If you have data that show students are making progress and reducing gaps when they receive a particular intervention, then this is your own evidence to continue what you are doing.

Sources of Evidence Key:

FCRR = Florida Center for Reading Research

WWC = What Works Clearinghouse

See supporting references

Areas of instruction for which the intervention was designed:

Alphabetics appears to be a combined category of phonemic awareness and phonics used by the WWC

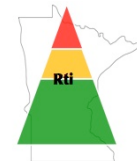
PA = Phonemic Awareness

Ph = Phonics

F = Fluency

V = Vocabulary

C = Comprehension



MN RtI Center

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List 1a – practices with direct evidence (programs/curricula)

<u>Intervention</u>	<u>NRP Area(s)</u>	<u>Level</u>	<u>Sources of Evidence</u>
<i>Earobics</i> <i>Earobics Foundations</i> <i>Earobics Connections</i>	Alphabetics*	K thru 3	WCC – positive effects
<i>Fast ForWord Language</i>	Alphabetics PA	K-12	WWC – positive effects FCRR (beginning level of support)
<i>PALS</i>	Alphabetics, F, C	1-3 K,4,5	WWC potentially positive effects Promising Practices – promising rating FCRR – 1 st grade PALS – research support is strong: K-PALS “derived from a strong research base. However, empirical demonstration of its effectiveness as a kindergarten program still awaits”. The same comment could be applied to PALS 4/5, and thus these programs more appropriately should be included on the 2 nd list where the evidence is less direct.
<i>Reading Recovery</i>	Alphabetics General reading achievement	1	WWC –positive effects for alphabetics & general reading achievement; potentially positive for fluency and comprehension
<i>Reading Mastery</i>	5 NRP areas	K-6	<ul style="list-style-type: none"> • Bock, G.,Stebbins, L., & Proper, E. (1977). Education as experimentation: A planned variation model (Volume IV-A & B) Effects of follow through models. Washington,D.C.: Abt Associates. • FCRR positive review (prior to rating system) • Best Evidence.org
<i>Reading Rescue</i>	PA, Phonics, Fluency, Vocabulary (most), Comprehension	1 (can be used in 2,3, & ELL)	FCRR – In conclusion, <i>Reading Rescue</i> “includes teaching strategies that are supported by research and there is solid evidence, from studies that involved either random assignment to instructional conditions or from well controlled quasi-experimental methods, for the efficacy of the <i>Reading Rescue</i> program as an intervention for struggling readers.”

List 1b – practices with direct evidence (strategies)

Reciprocal Teaching	Comprehension	1 thru 12	<ul style="list-style-type: none"> • Palincsar & Brown, (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities. <i>Cognition and Instruction</i>, Vol. 1, No. 2 (Spring, 1984), pp. 117-175 • Johnson-Glenberg, M.C. (2000). Training reading comprehension in adequate decoders/poor comprehenders: Verbal versus visual strategies. <i>Journal of Educational Psychology</i>, 92(4), 772-782. • Lysynchuk, L.M., Pressley, M., & Vye, N.J. (1990). Reciprocal teaching improves standardized reading comprehension performance in poor comprehenders. <i>The Elementary School Journal</i>, 90, 469-484.
Repeated Readings	F	K-12	<ul style="list-style-type: none"> • Moyer, S.B. (1982). Repeated reading. <i>Journal of Learning Disabilities</i>, 45, 619-623 • Rasinski, T.V. (1990). Effects of repeated reading and listening –while-reading on reading fluency. <i>Journal of Educational Research</i>, 83(3), 147-150. • Rashotte, C.A., & Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly</i>, 20, 180-188 • Samuels, S. J. (1979). The method of repeated reading. <i>The Reading Teacher</i>, 32, 403-408. • Samuels, S.J., (1987). Information processing abilities and reading. <i>Journal of Learning Disabilities</i>, 20(1), 18-22. • Sindelar, P.T., Monda, L.E., & O’Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. <i>Journal of Educational Research</i>, 83, 220-226. • Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A metaanalysis. <i>Remedial and Special Education</i>. 25(4) 252-261

List 2a – Promising practices (programs/curricula)

Accelerated Reader	C & General Reading Ach.	K-12	WWC, potentially positive FCRR, Results from one study, given that it involved random assignment to condition and employed several measures of reading outcome, provide strong support for the efficacy of the <i>AR</i> program in supporting reading growth.
Corrective Reading	PA P F V C	3-12	FCRR “comprehensive intervention program consistent with Scientifically Based Reading Research. However, the existing research base provides only preliminary support for the program’s efficacy”. WWC – potentially positive effects Best Evidence.org
Early Success (EIR is the predecessor)	Alphabets, C, F	K-3	WWC potentially positive effects FCRR “The next step in determining the efficacy of the program is to conduct more independent evaluations of reading growth across a variety of measures using appropriate comparison groups. From the research reported, it is not clear whether this intervention is sufficiently powerful to help the majority of children at risk for reading difficulties attain grade level performance by the end of first grade.”
Early Reading Intervention	PA, Ph, F, V	K,1	• FCRR– Project Optimize is predecessor; “the content and instructional design of the <i>Scott Foresman Early Reading Intervention</i> is aligned with current scientifically based reading research”.

Great Leaps	PA, Ph, F	Middle School K-8**see note on page 2	FCRR “consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of <i>Great Leaps</i> in improving reading fluency for middle school students. At this point, the research supporting <i>Great Leaps</i> is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for <i>Great Leaps</i> , it is likely that similar outcomes at the other levels could be expected.” <ul style="list-style-type: none"> • Mercer, C.D., Campbell, K.U., Miller, M.D., Mercer, K.D., & Lane, H.B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. <i>Learning Disabilities Research & Practice, 15</i>, 179-189. • Meyer, M. (2002). Repeated Reading: An old standard is revisited and renovated. <i>Perspectives, 2</i> (1) 15-18.
Harcourt Trophies 1st gr Intervention Kit	PA & Ph	1	FCRR – “While evidence of efficacy through experimental studies has not been established, some components of the program are consistent with scientifically based reading research. The intervention does provide explicit instructional strategies to teach phonemic awareness and phonics but not vocabulary or comprehension strategies”.
Horizons SRA	PA (alphabetics) & F	1 thru 5	FCRR – design of these materials is consistent with research suggesting that students who struggle with reading benefit from explicit and systematic instruction – a DI approach. However, we were not able to locate any studies of effectiveness
Ladders to Literacy	Alphabetics, F	Pre K- K	WWC – potentially positive
Language	PA & Ph	3 thru 12	FCRR – 3+’s in all NRP areas, except vocabulary but “preliminary research results are very promising for <i>LANGUAGE!</i> but more carefully controlled studies are needed.
Lindamood –Bell 1. LIPS 2. Seeing Stars	PA Ph alphabetics Ph, F, V	K-12 1-5	<ul style="list-style-type: none"> • FCRR –overall positive results but studies are confounded by examining several Lindamood-Bell products together WWC potentially positive effects • FCRR “The instructional design of the Seeing Stars program has many features that are consistent with findings from current research in instruction and reading, we must conclude that empirical demonstration of its effectiveness”needs more research of it’s independence (from other L.B. program)
Links to Reading First	PA, Ph, F, V	1 thru 3	Effectiveness of Scott Foresman’s Links to Reading First as an Intervention for Struggling Readers: A Report of an Experiment in Nazareth Area School District (PA) Empirical Education Inc. www.empiricaleducation.com/research-grade.php Our study provides evidence for a positive impact of <i>Links for Reading First</i> as an alternative to the regular Scott Foresman Reading teacher’s guide when used with younger students. With a small overall sample, and with teacher attrition, however, we have to be careful in our interpretation of the results.
(Marzano) Building Academic Vocabulary	V	K-12	<ul style="list-style-type: none"> • Marzano, R. J. (2004). <i>Building background knowledge for academic achievement: Research on what works in schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development (this is not a research reference but a ‘how-to’ book. Research support is the foundation of what is recommended).
Orton Gillingham	PA P F V C	K-12	FCRR “contains many of the characteristics of effective intervention programs that have been identified in scientifically based research on reading, there are no studies available at present to

			provide an estimate of its impact on the reading growth of young children”
<i>Phonics for Reading</i>	Ph		FCRR “consists of strategies in phonics instruction consistent with findings from the Report of the National Reading Panel (2000). At the present time, no research studies have been conducted that examine the effectiveness of <i>Phonics for Reading</i> ”
<i>Quick Reads</i>	F	2-4	FCRR – “study conducted by the authors yielded very encouraging results about the effectiveness of the <i>Quick Reads</i> program. Future third party studies will be needed to confirm these results, and are currently being conducted.”
<i>Read Naturally</i>	F	1 thru 5	FCRR but none are controlled studies
<i>Reading A-Z Reading Tutor</i>	ALL NRP Areas	1 thru 5	No independent research of this program was found, but appears to contain all elements discussed in the NRP.
<i>Rewards</i>	Ph, F	4 thru 12	FCRR – “We conclude that there is a beginning level of research support (Archer, 1981) for the use of <i>REWARDS</i> as an intervention to teach intermediate and secondary students necessary decoding and fluency building skills. Additional experimental research is needed to allow for conclusive support of <i>REWARDS</i> ”.
<i>Road to the Code</i>	PA & Ph	K,1	FCRR–“These studies form the empirical foundation upon which <i>Road to the Code</i> was developed. Evidence based on these studies highlight the importance of early instruction in phonemic awareness and the alphabetic principle in facilitating the acquisition of early reading skills. We conclude that the instructional design and strategies used in <i>Road to the Code</i> are consistent with current scientifically based reading research. There is also encouraging research that supports the use of this program to significantly improve early reading skills.”
<i>Scott Foresman</i> <i>1. Early Reading Intervention</i>	PA, Ph, F, V	K, 1	• FCRR– Project Optimize is predecessor; “the content and instructional design of the <i>Scott Foresman Early Reading Intervention</i> is aligned with current scientifically based reading research”.
<i>2. Links to Reading First</i>	PA, PH, F, V	1-3	Simmons, D.C., Kame’enui, E.J., Harn, B.A., Edwards, L.L., & Coyne, M.D. (2001). The effects of instructional emphasis and specificity on early reading and vocabulary development for kindergarten children. • Effectiveness of Scott Foresman’s Links to Reading First as an Intervention for Struggling Readers: A Report of an Experiment in Nazareth Area School District (PA) Empirical Education Inc. www.empiricaleducation.com/research-grade.php Our study provides evidence for a positive impact of <i>Links for Reading First</i> as an alternative to the regular Scott Foresman Reading teacher’s guide when used with younger students. With a small overall sample, and with teacher attrition, however, we have to be careful in our interpretation of the results
<i>Seeing Stars</i>	Ph, F, & V	1 thru 5	FCRR “The instructional design of the Seeing Stars program has many features that are consistent with findings from current research in instruction and reading, we must conclude that empirical demonstration of its effectiveness”needs more research of it’s independence (from other Lindamood Bell programs)
<i>Six Minute Solution</i>	F	K thru 8	FCRR – “The present version of <i>Six Minute Solution</i> was first published in 2003. Three field tests using the program indicate positive growth in students’ oral reading fluency. However, more well-designed experimental research studies are needed that include large sample sizes and random assignment to both treatment and control groups with follow-up measures to see the long term and

			maintenance effects of the program. Reading comprehension outcomes should be included.”
<i>Soar to Success</i>	C is main focus but also includes F & V	3 thru 8	FCRR – F & C – “In conclusion, the design and content of the program reflect a solid research base and there is a relatively strong beginning level of evidence for the program’s efficacy. Additional high quality research by independent investigators will further extend and support the positive effects demonstrated by Project Success.”
<i>SRA Open Court Reading Intervention Kits</i>	All NRP Areas	2 thru 6	FCCR (not clear if referring to phonics kit or Kaleidoscope). In either case, no current research was found. SRA is currently collecting data from studies for this purpose. The content and instructional design of <i>Kaleidoscope</i> is consistent with what we know from current reading research
<i>Voyager Passport E, F, & G</i>	F, V, C	4 thru 6 (used in middle/HS)	FCRR “Many of the strategies are based on the struggling reader component of the Voyager Universal Literacy System. A review of the Voyager Universal Literacy System and its research may be found at http://www.fcrr.org/FCRRReports/reportslist.htm . Presently, however, many intervention studies are underway for <i>Voyager Passport</i> . The content, strategies, and instructional design of <i>Voyager Passport</i> are consistent with scientifically based reading research.”

List 2b – Promising Practices (strategies)

<i>Blending Words</i>	PA & Ph	K-5 +	<ul style="list-style-type: none"> • Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), <i>Handbook of Early Literacy Research</i> (pp. 66-80). New York: Guilford Press. • Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. <i>Journal of Research in Reading</i>, 22(3) 217-240. Greaney, K.T., Tunmer, W.E., & Chapman, J.W., (1997). <i>Journal of Educational Psychology</i>, 89(4)645-651.
<i>Duet Reading</i>	F	1 thru 5	<ul style="list-style-type: none"> • Aulls, M.W., (1982). <i>Developing Readers in Today’s Elementary Schools</i>. Allyn & Bacon: Boston. • Blevins, W. (2001). <i>Building Fluency: Lessons and Strategies for Reading Success</i>. New York: Scholastic Professional Books. • Dowhower, S.L. (1991). Speaking of prosody: Fluency’s unattended bedfellow. <i>Theory into Practice</i>, 30(3), 165-175. • Mathes, P.G., Simmons, D.C., & Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. <i>Reading Research and Instruction</i>, 31, 70-77. • Weinstein, G., & Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. <i>Learning Disability Quarterly</i>, 15, 21–27.
<i>Echo Reading</i>	F	K thru 5	<ul style="list-style-type: none"> • Mathes, P.G., Torgesen, J.K., & Allor, J.H. (2001). The effects of peer-assisted literacy strategies for first-grade readers with and without additional computer-assisted instruction in phonological awareness. <i>American Educational Research Journal</i>, 38, 371-410.
<i>Elkonin Boxes Word Boxes</i>	PA & Ph	K,1	<ul style="list-style-type: none"> • Clay, M.M. (1993). <i>Reading Recovery: A guidebook for teachers in training</i>. Portsmouth, NH: Heinemann. • Griffith, P.L. & Olson, M.W. (1992). Phonemic awareness helps beginning readers break the code.

			<p><i>The Reading Teacher</i>, 45(7), 516-523.</p> <ul style="list-style-type: none"> • Elkonin, D.B. (1973). USSR. In J. Downing (ed.), <i>Comparative Reading</i> (p 551-589. New York: Macmillan. • Joseph, L.M (2000). Using word boxes as a large group phonics approach in a first grade classroom. <i>Reading Horizons</i>, 41, 117-127.
Letter/Sound Correspondence	PA	preK –K,1	<ul style="list-style-type: none"> • Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: MIT Press. • Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), <i>Handbook of Early Literacy Research</i> (pp. 66-80). New York: Guilford Press. • Chard, D.J., & Osborn, J. (1999). Word Recognition: Paving the road to successful reading. <i>Intervention in school and clinic</i>, 34(5), 271-277.
Making Words	Phonics	K-12	<ul style="list-style-type: none"> • Wylie, R & Durrell, D. (1970). Teaching vowels through phonograms. <i>Elementary English</i>, 47, 787-791 • Johnston, Bear, Invernizzi, & Templeton (2002). "Helping Children Link Sound to Print, <i>Intervention in School and Clinic</i>, 37, 217-221. • Treiman, R. (1985). Onsets and rimes as units of spoken syllables: Evidence from children. <i>Journal of Experimental Child Psychology</i>, 39, 161-181.
Newscaster	F	1-5	<ul style="list-style-type: none"> • Armbruster, B.B., Lehr, F., & Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: US Department of Education, National Institute for Literacy. • Dowhower. S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. <i>Reading Research Quarterly</i>. 22, 389-406. (listening to a tape) • Heckelman, R.G. (1969). A neurological-impress method of remedial reading instruction. <i>Academic Therapy</i>, 4, 277-282. • Rasinski, T.V. (2003). <i>The fluent reader: Reading strategies for building word recognition, fluency, and comprehension</i>. New York, NY: Scholastic Professional Books. • Searfoss, L. (1975). Radio Reading. <i>The Reading Teacher</i>, 29, 295-296. • Stahl S. (2004). What do we Know About Fluency?: Findings of the National Reading Panel. In McCardle, P., & Chabra, V. (Eds) <i>The Voice of Evidence in Reading Research</i>. Brookes: AU.
Onsets & Rimes	PA & Ph	K thru 2	<ul style="list-style-type: none"> • Trieman.R. (1985). Onsets and rimes as units of spoken syllables: Evidence from Children. <i>Journal of Experimental Child Psychology</i>, 39, 161-181. • Cunningham & Guthrie (1982). Teaching decoding skills to educable mentally handicapped children. <i>The Reading Teacher</i>, 35, 554-559. • Jucl, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. <i>Reading Research Quarterly</i>, 35, 458-492
Pencil Tap	F	For students who have decoding skills but need to use them	<ul style="list-style-type: none"> • Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Education Research</i>. 77(1), 81-112.

		consistently	<ul style="list-style-type: none"> • Howell, K., W., & Nolet, V., (2000). Curriculum-Based Evaluation: Teaching and Decision Making 3rd Ed. Belmont, CA: Wadsworth. • Lysakowski, R.S., & Walberg, H.J. (1982). Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. <i>American Educational Research Journal Vol 19(4)</i>, 559-578 • Tenenbaum, G., & Goldring, E. (1989). A meta-analysis of the effects of enhanced instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. <i>Journal of Research & Development in Education. Vol 22(3)</i> 53-64.
Phoneme Blending	PA	K, 1	<ul style="list-style-type: none"> • Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Bos, C.D., & Vaughn, S. (2002). Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunes, S.R., & Willows, D.M. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Reading Research Quarterly, 36(3)</i>. 250-287. • Elkonin, D.B. (1973). U.S.S.R. In J. Downing (Ed.), <i>Comparative Reading</i> (pp.551-579). New York: MacMillan. • National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004). A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. <i>Remedial and Special Education, Vol 25(3)</i> 189-196. • Smith, C.R. (1998). From gibberish to phonemic awareness: Effective decoding instruction. <i>Exceptional Children, Vol 30(6)</i> 20-25 • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998). Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), <i>What Reading research tells us about children with diverse learning needs: Bases and basics</i>. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995). A primer on phonemic awareness: What it is, why it is important, and how to teach it. <i>School Psychology Review, 24</i>, 443-455.
Phoneme Segmenting	PA	K, 1	<ul style="list-style-type: none"> • Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Blachman, B. A. (1991). Early intervention for children's reading problems: Clinical applications of the research on phonological awareness. <i>Topics in Language Disorders, 12</i>, 51-65. • Bos, C.D., & Vaughn, S. (2002). Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunes, S.R., & Willows, D.M. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Reading Research Quarterly, 36(3)</i>. 250-287. • National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health.

			<ul style="list-style-type: none"> • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004). A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. <i>Remedial and Special Education, Vol 25(3)</i> 189-196. • Smith, C.R. (1998). From gibberish to phonemic awareness: Effective decoding instruction. <i>Exceptional Children Vol 30(6)</i> 20-25. • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998). Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), <i>What Reading research tells us about children with diverse learning needs: Bases and basics</i>. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995). A primer on phonemic awareness: What it is, why it is important, and how to teach it. <i>School Psychology Review, 24</i>, 443-455.
Question-Generation	V C	K-5	<ul style="list-style-type: none"> • Davey, B. & McBride, S. (1986). Effects of question-generation training on reading comprehension. <i>Journal of Educational Psychology, 78</i>, 256-262. • Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. <i>Review of Educational Research, 66</i>, 181-221.
Stop and Go	F, C	Grades 1 thru 5	<ul style="list-style-type: none"> • Blevins, W. (2001). <i>Building Fluency: Lessons and Strategies for Reading Success</i>. New York: Scholastic Professional Books. • Rasinski, T., & Padak, N. (1994). Effects of fluency development on urban second-graders. <i>Journal of Education Research, 87</i>. • Rasinski, T.V. (2003). <i>The fluent reader: Reading strategies for building word recognition, fluency, and comprehension</i>. New York, NY: Scholastic Professional Books.
Think-Pair-Share	C	1 thru 12	<ul style="list-style-type: none"> • Lyman, F. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), <i>Mainstreaming Digest</i> (pp. 109-113). College Park: University of Maryland Press • Johnson, Johnson, & Smith. (1991). <i>Active learning: Cooperation in the college classroom</i>. Edina, MN: Interaction Book Company • Millis, B.J. & Cottell, P.G., Jr. (1998). <i>Cooperative learning for higher education faculty</i>, American Council on Education, Series on Higher Education. The Oryx Press: Phoenix, AZ. (not verified)
Word Sorts w/ Words Their Way/	Ph & V (leading to increased fluency)	Pre-K thru 12	<ul style="list-style-type: none"> • Morris, D. Word sort: A categorization strategy for improving word recognition ability. <i>Reading Psychology, 3</i>, 247-259. • Joseph, L. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. <i>School Psychology Review, 31</i> 122-129. • Based on research on developmental spelling and word knowledge (see references list p. 428-433 in "Words their Way" book.