STUDENT ACHIEVEMENT PARTNERS

Research Supporting the Common Core ELA/Literacy Shifts and Standards

Introduction

The following selected bibliography provides key research in two areas:

1) Research which supports the Instructional Shifts demanded by the Common Core State Standards
2) Research relevant to successful implementation of the Shifts and the Standards.

For each Shift and its related areas we have selected what we consider the most powerful studies relevant to that topic and highlighted some of their most germane findings. We have also provided references for supplemental information and research to support further study.

Much of the research herein was presented in Appendix A of the Common Core State Standards for ELA/Literacy. In addition to highlighting some of the most influential studies from Appendix A, this annotated bibliography includes research that has been published after the Standards were finalized, and which provides further evidence in support of the Shifts. We are encouraged that as new evidence continues to accumulate, it confirms and extends the findings, which were embodied in the structure of the Standards.

In addition, at the time of writing Appendix A, certain topics were the subject of greater attention, though all of the Shifts are equally well supported by evidence and equally important to student success. We have endeavored here to present some of the key research across all relevant areas, most of which was considered in the drafting of the Standards, but was not referenced in Appendix A for reasons of length and focus. Much of this research comes from the field of cognitive science where the work of scholars, such as Walter Kintsch and Daniel Willingham, provides further insight into topics including the process of comprehension, and the role of knowledge in it. This body of research strongly complements what we know from more traditional sources of educational research, and deepens our understanding not just of what the goals of the Standards are, but of what students will need in order to achieve them.

STUDENT ACHIEVEMENT PARTNERS

Table of Contents

Part I: Research Showing the Shifts Support College and Career Readiness

Part II: Research on Popular Implementation Methods

Appendices

STUDENT ACHIEVEMENT PARTNERS

Part I
Research that the Shifts Support College and Career Readiness

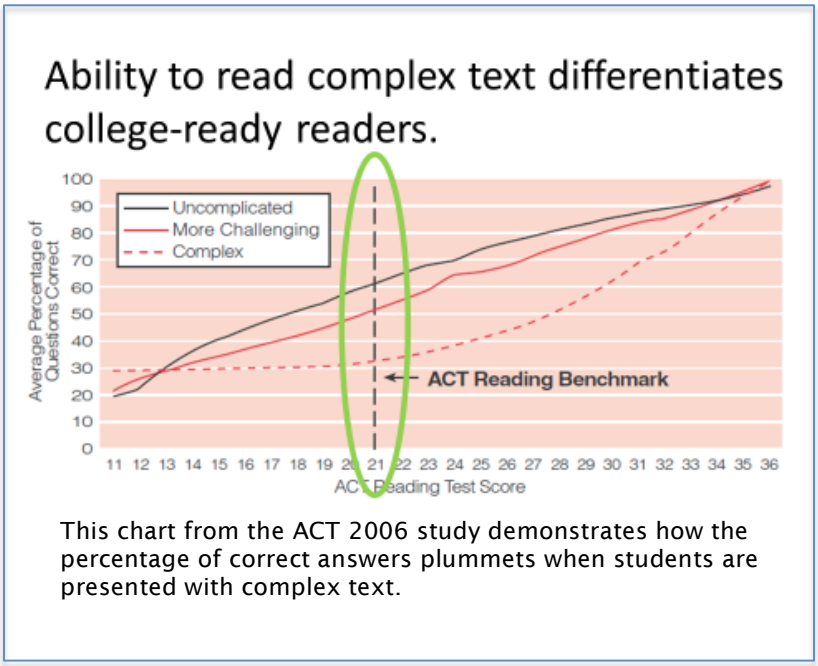
The Research Supporting Complex Text

Primary Research

1. **ACT (2006). Reading between the lines: What the ACT reveals about college readiness in reading. Iowa City, IA: Author.**

   Relevant findings:

   - The ability to comprehend complex text is **the factor** that differentiates college-ready readers. (pg. 15-17)
   - Question type (literal vs. inferential thinking, main idea vs. supporting details, etc.) **did not** differentiate college-ready readers (pg. 13-16)
   - Only 51% of students who took the ACT in 2006 demonstrated college readiness in reading, with great disparities between ethnic and income groups. (pg. 1 – 2)
   - Of those students not meeting the ACT Reading Benchmark, only 5% met the ACT Science Benchmark, implying that reading is crucial to success across the curriculum (pg. 25)



This chart from the ACT 2006 study demonstrates how the percentage of correct answers plummets when students are presented with complex text.

2. **Nelson, J., Perfetti, C., Liben, D., & Liben, M. (2012). Measures of text difficulty: Testing their predictive value for grade levels and student performance. *Council of Chief State School Officers, Washington, DC.***

   Relevant findings:

   - Analyzed more than 1300 retired state test passages finding that as text complexity increases, student scores decline.
   - Showed that six different tools can be used for quantitative measurement of text complexity, with consistent results.

3. **Williamson, G. L., Koons, H., Sandvik, T., & Sanford-Moore, E. (2012). The text complexity continuum in grades 1-12 (MetaMetrics Research Brief). Durham, NC: MetaMetrics.**

STUDENT ACHIEVEMENT PARTNERS

4. **Stenner, A. J., Sanford-Moore, E., & Williamson, G. L. (2012). The Lexile Framework for Reading quantifies the reading ability needed for "College & Career Readiness" (MetaMetrics Research Brief). Durham, NC: MetaMetrics.**

   Relevant finding:

   - Measured median complexity of 12th grade texts as 1130L. (Williamson et al. 2012 pg. 3). College and career texts showed a median complexity of 1300L. (Stenner et al 2012 pg. 3). Thus the difference between grade 12 and post-secondary levels was 170 Lexiles, greater than the difference between 6th grade and 10th grade medians (130 Lexiles).

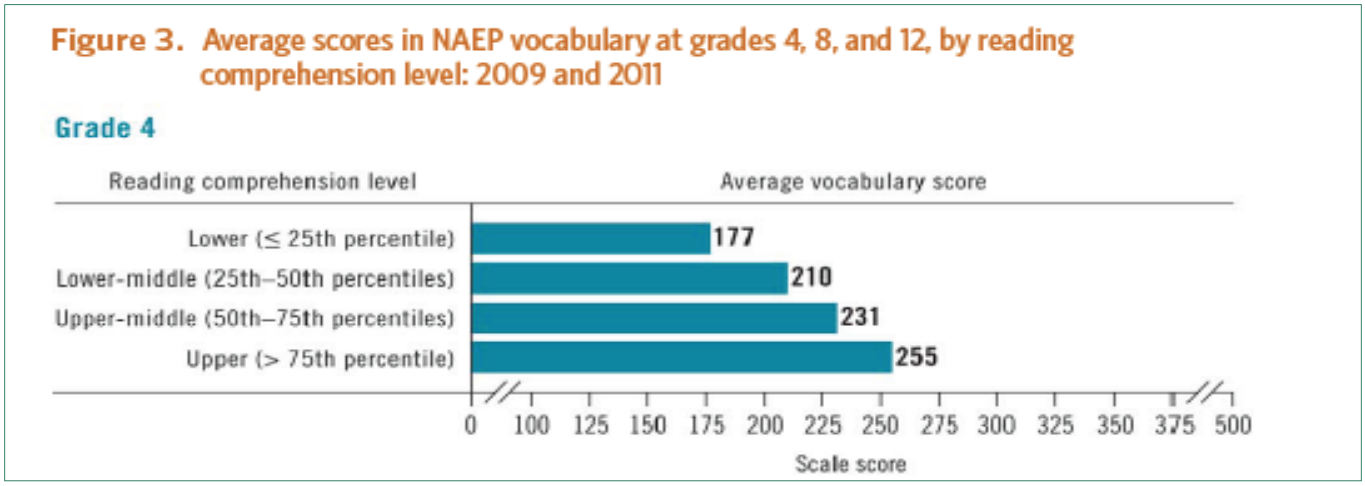
Please Note: Quantitative measures, while important are not sufficient for evaluating text complexity. Appendix A of The Common Core State Standards for ELA/Literacy calls for a 3-part model of text complexity, including quantitative and qualitative measures and reader and task considerations. (pg. 4 – 16)

The Research Supporting Vocabulary

Primary Research

1. **National Center for Education Statistics (2012). The Nations Report Card: Vocabulary results from the 2009 and 2011 NAEP reading assessments. *Institute of Education Sciences, U.S. Department of Education, Washington, D.C.***

   Relevant finding:
   - Scores on NAEP vocabulary questions strongly correlated with scores in NAEP reading comprehension, demonstrating a strong link between vocabulary and comprehension. (pg. 5)



2. **Nelson, J., Perfetti, C., Liben, D., & Liben, M. (2012). Measures of text difficulty: Testing their predictive value for grade levels and student performance.** ***Council of Chief State School Officers, Washington, DC.***

   Relevant finding:

   - Vocabulary and syntax are the features of complex text that likely cause the greatest difficulty. (pg. 50)

3. **Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3.** ***American Educator, 27(1), 4-9.***

   Relevant finding:

   - Before having entered school, low-income children in this study heard more than 30 million fewer words than higher-income peers and had vocabularies half or less the size of wealthier peers.'

4. **Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy.** ***Reading Research Quarterly, 360-407.***

   Relevant finding:

   - Presents a framework for understanding the role of academic vocabulary acquisition in "Mathew Effects" in education, i.e., the tendency for the reading gap between stronger readers and weaker readers to grow the longer they are in school.

5. **Adams, M. J. (2009). The challenge of advanced texts: The interdependence of reading and learning.** ***Reading more, reading better: Are American students reading enough of the right stuff,*** **163-189.**

6. **Adams, M. J. (2011). Advancing our students' language and literacy: The challenge of complex texts.** ***American Educator, 34(4), 3.***

   Relevant finding:

   - In these two related works, Adams draws on recent research to show how vocabulary growth is essential to academic success.

The Research Supporting Reading, Writing and Speaking Grounded in Evidence from Text

Primary Research

1. **McKeown, M. G., Beck, I. L., & Blake, R. G. (2009). Rethinking reading comprehension instruction: A comparison of instruction for strategies and content approaches.** ***Reading Research Quarterly, 44(3), 218-253.***

Relevant findings:

- Compared an approach focused on the content of the text (i.e. evidence from text) with a strategy-based approach and a traditional basal approach in a low-performing urban district. Authors found a variety of benefits from the content approach including:
  - Length and quality of student recall was higher. (pg. 230-231)
  - Student discussion was dramatically more text-focused (97% vs. 66%). (pg. 237)
  - Length of student response was nearly triple. (pg. 237)
- Notably, students given strategies-based instruction were no more likely to use comprehension strategies than students given the content-based approach. (pg. 243)
- The study includes samples of classroom transcripts from differing approaches. (pg. 238 – 239)

Excerpt from Classroom Transcript using Strategies-Based Approach

Kyle: Maybe you could like to tell if it's a date or what. Just like if it's a date, you could um, see how many years from now it is.

Teacher: In the future, good. You made an inference. Did the author once say this is taking place in the future? Did the author state that?

Students: No.

Source: McKeown, Beck, & Blake (2009), pg. 238

Excerpt from Classroom Transcript using Content-Based Approach

Teacher: So what's, what's this all about? What's going on here? What's going on? Tajae, what's going on?

Tajae: Tommy found a book and they're looking in it and they're saying the pages are crinkly and stuff and they're thinking that if you read the book, you can go back in and it will be totally different about it but it's all still the same and they say that after you read it one time, you might as well throw it away cause you'll, cause if you read it and you know what it's about, if [inaudible] TV one cause if you turn on the TV and then you watch something, the next day it won't be the same page.

2. **Willingham, D. (2010). Why do student remember everything that's on television and forget everything I say? *In Why don't students like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom* (pp. 53-86). Jossey-Bass.**

Relevant findings:

- Synthesis of research in cognitive science demonstrating that we understand and remember that which we pay attention to and think about. (Chapter 3)

- Implies that attending to evidence in the text, including the information and vocabulary within it, will lead to understanding and retention of that content.

3. **Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, (2002) Academic literacy: A statement of competencies expected of students entering California's public colleges and universities. Sacramento, CA: Author**

   Relevant finding:

   - College instructors consider identifying, evaluating, and using evidence to support or challenge a thesis one of the most important skills expected of incoming college students. (pg. 15)

4. **The Vermont Writing Collaborative. (2008). *Writing for understanding*. Strafford, VT: The Vermont Writing Collaborative.**

   Relevant findings:

   - Identifies lack of understanding of content as one of the key reasons for poor quality student writing.
   - Teaches how to write using evidence.

The Research Supporting Building Knowledge

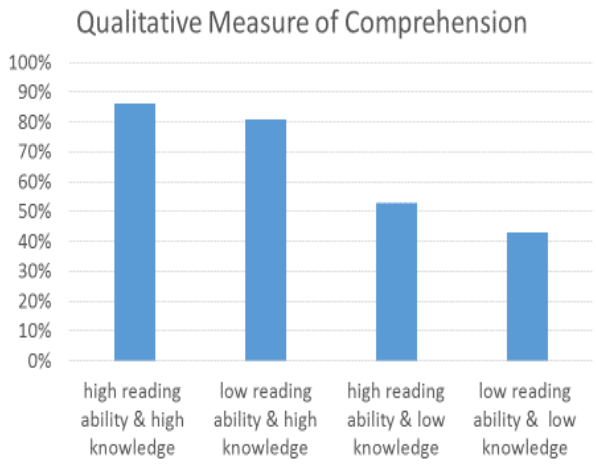
Primary Research

1. **Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology, 80(1), 16.***

   Relevant finding:

   Knowledge of the topic had a greater impact on reading comprehension than generalized reading ability.

2. **Willingham, D. T. (2006). How knowledge helps. *American Educator, 30(1), 30-37.***



Source: Recht & Leslie (1988), pg. 18, table 1.
Note: conversion from raw numbers to percentages achieved by dividing score achieved by total possible score.

Relevant finding:

- Synthesizes and summarizes a vast body of research to show how knowledge of a subject aids thinking, memory, and learning of new information.

STUDENT ACHIEVEMENT PARTNERS

3. **Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. Cambridge University Press.**

   Relevant finding:

   - In this seminal work, Kintsch develops a model for comprehension showing the essential role of knowledge in the comprehension process. This model, termed the "situation model" now forms the basis of much current comprehension research.

4. **Guthrie, J. T., McRae, A., Coddington, C. S., Klauda, S. L., Wigfield, A., & Barbosa, P. (2009). Impacts of comprehensive reading instruction on diverse outcomes of low-and high-achieving readers. *Journal of Learning Disabilities, 42(3), 195-214.***

5. **Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist, 42(4), 237-250.***

6. **Taboada, A., Tonks, S. M., Wigfield, A., & Guthrie, J. T. (2009). Effects of motivational and cognitive variables on reading comprehension. *Reading and Writing, 22(1), 85-106.***

   Relevant finding:

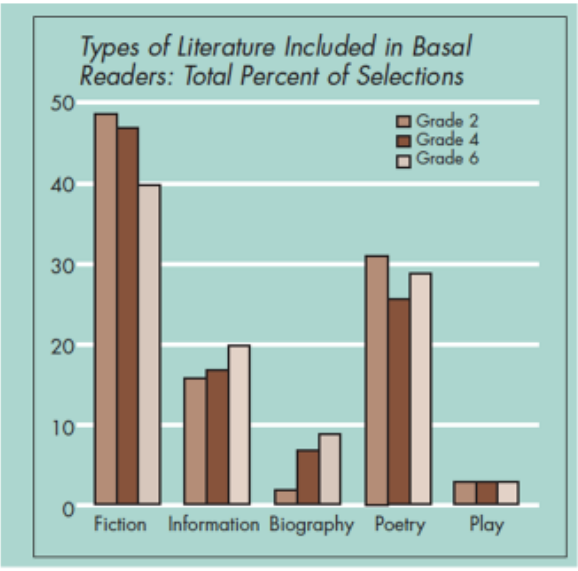
   - These three studies together illustrate how Guthrie's knowledge-based literacy programs achieved better results on standardized tests and other measures than traditional skills-based approaches.

The Research Supporting Informational Text

Primary Research

1. **Neuman, S. B. (2006). How we neglect knowledge-and why. *American Educator, 30(1), 24.***

   Relevant finding:
   Summarizes research on the connection between informational text and reading comprehension, as well as how the dominance of narrative and fictional text in the elementary curriculum has lessened the growth of knowledge necessary to comprehension.



Source: Neuman (2006) pg. 25 [authors citing from Moss & Newton (2002)]

STUDENT ACHIEVEMENT PARTNERS

2. **Cervetti, G., Jaynes, C., & Hiebert, E. (2009). Increasing opportunities to acquire knowledge through reading. In *Reading more, reading better* (pp. 79-100). The Guilford Press.**

   Relevant finding:

   - Shows how growing knowledge via informational text is essential to students' literacy development.

3. **Yopp, R. H., & Yopp, H. K. (2006). Informational texts as read-alouds at school and home. *Journal of Literacy Research*, *38(1), 37-51.***

Relevant finding:

- This research shows that both in school and at home, students in K-3 read or have read to them far fewer informational texts than narrative texts (pg. 2) thus inhibiting the growth of knowledge necessary to comprehension proficiency, especially of complex texts.

STUDENT ACHIEVEMENT PARTNERS

Part II
Research on Popular Implementation Methods

The Role of Close Reading

Close reading is an instructional approach strongly associated with the CCSS Shifts. It is designed to 1) help make students better readers, and 2) give all students access to the content in grade-level complex text, through intentional, built-in scaffolds. Because close reading was not a widely practiced method prior to the adoption of the Standards, it has not been studied directly through rigorous academic research. At the same time the close reading method is based on several key components, each of which has a strong research base.

Components

- **Vocabulary:** Close reading focuses careful attention on vocabulary and helping students to determine vocabulary from context. This feature of close reading is supported by the research in the vocabulary section of this document.

- **Syntax:** Close reading helps student decipher the structure of sentences and paragraphs i.e. syntax, through reflection on and discussion of complex portions of the text.

    - **Goff, D. A., Pratt, C., & Ong, B. (2005). The relations between children's reading comprehension, working memory, language skills and components of reading decoding in a normal sample. *Reading and Writing, 18(7-9), 583-616.***

      Relevant finding:

        - Shows the correlation between the ability to process syntax and reading comprehension.

- **Fluency:** Close reading involves multiple readings of the text, including read-aloud, which not only helps weaker readers access the text, but also develops their fluency through multiple readings.

    - **Paige, D. D. (2011). Engaging struggling readers through situational interest: A model proposing the relationships among extrinsic motivation, oral reading fluency, comprehension, and academic achievement. *Reading Psychology, 32(5), 395-425.***

      Relevant finding:

        - Found that 50% of the variance in reading comprehension was accounted for by fluency measures. (pg. 412)

- **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.***

  Relevant finding:

  - A meta-analysis of multiple studies concluding that guided oral reading and repeated reading procedures (such as those used in close reading) increase both fluency and comprehension. (pg. 15)

- **Deliberate Practice with Complex Text:** Close reading involves deliberately practicing analyzing and engaging with complex text and is repeated over multiple years and grades.

  - **Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance.** ***Psychological Review, 100(3), 363.***

    Relevant finding:

    - This seminal work shows that deliberate, focused work with feedback over long periods of time produces "expert performance" in many areas.

- **Standard of Coherence:** Close reading of complex text illustrates how much texts have to offer and helps students develop a high "standard of coherence" i.e. a high expectation of meaning and comprehension when reading text.

  - **Pearson, D., Liben, D. (n.d.). The progression of reading comprehension. Retrieved from http://achievethecore.org/page/64/the-progression-of-reading-comprehension-detail-pg**

    Relevant finding:

    - Finds that proficient readers demonstrate a high standard of coherence; regularly expecting to understand text deeply and working to achieve that understanding. (pg. 2)

STUDENT ACHIEVEMENT PARTNERS

The Issues with a Leveled-Only Text Approach

The instructional approach of matching text difficulty levels to student ability levels is not directly addressed by the Standards, but is a widely practiced approach. While all reading experts agree on the crucial role of high-volume reading in developing student reading skill, the CCSS' emphasis on complex text challenges the notion that ***all*** instruction should be with texts at current student ability levels. High-volume independent reading must necessarily be at levels that students can read independently, and hence difficulty levels will vary by student. But the CCSS suggest a ***balance*** of high-volume independent reading with heavily-scaffolded instructional reading of more challenging text. The research below suggests that with such scaffolds even struggling readers can access significantly more complex text then that to which they have been traditionally given access.

1. **Shanahan, T. (2014). Should we teach students at their reading level?** ***Literacy Leadership, 14-15.***

   Relevant finding:

   - Reviews a wide body of research and concludes that using only leveled reading keeps some students from catching up. Summarizes over 20 studies which show a variety of ways in which scaffolds and supports lead to student success with more challenging text. *(see Appendix B of this document below)*

2. **Stahl, S. A., & Heubach, K. M. (2005). Fluency-oriented reading instruction.** ***Journal of Literacy Research, 37(1), 25-60.***

   Relevant finding:

   - Students given a variety of supports--including multiple exposures, pre-teaching of vocabulary, echo reading, and partner reading—benefitted from instruction with texts typically considered "frustration level" (85% accuracy). (pg. 199)
   - Authors argue that "the instructional reading level for a given child is inversely related to the degree of support given to the reader. That is, the more support given, the lower the accuracy level[1] needed for a child to benefit from instruction." (pg. 200)

3. **Morgan, A., Wilcox, B. R., & Eldredge, J. L. (2000). Effect of difficulty levels on second-grade delayed readers using dyad reading.** ***The Journal of Educational Research, 94(2), 113-119.***

   Relevant finding:

   - Students who engaged in dyad reading ("buddy reading") with a more proficient peer made more progress with texts 2-4 grade levels above their instructional level than with texts on their instructional level.

[1] The "accuracy level" of oral reading of the text is a typical measure used to assess the difficulty level of a text. Texts with lower accuracy levels would be texts a student initially finds more challenging.

4. **Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text.** ***Journal of Educational Psychology, 80(1), 16.***

   Relevant finding:

   - As cited above in the "Knowledge" section of this document, this study showed that poor readers (30th percentile or lower) who had high knowledge of baseball showed greater comprehension of a passage about baseball than strong readers (70th percentile or higher) who knew little about baseball. This finding implies that a student who typically reads at "level J" may be able to read at significantly higher levels if they have prior knowledge of a topic.

5. **Shanahan, T. (1983). The informal reading inventory and the instructional level: The study that never took place.** ***Reading Research Revisited, 557-580.***

   Relevant finding:

   - Critiques the research base behind determination of instructional reading levels, finding that the determination of levels was never validated by rigorous research.

STUDENT ACHIEVEMENT PARTNERS

Appendix A: Further Reading & Research

Complex Text:

- Chall, J. S., Conard, S. & Harris, S. (1977). An analysis of textbooks in relation to declining SAT scores.
- Hayes, D. P., Wolfer, L. T., & Wolfe, M. F. (1996). Schoolbook simplification and its relation to the decline in SAT-verbal scores. *American Educational Research Journal*, *33*(2), *489-508.*
- Sanford-Moore, E. E., & Williamson, G. L. (2012). Bending the text complexity curve to close the gap. (MetaMetrics Research Brief). Durham, NC: MetaMetrics.
- Shanahan, T. (2013). Letting the text take center stage: How the Common Core State Standards will transform English language arts instruction. *American Educator*, *37*(3), *4-11.*
- Williamson, G. L. (2006). Aligning the Journey with a destination. *A white paper from The Lexile Framework for Reading. Durham, NC: MetaMetrics.*

Vocabulary:

- Hiebert, E.H., & Kamil, M.L. (Eds.) (2005). *Teaching and learning vocabulary: Bringing research to practice.* Mahwah, NJ: Lawrence Erlbaum Associates.
- Landauer, T. K., & Dumais, S. T. (1997). A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge. *Psychological review*, *104(2), 211-240.*
- Liben, D. (n.d.) The significance of vocabulary in the Common Core State Standards: An overview of the research base and instructional implications. http://achievethecore.org/page/974/vocabulary-and-the-common-core-detail-pg

Evidence:

- Baker, E., McKeown, M. (Producers). (2009, September 7). *Comprehension instruction: Focus on content or strategies* [Audio podcast]. Retrieved from http://www.voiceofliteracy.org/posts/34422
- The Vermont Writing Collaborative: Writing for understanding. (n.d.) Retrieved November 7, 2014, from http://www.vermontwritingcollaborative.org/

Knowledge:

- Hiebert, E. (2009). *Reading more, reading better*. The Guilford Press.
- Hirsch, E. D. (2007). *The knowledge deficit: Closing the shocking education gap for American children.* Houghton Mifflin Harcourt.
- McNamara, D.S., Graesser, A.C., & Louwerse, M.M. (in press). Sources of text difficulty: Across the ages and genres. In J.P. Sabatini & E. Albro (Eds.), *Assessing reading in the 21st century: Aligning and applying advances in the reading and measurement sciences*. Lanham, MD: R&L Education.
- Neuman, S. B. (2006). How we neglect knowledge-and why. *American Educator, 30(1), 24.*
- Stanovich, K. & Cunningham, A. (1993). Where does knowledge come from? Specific associations between print exposure and information acquisition. *Journal of Educational Psychology,* 8(2), 211-229.
- Willingham, D. (2010). How can I teach students the skills they need when standardized tests require only facts? In *Why don't students like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom (pp. 25-52).* Jossey-Bass.

STUDENT ACHIEVEMENT PARTNERS

Informational Text:

- Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*, *35(2), 202-224.*
- Moss, B., & Newton, E. (2002). An examination of the informational text genre in basal readers. *Reading Psychology*, 23(1), 1-13.
- Walsh, K. (2003). The lost opportunity to build the knowledge that propels comprehension. *American Educator*, 27(3), 24-27.

Close Reading:

Syntax:

- Nation, K., & Snowling, M. J. (2000). Factors influencing syntactic awareness skills in normal readers and poor comprehenders. *Applied Psycholinguistics*, *21*(02), *229-241.*

Fluency:

- Klauda, S. L., & Guthrie, J. T. (2008). Relationships of three components of reading fluency to reading comprehension. *Journal of Educational Psychology, 100(2), 310.*
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of educational psychology, 95(1), 3.*

Leveled Text:

- Fisher, D. & Frey, N. (2014). Scaffolded Reading Instruction of Content-Area Texts, *The Reading Teacher*, Volume 67, Issue 5, pages 347–351, February 2014, International Reading Association. http://onlinelibrary.wiley.com/doi/10.1002/trtr.1234/pdf
- O'Connor, R. E., Swanson, H. L., & Geraghty, C. (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. *Journal of Educational Psychology*, *102, 1–19.* Independent and Difficult Text Levels: Influences on Word and Comprehension Skills," Journal of Educational Psychology 102, no 1 (2010).
- Pondiscio, R. & Mahnkern, K. (2014). Leveled Reading: The Making of a Literacy Myth. *Education Next.* http://educationnext.org/leveled-reading-making-literacy-myth/
- Shanahan, T. (2011) "Rejecting Instructional Level Theory. *Shanahan on Literacy* http://www.shanahanonliteracy.com/2011/08/rejecting-instructional-level-theory.html

STUDENT ACHIEVEMENT PARTNERS

Appendix B: Studies Related to Leveled Text Cited in Shanahan (2014)

Below are bibliographic citations for the 26 studies referenced in Shanahan (2014) regarding students making gains with more complex text when given appropriate scaffolding. In addition abstracts and full-text PDF's of all studies are available as well. These references were provided by Shanahan in "Building Up To Frustration Level Text" in *Reading Today Online* available here:

http://www.reading.org/reading-today/post/rty/2014/09/02/building-up-to-frustration-level-text

Bonfiglio, C. M., Daly, E. J., Persampieri, M., & Andersen, M. (2006). An experimental analysis of the effects of reading interventions in a small group reading instruction context. *Journal of Behavioral Education, 15, 93-109.*

Burns, M. K. (2007). Reading at the instructional level with children identified as learning disabled: Potential implications for Response-to-Intervention. *School Psychology Quarterly, 22, 297-313.*

Burns, M. K., Dean, V. J., & Foley, S. (2004). Preteaching unknown key words with incremental rehearsal to improve reading fluency and comprehension with children identified as reading disabled. *Journal of School Psychology, 42, 303–314.*

Carney, J.J., Anderson, D., Blackburn, C., & Blessing, D. (1984). Preteaching vocabulary and the comprehension of social studies materials by elementary school children. *Social Education, 48(3), 195-196.*

Daly, E., & Martens, B. (1994). A comparison of three interventions for increasing oral reading performance: Application of the instructional hierarchy. *Journal of Applied Behavior Analysis, 27,459-469.*

Eckert, T. L., Ardoin, S. P., Daisey, D. M., & Scarola, M. D. (2000). Empirically evaluating the effectiveness of reading interventions: The use of brief experimental analysis and single-case designs. *Psychology in the Schools, 37, 463-474.*

Faulkner, H. J., & Levy, B. A. (1999). Fluent and nonfluent forms of transfer in reading: Words and their message. *Psychonomic Bulletin and Review, 6, 111-116.*

Gickling, E. E., & Armstrong, D. L. (1978). Levels of instructional difficulty as related to on-task behavior, task completion, and comprehension. *Journal of Learning Disabilities, 11,559-566.*

Hall, K. M., Sabey, B. L., & McClellan, M. (2005). Expository text comprehension: Helping primary-grade teachers use expository texts to full advantage. *Reading Psychology, 26,211-234.*

Levy, B. A., Nicholls, A., & Kohen, D. (1993). Repeated readings: Process benefits for good and poor readers. *Journal of Experimental Child Psychology, 56, 303-327.*

McComas, J. J., Wacker, D. P. & Cooper, L. J. (1996). Experimental analysis of academic performance in an academic setting. *Journal of Behavioral Education, 6,191-201.*

Neill, K. (1979). Turn kids on with repeated reading. *Teaching Exceptional Children, 12, 63-64.*

O'Shea, L. J., Sindelar, P. T., & O'Shea, D. J. (1985). The effects of repeated readings and attentional cues on reading fluency and comprehension. *Journal of Reading Behavior, 17, 129-142.*

Pany, D., & McCoy, K. M. (1988). Effects of corrective feedback on word accuracy and reading comprehension of readers with learning disabilities. *Journal of Learning Disabilities, 21, 546-550.*

Rasinski, T. V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research, 83, 147-150.*

Reitsma, P. (1988). Reading practice for beginners: Effects of guided reading, reading-while-listening, and independent reading with computer-based speech feedback. *Reading Research Quarterly, 23, 219-235.*

Rose, T. L., & Beattie, J. R. (1986). Relative effects of teacher-directed and taped previewing on oral reading. *Learning Disability Quarterly, 9, 193-199.*

Sanford, A. K., & Horner, R. H. (2013). Effects of matching instruction difficulty to students with escape-maintained problem behavior. *Journal of Positive Behavior Interventions, 15, 79-89.*

Sindelar, P. T., Monda, L. E., & O'Shea, L. J. (1990). Effects of repeated readings on instructional- and mastery-level readers. *Journal of Educational Research, 83, 220-226.*

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