

the RESEARCH *for*

SRA Reading Laboratories

SRA's *Reading Laboratories* provide individualized reading instruction to a whole classroom of readers at different levels. The Labs offer lessons in phonics, decodable text, timed reading and fluency, comprehension, vocabulary, test preparation, and literature.

The National Reading Panel research fully supports the fundamental concepts and instructional design of SRA's *Reading Laboratories*. The report was published in December, 2000 by The National Institute of Child Health and Human Development NIH Pub. No.00-4754.

Comprehension

This report includes research documentation that supports the comprehension skills instruction, practice, and strategies found in the *Reading Laboratories*. Examples of cited research include:

- Collins, C. (1991). Reading instruction that increases thinking abilities. *Journal of Reading*, 34(7), 510-516.
- Pressley, M., El-dinary, P.B., Gaskins, I., Schuder, T., Bergman, J., Almasi, J., & Brown, R. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *Elementary School Journal*, 92(5), 513-555.
- Rosenshine, B., & Meister, C. (1997). Cognitive strategy instruction in reading. In S. Stahl & D. Hayes (Eds.), *Instructional models in reading*. (pp.85-107). Mahwah, NJ: Lawrence Erlbaum Associates.

Phonics

This report includes research documentation that supports the phonics skills and strategies found in the *Reading Laboratories*. Examples of cited research include:

- Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Chall, J. (1996a). *Learning to read: The great debate* (revised, with a new foreword). New York: McGraw-Hill.
- Ehri, L.C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J.L. Metsala & L.C. Ehri (Eds.), *Word recognition in beginning literacy*. (pp. 3-40). Mahwah, NJ: Erlbaum.

Vocabulary

This report includes research documentation that supports the vocabulary skills and instructional practices found in the *Reading Laboratories*. Examples of cited research include, but are not limited to, the following:

- Beck, I.L., Perfetti, C.A., & McKeown, M.G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74(4), 506-521.
- Gipe, J.P., & Arnold, R.D. (1979). Teaching vocabulary through familiar associations and contexts. *Journal of Reading Behavior*, 11(3), 281-285.
- Kameenui, E., Carnine, D., & Freschi, R. (1982) Effects of text construction and instructional procedures for teaching word meanings on comprehension and recall. *Reading Research Quarterly*, 17(3), 367-388.
- McKeown, M.G., Beck, I.L., Omanson, R.C., & Pople, M.T. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly*, 20(5), 522-535.

Fluency

This report includes research documentation that supports the fluency instruction and practices found in the *Reading Laboratories*. Examples of cited research include, but are not limited to, the following:

- Biemiller, A. (1977-78). Relationships between oral reading rates for letters, words, and simple text in the development of reading achievement. *Reading Research Quarterly*, 13, 223-253.
- Pinnell, G.S., Pikulski, J.J., Wixson, K.K., Campbell, J.R., Gough, P.B., & Beatty, A.S. (1995). *Listening to children read aloud*. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.
- Strecker, S., Roser, N., & Martinez, M. (1998). Toward understanding oral reading fluency. In T. Shanahan & F. Rodriguez-Brown (Eds.) *Forty-seventh Yearbook of the National Reading Conference*. (pp. 295-310). Chicago, IL: The National Reading Conference.
- Wagner, R., Torgesen, J. & Rashotte, C. (1999). *Comprehensive test of phonological processes*. Austin, TX: Pro-Ed.

Making the Difference[™]

1-800-201-7103

Resources and ordering information at SRAonline.com