

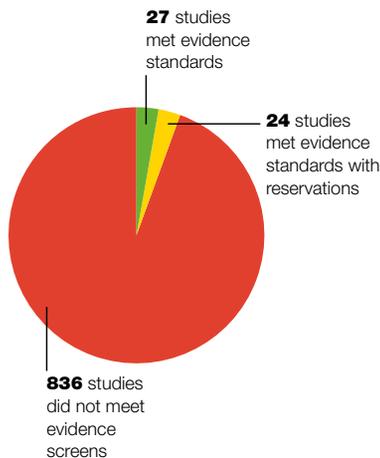
# What Works Clearinghouse



## Beginning Reading

August 13, 2007

WWC reviewed 887 studies of 153 beginning reading programs



### Addressing the needs of beginning readers

This What Works Clearinghouse (WWC) topic review addresses a variety of programs and products developed to address the needs of beginning readers. For the current wave of reports, we focused on replicable programs or products for students in the early elementary settings (that is, grades K–3) including: core reading curricula, programs, or products to be used as supplements to other reading instruction, programs that focus on staff development, and literacy software. The What Works Clearinghouse (WWC) review on beginning reading focuses on reading interventions for students in kindergarten through grade 3 intended to increase skills in alphabets, reading fluency, comprehension, or general reading achievement.

Because there are so many reading interventions and studies in Beginning Reading, the What Works Clearinghouse set priorities for programs to be reviewed first. They included those that, on initial screening, had studies with the strongest (most rigorous) designs and those that, on initial screening, had the most studies.<sup>1</sup>

We looked at 887 studies of 153 programs that qualified for our review. Of these, 51 studies of 24 programs met our evidence standards, 27 without reservations and 24 with reservations.<sup>2</sup> The remaining 129 programs had no studies that met the WWC evidence screens. Of these, 92 programs had one or more studies that were reviewed and did not meet WWC evidence screens. Thirty-seven programs did not have any outcomes studies.

In looking at the four outcome domains for the 24 interventions, 10 interventions had positive effects or potentially positive

effects in all the outcome domains addressed in their studies (see table 1). Eleven interventions had a combination of positive or potentially positive effects in one or two domains while having mixed, negative, or no discernible effects in other domains. Three had only mixed effects or no discernible effects across domains.

### Intervention ratings for Beginning Reading

Each beginning reading program reviewed had at least one study meeting WWC standards (with or without reservations) and received a rating of effectiveness in one or more of the four outcome domains (alphabets, fluency, comprehension, and general reading achievement). The rating is designed to characterize the existing evidence, taking into account: quality of the research design, statistical significance of the findings, size of the difference between participants in the intervention and comparison conditions, and consistency in findings across studies.

The research evidence can be rated as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative (see the [WWC Intervention Rating Scheme](#)). Table 1 shows the effectiveness ratings for the 24 beginning reading programs in the four outcome domains (empty cells indicate that no evidence was reported). Table 2 lists the programs for which there were no studies meeting WWC evidence screens. This includes interventions with no studies and interventions with outcomes studies that were reviewed but did not meet WWC evidence screens.

Findings presented in this topic report summarize the first wave of WWC beginning reading intervention reports produced in 2006–07. [www.whatworks.ed.gov](http://www.whatworks.ed.gov)

1. Thirty-two additional interventions (involving 36 quasi-experimental design studies) passed the initial screening criteria but were not included in this wave of Beginning Reading reviews. These interventions were those that on initial screening had only one eligible study that met WWC evidence standards with reservations (i.e., had the fewest numbers of studies, which also used less rigorous designs).
2. Seven additional single-case studies have dispositions pending. The WWC is currently developing standards for the review of single-case studies.

**Table 1 Effectiveness ratings for 24 beginning reading interventions in four domains**

	Alphabetic		Fluency		Comprehension		General reading achievement	
	Rating of effectiveness	Extent of evidence <sup>1</sup>	Rating of effectiveness	Extent of evidence <sup>1</sup>	Rating of effectiveness	Extent of evidence <sup>1</sup>	Rating of effectiveness	Extent of evidence <sup>1</sup>
<b>Accelerated Reader/Reading Renaissance</b> <i>(http://www.renlearn.com/reading.htm)</i>						Small		Small
<b>Auditory Discrimination in Depth/Lindamood Phonemic Sequencing</b> <sup>®2</sup>		Small				Small		
<b>ClassWide Peer Tutoring</b> <i>(http://www.jgcp.ku.edu)</i>								Small
<b>Cooperative Integrated Reading and Composition</b> <sup>®</sup> (CIRC) <i>(http://www.successforall.net/elementary/readingwings.htm)</i>						Medium to large		
<b>Corrective Reading</b> <i>(http://www.sraonline.com)</i>		Small		Small		Small		
<b>Daisy Quest</b> <sup>3</sup>		Small						
<b>Early Intervention in Reading</b> <sup>®</sup> (EIR) <i>(http://www.earlyinterventioninreading.com)</i>		Small				Small		
<b>Earobics</b> <sup>®</sup> <i>(http://www.earobics.com)</i>		Small		Small				
<b>Failure-Free Reading</b> <i>(http://www.failurefreeonline.com/index_parents.php)</i>		Small		Small		Small		
<b>Fast ForWord</b> <sup>®</sup> <i>(http://www.scileam.com)</i>		Small				Small		
<b>Fluency Formula</b> <sup>™</sup> <i>(http://www.scholastic.com/fluencyformula)</i>				Small		Small		
<b>Kaplan SpellRead</b> <i>(http://kaplank12.com)</i>		Small		Small		Small		
<b>Ladders to Literacy</b> <i>(http://www.brookespublishing.com)</i>		Medium to large		Small		Medium to large		
<b>Little Books</b> <i>(http://www.goodyearbooks.com)</i>								Small
<b>Peer-Assisted Learning Strategies (PALS)</b> <i>(http://kc.vanderbilt.edu/pals)</i>		Small		Small		Small		
<b>Read Naturally</b> <i>(http://www.readnaturally.com/)</i>				Small		Small		
<b>Read, Write, Type</b> <sup>™</sup> <i>(http://www.talkingfingers.com)</i>		Small				Small		

(continued)

**Table 1 Effectiveness ratings for 24 beginning reading interventions in four domains** *(continued)*

	Alphabetics		Fluency		Comprehension		General reading achievement	
	Rating of effectiveness	Extent of evidence <sup>1</sup>	Rating of effectiveness	Extent of evidence <sup>1</sup>	Rating of effectiveness	Extent of evidence <sup>1</sup>	Rating of effectiveness	Extent of evidence <sup>1</sup>
<b>Reading Recovery</b> <sup>®</sup> ( <a href="http://www.readingrecovery.org">http://www.readingrecovery.org</a> )		Small		Small		Small		Medium to large
<b>Start Making a Reader Today</b> <sup>®</sup> ( <a href="http://www.getsmartoregon.org">http://www.getsmartoregon.org</a> )		Small		Small		Small		
<b>Stepping Stones to Literacy</b> ( <a href="http://www.sopriswest.com">http://www.sopriswest.com</a> )		Small						
<b>Success for All</b> <sup>®</sup> ( <a href="http://www.successforall.net">http://www.successforall.net</a> )		Medium to large				Medium to large		Medium to large
<b>Voyager Universal Literacy System</b> <sup>®</sup> ( <a href="http://www.voyagerlearning.com">http://www.voyagerlearning.com</a> )		Medium to large				Small		
<b>Waterford Early Reading Program</b> <sup>™</sup> ( <a href="http://www.pearsondigital.com/waterford">http://www.pearsondigital.com/waterford</a> )		Small				Small		
<b>Wilson Reading System</b> <sup>®</sup> ( <a href="http://www.wilsonlanguage.com">http://www.wilsonlanguage.com</a> )		Small		Small		Small		

**Note:** The WWC intervention reports describe each program and provide information on the students, the cost, and the scope of use. To view the intervention reports, please click on the program name or go to [www.whatworks.ed.gov](http://www.whatworks.ed.gov). Following each program name is the developer’s or distributor’s website address. The research evaluated addresses some but not all grade levels targeted by these interventions. Grade levels are related to student age and may affect outcomes. For a comparison of targeted grade levels and grade levels in the studies reviewed by the WWC, see Appendix A2.

1. A rating of “medium to large” requires at least two studies and two schools across studies in one domain and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the rating is “small.”
2. There is no single website listed as the product is sold by a number of distributors. See intervention report for further details.
3. There is no website listed as the developer distributes the product individually. See intervention report for further details.

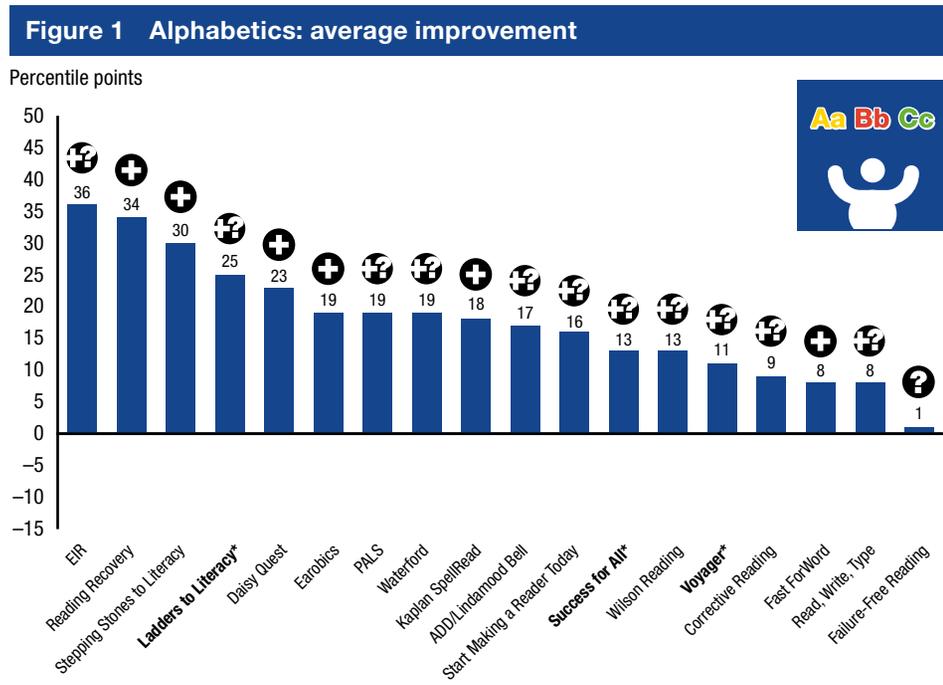
**Key**

	Positive effects: strong evidence of a positive effect with no overriding contrary evidence		Potentially positive effects: evidence of a positive effect with no overriding contrary evidence		Mixed effects: evidence of inconsistent effects		No discernible effects: no affirmative evidence of effects		Potentially negative effects: evidence of a negative effect with no overriding contrary evidence		Negative effects: strong evidence of a negative effect with no overriding contrary evidence
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### Average improvement indices for each domain

The WWC computes an average improvement index for each domain and each study, as well as a domain average improvement index across studies of the same intervention (see the [Technical Details of WWC-Conducted Computations](#)).

The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. It can take on values between -50 and +50, with positive numbers denoting results favorable to the intervention group. Unlike the rating of effectiveness, which is based on four factors, the improvement index is based only on the size of the difference between the intervention and the comparison conditions.<sup>3</sup>



\* Medium to large extent of evidence (see appendix A1).

### Alphabetics

The alphabetics domain includes skills tied to word decoding and word recognition. Alphabetics comprises five constructs:

- *Phonemic awareness* (or phoneme awareness) refers to the understanding that the sounds of spoken language—phonemes—work together to make words, and phonemes can be substituted and rearranged to create different words.
- *Phonological awareness* is a more encompassing concept and refers to awareness of larger spoken units such as syllables and rhyming words.
- *Letter Identification* refers to knowledge of the names of the letters of the alphabet and has been shown to be a predictor of reading development.
- *Print awareness* refers to knowledge or concepts about print and awareness of common characteristics of books.
- *Phonics* refers to the ability to associate letters and letter combinations with sound and blending them into syllables and words.

We reviewed alphabetics outcomes for 18 beginning reading programs, and the average improvement index ranged from +1 to +36 percentile points (figure 1).

### Fluency

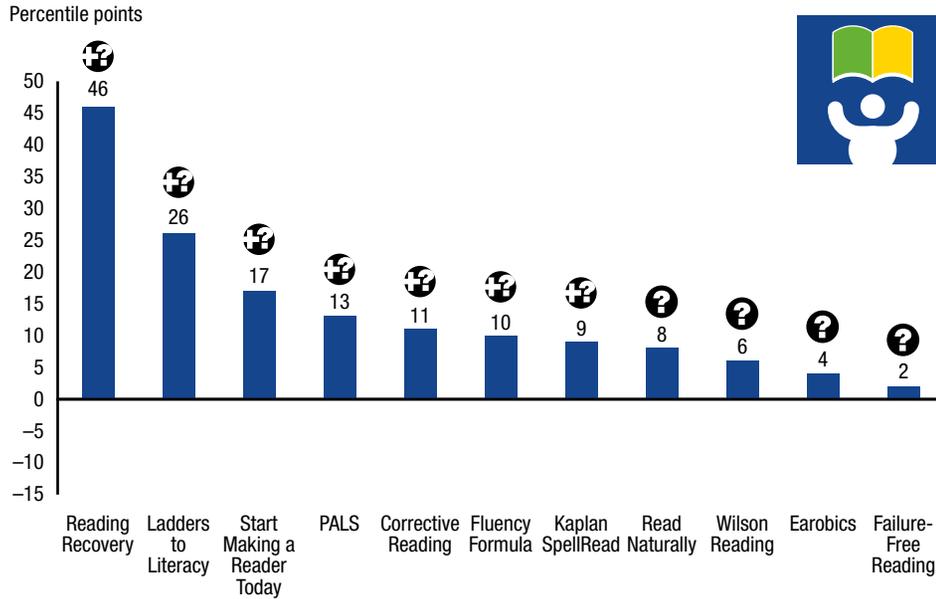
Fluency is the ability to read connected text accurately, automatically, and with expression, while still extracting meaning from it. Many fluency outcomes rely on measuring both speed and accuracy. We reviewed fluency outcomes for 11 beginning reading programs, and the average improvement index ranged from +2 to +46 percentile points (figure 2).

### Comprehension

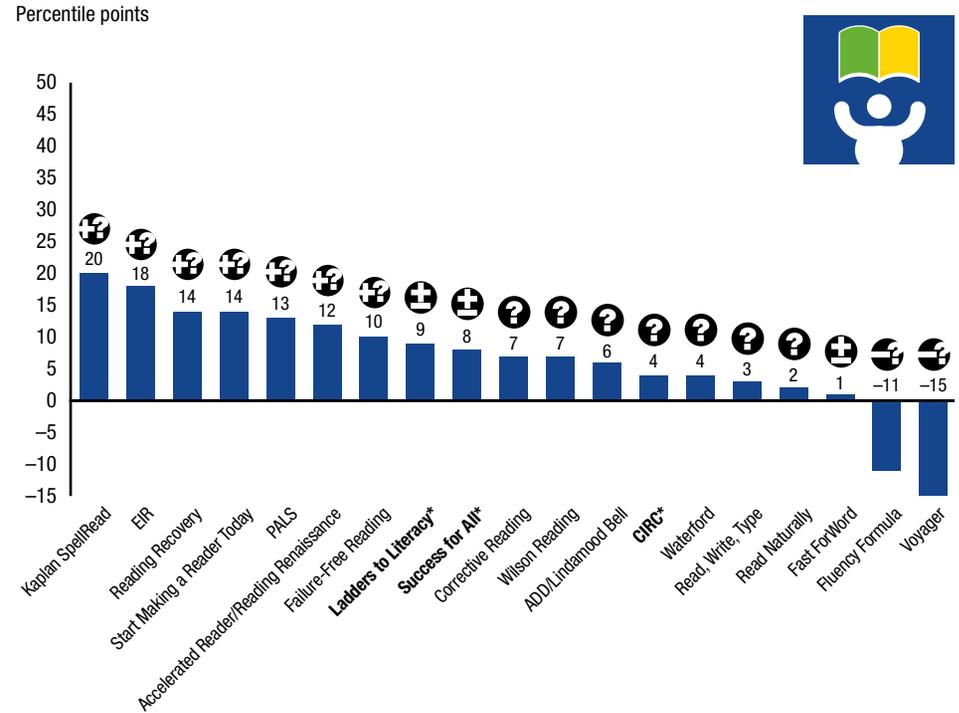
The comprehension domain includes measures in two constructs both oriented toward understanding the meaning of what is read. The first, *vocabulary development*, refers to the development of knowledge about the meanings, uses, and pronunciation of words. Measures of both receptive (listening) and expressive (spoken or written) vocabulary were included. The second construct, *reading comprehension*, refers to the understanding of the meaning of a passage and the context in which the words occur. We reviewed comprehension outcomes for 19 programs, and the average improvement index ranged from -15 to +20 percentile points (figure 3).

3. To enable comparisons across interventions, improvement indices are calculated from student-level findings. In the case of *Ladders to Literacy* in the alphabetics domain, the average improvement index does not represent all the findings reviewed by the WWC, as some of the findings were reported on the classroom or school level, and student-level improvement indices could not be computed. For further details please see [Technical Details of WWC-Conducted Computations](#).

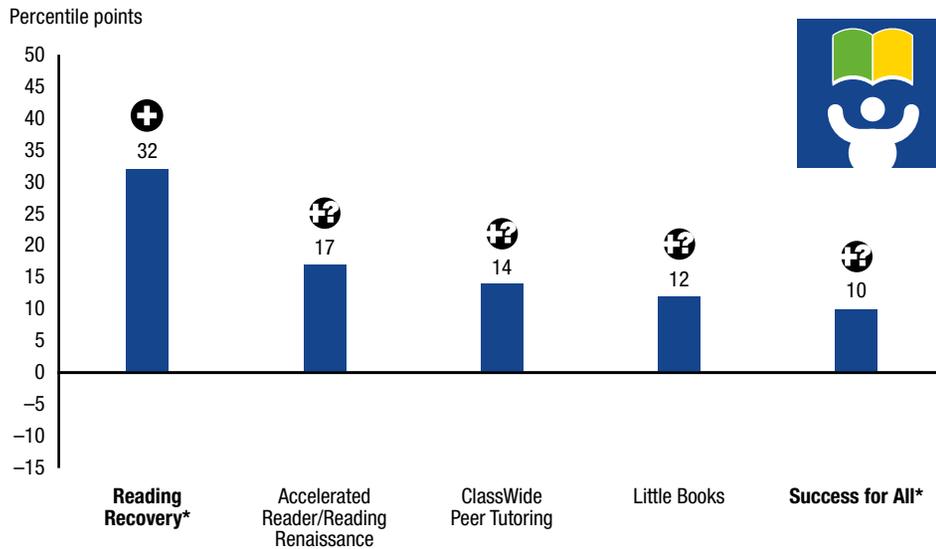
**Figure 2 Fluency: average improvement**



**Figure 3 Comprehension: average improvement**



**Figure 4 General reading achievement: average improvement**



**General reading achievement**

The general reading achievement domain includes outcomes that either combine two or more of the previous domains (alphabetic, reading fluency, and comprehension) or provide some other type of summary score, such as a “total reading score” on a standardized reading test. We reviewed general reading achievement outcomes for 5 programs, and the average improvement index ranged from +10 to +32 percentile points (figure 4).

\* Medium to large extent of evidence (see appendix A1).

**Table 2 Programs reviewed with no studies meeting WWC evidence screens<sup>4</sup>**

<b>100 Book Challenge</b> ( <a href="http://www.100bookchallenge.com">http://www.100bookchallenge.com</a> )	<b>Letter People</b> ( <a href="http://www.abramsandcompany.com/letterpeople_index.cfm">http://www.abramsandcompany.com/letterpeople_index.cfm</a> )
<b>Academic Associates Learning Centers®</b> ( <a href="http://www.academic-associates.com/index.htm">http://www.academic-associates.com/index.htm</a> )	<b>Letterland</b> ( <a href="http://www.letterland.com">http://www.letterland.com</a> )
<b>Academy of Reading</b> ( <i>no website available</i> )	<b>Leap into Phonics</b> ( <a href="http://www.leapintolearning.com/products.html">http://www.leapintolearning.com/products.html</a> )
<b>Alpha-Time</b> ( <i>no website available</i> )	<b>LeapFrog SchoolHouse</b> ( <a href="http://www.leapfrogschoolhouse.com">http://www.leapfrogschoolhouse.com</a> )
<b>AlphabiTunes</b> ( <a href="http://www.alphabitunes.com">http://www.alphabitunes.com</a> )	<b>LinguiSystems</b> ( <a href="http://www.linguisystems.com">http://www.linguisystems.com</a> )
<b>America's Choice</b> ( <a href="http://www.americaschoice.org">http://www.americaschoice.org</a> )	<b>Literacy Collaborative</b> ( <a href="http://literacycollaborative.org">http://literacycollaborative.org</a> )
<b>Athen's Tutorial Program</b> ( <a href="http://www.uga.edu/~atp">http://www.uga.edu/~atp</a> )	<b>Literacy First</b> ( <a href="http://www.literacyfirst.com">http://www.literacyfirst.com</a> )
<b>Balanced Early Literacy Initiative</b> ( <i>no website available</i> )	<b>LocuTour Multimedia Cognitive Rehabilitation</b> ( <a href="http://www.locutour.com">http://www.locutour.com</a> )
<b>Barton Reading &amp; Spelling System</b> ( <a href="http://www.bartonreading.com">http://www.bartonreading.com</a> )	<b>Merit Reading Software Program</b> ( <a href="http://www.meritsoftware.com">http://www.meritsoftware.com</a> )
<b>Benchmark Word Recognition Program</b> ( <a href="http://www.benchmarkschool.org">http://www.benchmarkschool.org</a> )	<b>My Reading Coach™</b> ( <a href="http://www.myreadingcoach.com/nrp/fluency.html">http://www.myreadingcoach.com/nrp/fluency.html</a> )
<b>Book Buddies</b> ( <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=160">http://www.readwritethink.org/lessons/lesson_view.asp?id=160</a> )	<b>National Geographic Society and Arizona Geographic Alliance K-8 program</b> ( <a href="http://alliance.la.asu.edu/geoliteracy/GeoLitNCSS.pdf">http://alliance.la.asu.edu/geoliteracy/GeoLitNCSS.pdf</a> )
<b>Bookmark</b> ( <i>no website available</i> )	<b>New American Schools</b> ( <i>no website available</i> )
<b>Bradley Reading and Language Arts</b> ( <i>no website available</i> )	<b>New Century Integrated Instructional System</b> ( <a href="http://www.ncecorp.com">http://www.ncecorp.com</a> )
<b>Breakthrough to Literacy</b> ( <a href="http://www.breakthroughtoliteracy.com">http://www.breakthroughtoliteracy.com</a> )	<b>New Heights</b> ( <i>no website available</i> )
<b>Bridge</b> ( <a href="http://www.utpress.utoronto.ca/GCentre/0778402762.html">http://www.utpress.utoronto.ca/GCentre/0778402762.html</a> )	<b>North Carolina A+ Schools network</b> ( <a href="http://aplus-schools.uncg.edu">http://aplus-schools.uncg.edu</a> )
<b>Bring the Classics to Life</b> ( <a href="http://www.edconpublishing.com">http://www.edconpublishing.com</a> )	<b>Onward to Excellence</b> ( <a href="http://www.nwrel.org/scpd/ote">http://www.nwrel.org/scpd/ote</a> )
<b>California Early Literacy Learning (CELL)</b> ( <a href="http://www.cell-exll.com">http://www.cell-exll.com</a> )	<b>Pacemaker</b> ( <a href="http://www.agsglobe.com/group.asp?nGroupInfoID=a0822451026">http://www.agsglobe.com/group.asp?nGroupInfoID=a0822451026</a> )
<b>Carbo Reading Styles Program</b> ( <a href="http://www.nrsi.com">http://www.nrsi.com</a> )	<b>Pause Prompt &amp; Praise</b> ( <a href="http://www.peta.edu.au/Teaching_resources/Teaching_Tips/page_1559.aspx">http://www.peta.edu.au/Teaching_resources/Teaching_Tips/page_1559.aspx</a> )
<b>CIERA School Change Project</b> ( <a href="http://www.ciera.org">http://www.ciera.org</a> )	<b>Peabody Language Development Kits</b> ( <a href="http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a8550">http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a8550</a> )
<b>C.L.A.P., A sound Approach to Pre-Reading Skills</b> ( <a href="http://www.soundreading.com/pages/programs.cfm?id=9B2CEECC-ABD3-4584-BBD283CA5DA431C3">http://www.soundreading.com/pages/programs.cfm?id=9B2CEECC-ABD3-4584-BBD283CA5DA431C3</a> )	<b>Performance Learning Systems</b> ( <a href="http://www.plsweb.com">http://www.plsweb.com</a> )
<b>CompassLearning</b> ( <a href="http://www.compasslearning.com">http://www.compasslearning.com</a> )	<b>Programmed Tutorial Reading</b> ( <i>no website available</i> )
<b>Compensatory Language Experiences and Reading Program (CLEAR)</b> ( <i>no website available</i> )	<b>Project FAST (Families Are Students and Teachers)</b> ( <a href="http://www.wcer.wisc.edu/FAST">http://www.wcer.wisc.edu/FAST</a> )
<b>Comprehensive Curriculum for Early Student Success (ACCESS)</b> ( <a href="http://www.sharingsuccess.org/code/eptw/profiles/ndn1.html">http://www.sharingsuccess.org/code/eptw/profiles/ndn1.html</a> )	<b>Project LISTEN's Reading Tutor</b> ( <a href="http://www.cs.cmu.edu/%7Elisten/index.html">http://www.cs.cmu.edu/%7Elisten/index.html</a> )
<b>Concept Phonics Fluency Set</b> ( <a href="http://www.oxtonhouse.com/concept_phonics.html">http://www.oxtonhouse.com/concept_phonics.html</a> )	

(continued)

**Table 2 Programs reviewed with no studies meeting WWC evidence screens<sup>4</sup> (continued)**

<b>Cornerstone Literacy Initiative</b> ( <a href="http://www.comerstoneliteracy.org">http://www.comerstoneliteracy.org</a> )	<b>Project LISTEN's Writing Tutor</b> ( <i>no website available</i> )
<b>Crossties</b> ( <i>no website available</i> )	<b>Project PLUS (Partnership Linking University School Personnel)</b> ( <i>no website available</i> )
<b>Davis Learning Strategies® Program</b> ( <a href="http://www.davislearn.com">http://www.davislearn.com</a> )	<b>Project Read</b> ( <a href="http://www.projectread.com">http://www.projectread.com</a> )
<b>Destination Reading</b> ( <a href="http://www.riverdeep.net/portal/page?_pageid=336,1&amp;_dad=portal&amp;_schema=PORTAL">http://www.riverdeep.net/portal/page?_pageid=336,1&amp;_dad=portal&amp;_schema=PORTAL</a> )	<b>QuickReads</b> ( <a href="http://quickreads.org">http://quickreads.org</a> )
<b>Different Ways of Knowing</b> ( <a href="http://www.differentways.org/galef/different_ways.html">http://www.differentways.org/galef/different_ways.html</a> )	<b>Rainbow Reading Program</b> ( <a href="http://www.rainbowreading.co.nz">http://www.rainbowreading.co.nz</a> )
<b>Direct Instruction/DISTAR</b> ( <i>no website available</i> )	<b>Read Well</b> ( <a href="http://store.cambiumlearning.com">http://store.cambiumlearning.com</a> )
<b>Direct Instruction/Horizons</b> ( <a href="http://www.sraonline.com">http://www.sraonline.com</a> )	<b>Reading Intervention for Early Success</b> ( <a href="http://www.eduplace.com/intervention/readintervention">http://www.eduplace.com/intervention/readintervention</a> )
<b>Direct Instruction/RITE</b> ( <a href="http://www.ritemail.com">http://www.ritemail.com</a> )	<b>Reading Rods</b> ( <a href="http://www.etacuisineaire.com/readingrods.readingrods.jsp">http://www.etacuisineaire.com/readingrods.readingrods.jsp</a> )
<b>Direct Instruction/Spelling Mastery</b> ( <a href="http://mcgraw-hill.co.uk/sra/readingmastery.htm">http://mcgraw-hill.co.uk/sra/readingmastery.htm</a> )	<b>Reading Speed Drills</b> ( <a href="http://www.oxtonhouse.com/reading_speed_drills.html">http://www.oxtonhouse.com/reading_speed_drills.html</a> )
<b>Direct Instruction/SRA</b> ( <a href="http://www.sraonline.com">http://www.sraonline.com</a> )	<b>Reading Success from the Start</b> ( <i>no website available</i> )
<b>Direct Instruction/Teacher Your Child to Read in 100 Easy Lessons</b> ( <i>no website available</i> )	<b>Reading Theater</b> ( <a href="http://playbooks.com/index.shtml">http://playbooks.com/index.shtml</a> )
<b>Direct, Intensive, Systematic, Early, and Comprehensive (DISEC) Instruction</b> ( <i>no website available</i> )	<b>Reading Together™</b> ( <a href="http://learningtogether.com/inschool/readingtogether.html">http://learningtogether.com/inschool/readingtogether.html</a> )
<b>Discover Intensive Phonics for Yourself</b> ( <a href="http://www.readinghorizons.com">http://www.readinghorizons.com</a> )	<b>Reading Upgrade</b> ( <a href="http://www.learningupgrade.com">http://www.learningupgrade.com</a> )
<b>Dr. Cupp Readers® &amp; Journal Writers</b> ( <a href="http://www.cindycupp.com">http://www.cindycupp.com</a> )	<b>Right Start to Reading</b> ( <i>no website available</i> )
<b>Edison Schools</b> ( <a href="http://www.edisonschools.com">http://www.edisonschools.com</a> )	<b>Road to the Code</b> ( <a href="http://www.brookespublishing.com/store/books/blachman-4382/index.htm">http://www.brookespublishing.com/store/books/blachman-4382/index.htm</a> )
<b>Emerging Readers Software</b> ( <a href="http://www.soundreading.com">http://www.soundreading.com</a> )	<b>SAIL (Second grade Acceleration in Literacy)</b> ( <i>no website available</i> )
<b>Essential Skills Software</b> ( <a href="http://www.essentialskills.net">http://www.essentialskills.net</a> )	<b>Saxon Phonics</b> ( <a href="http://saxonpublishers.harcourtachieve.com">http://saxonpublishers.harcourtachieve.com</a> )
<b>Evidence Based Literacy Instruction</b> ( <a href="http://www.ebli.org">http://www.ebli.org</a> )	<b>Schoolwide Early Language and Learning (SWELL)</b> ( <i>no website available</i> )
<b>Fast Track Action Reading Program</b> ( <i>no website available</i> )	<b>SkillsTutor</b> ( <a href="http://www.achievementtech.com">http://www.achievementtech.com</a> )
<b>Felipe's Sound Search</b> ( <i>no website available</i> )	<b>Soar to Success</b> ( <a href="http://www.eduplace.com">http://www.eduplace.com</a> )
<b>First grade Literacy Intervention Program (FLIP)</b> ( <i>no website available</i> )	<b>Sunday System</b> ( <a href="http://www.sondaysystem.com">http://www.sondaysystem.com</a> )
<b>Flippen Reading Connections™</b> ( <a href="http://www.flippengroup.com/education/index.html">http://www.flippengroup.com/education/index.html</a> )	<b>Sound Field System</b> ( <i>no website available</i> )
<b>Frontline Phonics</b> ( <a href="http://www.frontlinephonics.com">http://www.frontlinephonics.com</a> )	<b>Sound Foundations</b> ( <i>no website available</i> )
<b>Fundations</b> ( <a href="http://www.fundations.com">http://www.fundations.com</a> )	<b>Sound Partners</b> ( <a href="http://www.wri-edu.org/partners/sound-partners.htm">http://www.wri-edu.org/partners/sound-partners.htm</a> )
	<b>Sound Reading</b> ( <a href="http://www.soundreading.com/srs_new/index.cfm">http://www.soundreading.com/srs_new/index.cfm</a> )
	<b>Sounds Abound</b> ( <a href="http://www.linguisystems.com">http://www.linguisystems.com</a> )

*(continued)*

**Table 2 Programs reviewed with no studies meeting WWC evidence screens<sup>4</sup> (continued)**

<b>Funnix</b> ( <a href="http://www.funnix.com">http://www.funnix.com</a> )	<b>Sounds and Symbols Early Reading Program</b> ( <a href="http://ags.pearsonassessments.com">http://ags.pearsonassessments.com</a> )
<b>GOcabulary Program for Elementary Students</b> ( <a href="http://www.gocabulary.com/gocabel.htm">http://www.gocabulary.com/gocabel.htm</a> )	<b>S.P.I.R.E.</b> ( <a href="http://www.epsbooks.com/dynamic/catalog/program.asp?seriesonly=3250M">http://www.epsbooks.com/dynamic/catalog/program.asp?seriesonly=3250M</a> )
<b>Goldman-Lynch Language Simulation Program</b> (no website available)	<b>Starfall</b> ( <a href="http://www.starfall.com">http://www.starfall.com</a> )
<b>Goldman-Lynch Sounds-in-Symbols Development Kit</b> ( <a href="http://ags.pearsonassessments.com/group.asp?nGroupInfoID=highhat">http://ags.pearsonassessments.com/group.asp?nGroupInfoID=highhat</a> )	<b>STEPS (Sequential Teaching of Explicit Phonics and Spelling)</b> ( <a href="http://www.stepsreadingcenter.com">http://www.stepsreadingcenter.com</a> )
<b>Guided Discovery LOGO</b> (no website available)	<b>Stories and More</b> ( <a href="http://brightbluesoftware.com/stories.htm">http://brightbluesoftware.com/stories.htm</a> )
<b>Hooked on Phonics®</b> ( <a href="http://secure.hop.com/index.cfm">http://secure.hop.com/index.cfm</a> )	<b>Story Comprehension to Go</b> ( <a href="http://www.linguisystems.com">http://www.linguisystems.com</a> )
<b>HOTS</b> ( <a href="http://www.hots.org">http://www.hots.org</a> )	<b>Strategies that Work</b> (no website available)
<b>Huntington Phonics</b> (no website available)	<b>Student Teams Achievement Divisions (STAD)</b> ( <a href="http://www.pwcs.edu/curriculum/sol/stad.htm">http://www.pwcs.edu/curriculum/sol/stad.htm</a> )
<b>IntelliTools Reading</b> ( <a href="http://www.intellitools.com">http://www.intellitools.com</a> )	<b>SuccessMaker® Reading</b> ( <a href="http://www.pearsondigital.com">http://www.pearsondigital.com</a> )
<b>Invitations to Literacy</b> ( <a href="http://www.eduplace.com/rdg/itl">http://www.eduplace.com/rdg/itl</a> )	<b>Sullivan Program</b> (no website available)
<b>Irlen Method</b> ( <a href="http://irlen.com">http://irlen.com</a> )	<b>Voices Reading</b> ( <a href="http://www.zaner-bloser-voices.com/reading">http://www.zaner-bloser-voices.com/reading</a> )
<b>Jigsaw Classroom</b> ( <a href="http://www.jigsaw.org">http://www.jigsaw.org</a> )	<b>VoWac (Vowel Oriented Word Attack Course)</b> ( <a href="http://www.vowac.com/OLD%20PAGES/default.old.htm">http://www.vowac.com/OLD%20PAGES/default.old.htm</a> )
<b>Johnny Can Spell</b> ( <a href="http://www.nine-enterprises.com/nine/nav00.asp">http://www.nine-enterprises.com/nine/nav00.asp</a> )	<b>Wiggleworks</b> ( <a href="http://teacher.scholastic.com/products/wiggleworks/index.htm">http://teacher.scholastic.com/products/wiggleworks/index.htm</a> )
<b>Jostens Integrated Language Arts Basic Learning System</b> (no website available)	<b>WORKSHOP WAY—Instant Personality Phonics Activities</b> ( <a href="http://www.workshopway.org/workshop-way.htm">http://www.workshopway.org/workshop-way.htm</a> )
<b>Kindergarten Works</b> (no website available)	<b>Wright Group’s Intervention Program</b> ( <a href="http://www.wrightgroup.com">http://www.wrightgroup.com</a> )
<b>Kindergarten Intervention Program (KIP)</b> (no website available)	<b>Writing to Read</b> ( <a href="http://brightbluesoftware.com/wtr.htm">http://brightbluesoftware.com/wtr.htm</a> )

4. The table includes all eligible programs with no studies and all eligible programs with no studies meeting evidence standards. The list was compiled from interventions that were suggested for WWC review by public submission and interventions that arose in studies found during the WWC literature search. The list is not inclusive of all reading interventions, and some of the interventions may no longer be actively distributed.

For more information about the studies reviewed and the WWC methodology, please see the [WWC Beginning Reading Technical Appendices](#).

# Appendix

## Appendix A1 Extent of evidence for the alphabetic, fluency, comprehension, and general reading achievement domains

Intervention name	Number of studies	Sample size (schools/students)	Extent of evidence
<i>Alphabetic</i>			
Accelerated Reader/Reading Renaissance	0	0	na
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®	1	5/146	Small
Cooperative Integrated Reading and Composition®	0	0	na
Corrective Reading	1	8/over 70	Small
ClassWide Peer Tutoring	0	0	na
Daisy Quest	3	nr/187	Small
Early Intervention in Reading®	1	2/56	Small
Earobics®	2	4/104	Small
Failure-Free Reading	1	8/93	Small
Fast ForWord®	3	5/295	Small
Fluency Formula™	0	0	na
Kaplan SpellRead	2	over 9/139	Small
Ladders to Literacy	4	over 14/760	Moderate to large
Little Books	0	0	na
Peer-Assisted Learning Strategies	3	17/295	Small
Read Naturally	0	0	na
Read, Write, Type™	1	5/146	Small
Reading Recovery®	3	over 14/226	Small
Start Making a Reader Today®	1	6/84	Small
Stepping Stones to Literacy	2	17/120	Small
Success for All®	7	67/3,103	Moderate to large
Voyager Universal Literacy System®	3	14/719	Moderate to large
Waterford Early Reading Program™	1	6/76	Small

(continued)

**Appendix A1**    **Extent of evidence for the alphabetics, fluency, comprehension, and general reading achievement domains** *(continued)*

<b>Intervention name</b>	<b>Number of studies</b>	<b>Sample size (schools/students)</b>	<b>Extent of evidence</b>
<b>Wilson Reading System®</b>	1	8/71	Small
<i><b>Fluency</b></i>			
<b>Accelerated Reader/Reading Renaissance</b>	0	0	na
<b>Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®</b>	0	0	na
<b>Cooperative Integrated Reading and Composition®</b>	0	0	na
<b>Corrective Reading</b>	1	8/over 70	Small
<b>ClassWide Peer Tutoring</b>	0	0	na
<b>Daisy Quest</b>	0	0	na
<b>Early Intervention in Reading®</b>	0	0	na
<b>Earobics®</b>	1	1/74	Small
<b>Failure-Free Reading</b>	1	8/93	Small
<b>Fast ForWord®</b>	0	0	na
<b>Fluency Formula™</b>	1	5/128	Small
<b>Ladders to Literacy</b>	1	over 1/66	Small
<b>Kaplan SpellRead</b>	2	over 9/139	Small
<b>Little Books</b>	0	0	na
<b>Peer-Assisted Learning Strategies</b>	3	5/295	Small
<b>Read Naturally</b>	2	2/106	Small
<b>Read, Write, Type™</b>	0	0	na
<b>Reading Recovery®</b>	1	nr/74	Small
<b>Start Making a Reader Today®</b>	1	6/84	Small
<b>Stepping Stones to Literacy</b>	0	0	na
<b>Success for All®</b>	0	0	na
<b>Voyager Universal Literacy System®</b>	0	0	na
<b>Waterford Early Reading Program™</b>	0	0	na
<b>Wilson Reading System®</b>	1	8/71	Small
<i><b>Comprehension</b></i>			
<b>Accelerated Reader/Reading Renaissance</b>	1	nr/178	Small

*(continued)*

**Appendix A1**    **Extent of evidence for the alphabetics, fluency, comprehension, and general reading achievement domains** *(continued)*

<b>Intervention name</b>	<b>Number of studies</b>	<b>Sample size (schools/students)</b>	<b>Extent of evidence</b>
<b>Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®</b>	1	5/146	Small
<b>Cooperative Integrated Reading and Composition®</b>	2	over 8/702	Moderate to large
<b>Corrective Reading</b>	1	8/over 70	Small
<b>ClassWide Peer Tutoring</b>	0	0	na
<b>Daisy Quest</b>	0	0	na
<b>Early Intervention in Reading®</b>	1	2/57	Small
<b>Earobics®</b>	0	0	na
<b>Failure-Free Reading</b>	1	8/93	Small
<b>Fast ForWord®</b>	3	over 11/292	Small
<b>Fluency Formula™</b>	1	5/128	Small
<b>Kaplan SpellRead</b>	2	over 9/139	Small
<b>Ladders to Literacy</b>	3	over 6/489	Moderate to large
<b>Little Books</b>	0	0	na
<b>Peer-Assisted Learning Strategies</b>	2	6/99	Small
<b>Read Naturally</b>	1	1/94	Small
<b>Read, Write, Type™</b>	1	5/146	Small
<b>Reading Recovery®</b>	2	nr/156	Small
<b>Start Making a Reader Today®</b>	1	6/84	Small
<b>Stepping Stones to Literacy</b>	0	0	na
<b>Success for All®</b>	6	65/2,565	Moderate to large
<b>Voyager Universal Literacy System®</b>	2	6/321	Small
<b>Waterford Early Reading Program™</b>	1	6/76	Small
<b>Wilson Reading System®</b>	1	8/71	Small
<b><i>General reading achievement</i></b>			
<b>Accelerated Reader/Reading Renaissance</b>	1	nr/394	Small
<b>Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®</b>	0	0	na
<b>Cooperative Integrated Reading and Composition®</b>	0	0	na
<b>Corrective Reading</b>	0	0	na

*(continued)*

## Appendix A1 Extent of evidence for the alphabetics, fluency, comprehension, and general reading achievement domains *(continued)*

Intervention name	Number of studies	Sample size (schools/students)	Extent of evidence
ClassWide Peer Tutoring	1	6/218	Small
Daisy Quest	0	0	na
Early Intervention in Reading®	0	0	na
Earobics®	0	0	na
Failure-Free Reading	0	0	na
Fast ForWord®	0	0	na
Fluency Formula™	0	0	na
Kaplan SpellRead	0	0	na
Ladders to Literacy	0	0	na
Little Books	1	6/314	Small
Peer-Assisted Learning Strategies	0	0	na
Read Naturally	0	0	na
Read, Write, Type™	0	0	na
Reading Recovery®	5	over 14/452	Moderate to large
Start Making a Reader Today®	0	0	na
Stepping Stones to Literacy	0	0	na
Success for All®	6	31/1,767	Moderate to large
Voyager Universal Literacy System®	0	0	na
Waterford Early Reading Program™	0	0	na
Wilson Reading System®	0	0	na

na = not applicable/not studied

nr = not reported

**Note:** A rating of “moderate to large” requires at least two studies and two schools across studies in one domain and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the rating is “small.”

## Appendix A2 Targeted populations

Intervention name	Targeted students (grades)	Students in studies reviewed (grades)
Accelerated Reader/Reading Renaissance	All levels	K–3
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®	K–12	1
Cooperative Integrated Reading and Composition®	2–8	3
Corrective Reading	3–9	3
ClassWide Peer Tutoring	K–6	1
Daisy Quest	PK–2	K–2
Early Intervention in Reading®	K–6	1
Earobics®	PK–3	K–3
Failure-Free Reading	K–12	3
Fast ForWord®	PK–12	K–3
Fluency Formula™	1–6	2
Kaplan SpellRead	K–12	1–3
Ladders to Literacy	K	K
Little Books	K–12	K
Peer-Assisted Learning Strategies	K–12	1–3
Read Naturally	1–8	1–2
Read, Write, Type™	K–3	1
Reading Recovery®	1	1
Start Making a Reader Today®	K–2	1
Stepping Stones to Literacy	PK–K	K
Success for All®	PK–8	K–3
Voyager Universal Literacy System®	K–3	K
Waterford Early Reading Program™	K–2	K
Wilson Reading System®	2–12	3

**Note:** This table presents a comparison of targeted grade levels and the grade levels in the studies reviewed by the WWC. Grade levels are related to student age and may affect outcomes due to differences in the students' developmental stages as well as differences in school size and organization.

## Appendix A3.1 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> positive findings

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
<b>Accelerated Reader/Reading Renaissance</b>				
Ross, Nunnery, & Goldfeder, 2004 (randomized controlled trial)	na	na	ns	STAR Early Literacy test
<b>Auditory Discrimination in Depth/Lindamood Phonemic Sequencing<sup>®</sup></b>				
Torgesen et al., 2003 [ <i>ADD vs. Read, Write, Type intervention</i> ] (randomized controlled trial)	ns	na	ns	na
Torgesen et al., 2003 [ <i>ADD vs. regular instruction</i> ] (randomized controlled trial)	CTOPP: Phoneme Elision Subtest; CTOPP Phoneme Segmenting Subtest; Woodcock Reading Mastery Test: Word Attack Subtest; Woodcock Reading Mastery Test: Word Identification Subtest	na	ns	na
<b>Cooperative Integrated Reading and Composition<sup>®</sup></b>				
Bramlett, 1994 (quasi-experimental design)	na	na	ns	na
Skeans, 1991 (quasi-experimental design)	na	na	ns	na
<b>Corrective Reading</b>				
Torgesen et al., 2006 (randomized controlled trial)	WRMT-R: Word Identification Subtest; TOWRE: Sight Word Efficiency Subtest	Oral Reading Fluency	ns	na
<b>ClassWide Peer Tutoring</b>				
Greenwood et al., 1993 (randomized controlled trial)	na	na	na	ns
<b>DaisyQuest</b>				
Baker & Torgensen, 1995 [ <i>DaisyQuest vs. Hint and Hunt software</i> ] (randomized controlled trial)	Undersea Challenge; Production Test of Segmenting	na	na	na
Baker & Torgensen, 1995 [ <i>DaisyQuest vs. math software</i> ] (randomized controlled trial)	Undersea Challenge; Production Test of Segmenting	na	na	na
Foster et al., 1994 [ <i>Experiment 1: Child-care Facility</i> ] (randomized controlled trial)	Phonological Awareness Test (PAT) (b); Screening Test of Phonological Awareness: Experimental Version (STOPA-E)	na	na	na

(continued)

**Appendix A3.1 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> positive findings (continued)**

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Foster et al., 1994 [ <i>Experiment 2: Kindergarten Classrooms</i> ] (randomized controlled trial)	Undersea Challenge; Production Test of Segmenting; Production Test of Blending	na	na	na
Mitchell & Fox, 2001 [ <i>DaisyQuest vs teacher-delivered phonological awareness instruction</i> ] (randomized controlled trial)	ns	na	na	na
Mitchell & Fox, 2001 [ <i>DaisyQuest vs other software programs group</i> ] (randomized controlled trial)	Phonological Awareness Test (PAT) (a): total	na	na	na
<b>Early Intervention in Reading®</b>				
Taylor, Frye, Short, & Shearer, 1991 (randomized controlled trial)	Segmentation and blending; Vowel sounds	na	ns	na
<b>Earobics®</b>				
Cognitive Concepts, 2003 (randomized controlled trial)	ORAL-J: Blending into Words Subtest; ORAL-J: Segmenting into Sounds; ORAL-J: Rhyming Words	ns	na	na
Valliath, 2002 (quasi-experimental design)	CTOPP: Sound Matching	na	na	na
<b>Failure-Free Reading</b>				
Torgesen et al., 2006 (randomized controlled trial)	ns	ns	ns	na
<b>Fast ForWord®</b>				
Borman & Benson, 2006 (randomized controlled trial)	na	na	ns	na
Scientific Learning Corporation, 2005a (randomized controlled trial)	TOPA: Phonological Awareness Subtest; TOPA: Letter Sounds Subtest	na	na	na
Scientific Learning Corporation, 2005b (randomized controlled trial)	ns	na	na	na
Scientific Learning Corporation, 2005c (randomized controlled trial)	na	na	Degrees of Reading Power	na
Scientific Learning Corporation, 2006 (randomized controlled trial)	ns	na	na	na

(continued)

**Appendix A3.1 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> positive findings (continued)**

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Overbay & Baenen, 2003 (quasi-experimental design)	na	na	ns	na
<b>Fluency Formula™</b>				
Sivin-Kachala & Bialo, 2005 (randomized controlled trial)	na	ns	ns	na
<b>Kaplan SpellRead</b>				
Rashotte, MacPhee, & Torgesen, 2001 (randomized controlled trial)	CTOPP: Blending Words Subtest; CTOPP: Segmenting Words Subtest; TOWRE: Phonetic Decoding Efficiency Subtest; WRMT-R: Word Attack Subtest	ns	GORT-3: Comprehension Subtest; WDRB: Comprehension Subtest	na
Torgesen et al., 2006 (randomized controlled trial)	TOWRE: Phonetic Decoding Efficiency Subtest; WRMT-R: Word Attack Subtest	ns	ns	na
<b>Ladders to Literacy</b>				
O'Connor, 1999 (Study A: Intensive Professional Development) (quasi-experimental design)	Short Term Memory; Segmentation; Blending; Woodcock Johnson Tests of Achievement: Letter- Word Identification Subtest	na	ns	na
O'Connor, 1999 (Study B: Traditional Professional Development) (quasi-experimental design)	Segmentation	na	ns	na
O'Connor et al., 1996 (quasi- experimental design)	ns	ns	ns	na
Fuchs et al., 2001 (randomized controlled trial with randomization problems)	ns	na	na	na
<b>Little Books</b>				
Phillips, Norris, Mason, & Kerr, 1990 (randomized controlled trial)	na	na	na	ns
<b>Peer-Assisted Learning Strategies</b>				
Fuchs, Fuchs, Kazdan, & Allen, 1999 (randomized controlled trial with randomization problems)	na	na	Stanford Diagnostic Reading Test III: Reading Comprehension	na

(continued)

## Appendix A3.1 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> positive findings *(continued)*

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Mathes & Babyak, 2001 (randomized controlled trial with randomization problems)	ns	ns	na	na
Mathes, Howard, Allen, & Fuchs, 1998 (quasi-experimental design)	ns	ns	na	na
Mathes, Torgesen, Clancy-Minchetti et al., 2003 [ <i>Comparison #1: PALS vs. Usual Reading Curriculum Group</i> ] (quasi-experimental design)	CTOPP Phonemic Segmentation; WRMT: Word Attack Subtest	ns	ns	na
Mathes, Torgesen, Clancy-Minchetti et al., 2003 [ <i>Comparison #2: PALS vs. Teacher-Directed Instruction Group</i> ] (quasi-experimental design)	ns	ns	ns	na
<b>Read Naturally</b>				
Hancock, 2002 (randomized controlled trial)	na	ns	ns	na
Mesa, 2004 (quasi-experimental design)	na	ns	na	na
<b>Read, Write &amp; Type!</b>				
Torgesen et al., 2003 [ <i>Read, Write &amp; Type! vs. ADD intervention</i> ] (randomized controlled trial)	ns	na	ns	na
Torgesen et al., 2003 [ <i>Read, Write &amp; Type! vs. Regular instruction</i> ] (randomized controlled trial)	CTOPP Phoneme Segmenting Subtest; Woodcock Reading Mastery Test: Word Attack Subtest	na	ns	na
<b>Reading Recovery®</b>				
Baenen et al., 1997 (randomized controlled trial)	na	na	na	ns
Pinnell, DeFord, & Lyons, 1988 (randomized controlled trial)	Observation Survey: Concepts about Print Subtest	na	CTBS: Reading Comprehension Subtest; CTBS: Reading Vocabulary Subtest	Observation Survey: Dictation Subtest; Observation Survey: Writing Vocabulary Subtest
Pinnell et al., 1994 (randomized controlled trial)	na	na	na	Gates-MacGinitie; Observation Survey: Dictation Subtest; Woodcock Reading Mastery Test-Revised

*(continued)*

**Appendix A3.1 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> positive findings (continued)**

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Schwartz, 2005 (randomized controlled trial)	Observation Survey: Concepts about Print Subtest; Observation Survey: Word Recognition Subtest	SORT-R3; Observation Survey: Text Reading Level Subtest	ns	Observation Survey: Dictation Subtest; Observation Survey: Writing Vocabulary Subtest
Iverson & Tunmer, 1993 (quasi-experimental design)	Phoneme Deletion Task; Yopp-Singer Phoneme Segmentation Test; Observation Survey: Concepts about Print Subtest; Observation Survey: Letter Identification Subtest; Dolch Word Recognition Test; Observation Survey: Word Recognition Subtest; Pseudoword Decoding Task	na	na	Observation Survey: Dictation Subtest; Observation Survey: Writing Vocabulary Subtest
<b>Start Making a Reader Today®</b>				
Baker, Gersten, & Keating, 2000 (randomized controlled trial)	Woodcock Reading Mastery Test-Revised: Word Identification Subtest	Oral Reading Fluency First-Grade Passage; Oral Reading Fluency Second-Grade Passage	ns	na
<b>Stepping Stones to Literacy</b>				
Nelson, Benner, & Gonzalez, 2005 (randomized controlled trial)	CTOPP: Phonological Awareness; DIBELS: Phoneme Segmentation Fluency; DIBELS: Initial Sound Fluency; DIBELS: Letter Naming Fluency; DIBELS: Nonsense Words Fluency	na	na	na
Nelson, Stage, Epstein, & Pierce, 2005 (randomized controlled trial)	CTOPP: Phonological Awareness; DIBELS: Letter Naming Fluency; WRMT-R: Word Identification Subtest; WRMT-R: Word Attack Subtest	na	na	na
<b>Success for All®</b>				
Borman et al., 2006 (randomized controlled trial)	WRMT: Word Identification Subtest; WRMT: Word Attack Subtest	na	WRMT: Passage Comprehension Subtest	na
Dianda & Flaherty, 1995 (quasi-experimental design)	ns	na	ns	ns
Madden et al., 1993 (quasi-experimental design)	ns	na	ns	ns

(continued)

## Appendix A3.1 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> positive findings (continued)

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Ross, Alberg, & McNelis, 1997 (quasi-experimental design)	ns	na	ns	ns
Ross & Casey, 1998 (quasi-experimental design)	ns	na	ns	ns
Ross et al., 1998 (quasi-experimental design)	ns	na	ns	ns
Smith et al., 1993 (quasi-experimental design)	ns	na	ns	ns
<b>Voyager Universal Literacy System<sup>®</sup></b>				
Frechtling, Zhang, and Silverstein, 2006 (quasi-experimental design)	ns	na	na	na
Hecht, 2003 (quasi-experimental design)	ns	na	ns	na
Hecht & Torgesen, 2002 (quasi-experimental design)	ns	na	ns	na
<b>Waterford Early Reading Program<sup>™</sup></b>				
Hecht & Close, 2002 (quasi-experimental design)	ns	na	ns	na
<b>Wilson Reading<sup>®</sup></b>				
Torgesen et al., 2006 (randomized controlled trial)	TOWRE: Phonetic Decoding Efficiency Subtest; WRMT-R: Word Attack Subtest	ns <sup>3</sup>	ns <sup>3</sup>	na

na = not studied

ns = not statistically significant

nsi = not substantively important

1. According to WWC criteria, if a program finds a statistically significant effect, there is less than a 5% chance that this difference is due to chance. The level of statistical significance was calculated by the WWC and, where necessary, corrects for clustering within classrooms or schools and for multiple comparisons. For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). For the formulas the WWC used to calculate the statistical significance, see the [Technical Details of WWC-Conducted Computations](#).
2. For rating purposes, the WWC considered the statistical significance of the findings and the magnitude of the effect, also called the effect size. An average effect size is the sum of all the effect sizes of the student outcomes in a study in a single domain divided by the number of those outcomes. The WWC considers an average effect size across all student outcomes in one study in a given domain to be substantively important if it is equal to or greater than 0.25.
3. The fluency, comprehension, and vocabulary components of *Wilson Reading System<sup>®</sup>* were eliminated from instruction at the request of Torgesen et al. for the purposes of the study. For further information about the program implemented, please see the research and findings sections of the [Wilson Reading System<sup>®</sup>-report](#).

## Appendix A3.2 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> average effect across outcomes by domain

Intervention name	Average effect across outcomes			
	Alphabetics	Fluency	Comprehension <sup>3</sup>	General reading achievement
<b>Accelerated Reader/Reading Renaissance</b>				
Ross, Nunnery, & Goldfeder, 2004 (randomized controlled trial)	na	na	ns, Substantively important	Statistically significant, Substantively important
<b>Auditory Discrimination in Depth/Lindamood Phonemic Sequencing<sup>®</sup></b>				
Torgesen et al., 2003 [ADD vs. Read, Write, Type intervention] (randomized controlled trial)	Statistically significant, Substantively important	na	ns, nsi	na
Torgesen et al., 2003 [ADD vs. Regular instruction] (randomized controlled trial)	Statistically significant, Substantively important	na	ns, nsi	na
<b>Cooperative Integrated Reading and Composition<sup>®</sup></b>				
Bramlett, 1994 (quasi-experimental design)	na	na	ns, nsi	na
Skeans, 1991 (quasi-experimental design)	na	na	ns, nsi	na
<b>Corrective Reading</b>				
Torgesen et al., 2006 (randomized controlled trial)	ns, nsi	Statistically significant, Substantively important	ns, nsi	na
<b>ClassWide Peer Tutoring</b>				
Greenwood et al., 1993 (randomized controlled trial)	na	na	na	ns, Substantively important
<b>DaisyQuest</b>				
Baker & Torgensen, 1995 [DaisyQuest vs. Hint and Hunt software] (randomized controlled trial)	Statistically significant, Substantively important	na	ns, nsi	na
Baker & Torgensen, 1995 [DaisyQuest vs. math software] (randomized controlled trial)	Statistically significant, Substantively important	na	ns, nsi	na
Foster et al., 1994 [Experiment 1: Child-care Facility] (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Foster et al., 1994 [Experiment 2: Kindergarten Classrooms] (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Mitchell & Fox, 2001 [DaisyQuest vs. teacher-delivered phonological awareness instruction] (randomized controlled trial)	ns, nsi	na	na	na
Mitchell & Fox, 2001 [DaisyQuest vs other software programs group] (randomized controlled trial)	ns, nsi	na	na	na

(continued)

**Appendix A3.2 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> average effect across outcomes by domain** *(continued)*

Intervention name	Average effect across outcomes			
	Alphabetics	Fluency	Comprehension <sup>3</sup>	General reading achievement
<b>Early Intervention in Reading®</b>				
Taylor, Frye, Short, & Shearer, 1991 (randomized controlled trial)	Statistically significant, Substantively important	na	ns, Substantively important	na
<b>Earobics®</b>				
Cognitive Concepts, 2003 (randomized controlled trial)	ns, Substantively important	ns, nsi	na	na
Valliath, 2002 (quasi-experimental design)	ns, Substantively important	na	na	na
<b>Failure-Free Reading</b>				
Torgesen et al., 2006 (randomized controlled trial)	ns, nsi	ns, nsi	ns, Substantively important	na
<b>Fast ForWord®</b>				
Borman & Benson, 2006 (randomized controlled trial)	na	na	ns, nsi	na
Scientific Learning Corporation, 2005a (randomized controlled trial)	Statistically significant, nsi	na	na	na
Scientific Learning Corporation, 2005b (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Scientific Learning Corporation, 2005c (randomized controlled trial)	na	na	Statistically significant, Substantively important	na
Scientific Learning Corporation, 2006 (randomized controlled trial)	ns, nsi	na	na	na
Overbay & Baenen, 2003 (quasi-experimental design)	na	na	ns	na
<b>Fluency Formula™</b>				
Sivin-Kachala & Bialo, 2005 (randomized controlled trial)	na	ns, Substantively important	ns, Substantively important negative effect	na
<b>Kaplan SpellRead</b>				
Rashotte, MacPhee, & Torgesen, 2001 (randomized controlled trial)	ns, Substantively important	ns, nsi	ns, nsi	na
Torgesen et al., 2006 (randomized controlled trial)	Statistically significant, Substantively important	ns, Substantively important	Statistically significant, Substantively important	na
<b>Ladders to Literacy</b>				
O'Connor, 1999 (Study A: Intensive Professional Development) (quasi-experimental design)	Statistically significant, Substantively important	na	ns, Substantively important	na

*(continued)*

**Appendix A3.2 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> average effect across outcomes by domain** *(continued)*

Intervention name	Average effect across outcomes			
	Alphabetics	Fluency	Comprehension <sup>3</sup>	General reading achievement
O'Connor, 1999 (Study B: Traditional Professional Development) (quasi-experimental design)	Statistically significant, Substantively important	na	ns, nsi	na
O'Connor et al., 1996 (quasi-experimental design)	ns, Substantively important	ns, Substantively important	ns, nsi	na
Fuchs et al., 2001	ns, na <sup>4</sup>	na	na	na
<b>Little Books</b>				
Phillips, Norris, Mason, & Kerr, 1990 (randomized controlled trial)	na	na	na	ns, Substantively important
<b>Peer-Assisted Learning Strategies</b>				
Fuchs, Fuchs, Kazdan, & Allen, 1999 (randomized controlled trial with randomization problems)	na	na	Statistically significant, Substantively important	na
Mathes & Babyak, 2001 (randomized controlled trial with randomization problems)	Statistically significant, Substantively important	ns, Substantively important	na	na
Mathes, Howard, Allen, & Fuchs, 1998 (quasi-experimental design)	Statistically significant, Substantively important	ns, Substantively important	na	na
Mathes, Torgesen, Clancy-Minchetti et al., 2003 [ <i>Comparison #1: PALS vs. Usual Reading Curriculum Group</i> ] (quasi-experimental design)	ns, Substantively important	ns, nsi	ns, nsi	na
Mathes, Torgesen, Clancy-Minchetti et al., 2003 [ <i>Comparison #2: PALS vs. Teacher-Directed Instruction Group</i> ] (quasi-experimental design)	ns, Substantively important	ns, nsi	ns, nsi	na
<b>Read Naturally</b>				
Hancock, 2002 (randomized controlled trial)	na	ns, nsi	ns, nsi	na
Mesa, 2004 (quasi-experimental design)	na	ns, nsi	na	na
<b>Read, Write &amp; Type!</b>				
Torgesen et al., 2003 [ <i>Read, Write &amp; Type! vs. ADD intervention</i> ] (randomized controlled trial)	ns, nsi	na	ns, nsi	na
Torgesen et al., 2003 [ <i>Read, Write &amp; Type! vs. Regular instruction</i> ] (randomized controlled trial)	ns, nsi	na	ns, nsi	na

*(continued)*

**Appendix A3.2 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> average effect across outcomes by domain (continued)**

Intervention name	Average effect across outcomes			
	Alphabetic	Fluency	Comprehension <sup>3</sup>	General reading achievement
<b>Reading Recovery®</b>				
Baenen et al., 1997 (randomized controlled trial)	na	na	na	ns, nsi
Pinnell, DeFord, & Lyons, 1988 (randomized controlled trial)	ns, Substantively important	na	Statistically significant, Substantively important	Statistically significant, Substantively important
Pinnell et al., 1994 (randomized controlled trial)	na	na	na	Statistically significant, Substantively important
Schwartz, 2005 (randomized controlled trial)	Statistically significant, Substantively important	Statistically significant, Substantively important	ns, nsi	Statistically significant, Substantively important
Iverson & Tunmer, 1993 (quasi-experimental design)	Statistically significant, Substantively important	na	na	Statistically significant, Substantively important
<b>Start Making a Reader Today®</b>				
Baker, Gersten, & Keating, 2000 (randomized controlled trial)	Statistically significant, Substantively important	Statistically significant, Substantively important	ns, Substantively important	na
<b>Stepping Stones to Literacy</b>				
Nelson, Benner, & Gonzalez, 2005 (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Nelson, Stage, Epstein, & Pierce, 2005 (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
<b>Success for All®</b>				
Borman et al., 2006 (randomized controlled trial)	Statistically significant, Substantively important	na	Statistically significant, nsi	na
Dianda & Flaherty, 1995 (quasi-experimental design)	ns, Substantively important	na	ns, Substantively important	ns, Substantively important
Madden et al., 1993 (quasi-experimental design)	ns, Substantively important	na	na	ns, Substantively important
Ross, Alberg, & McNelis, 1997 (quasi-experimental design)	ns, nsi	na	ns, nsi	ns, nsi
Ross & Casey, 1998 (quasi-experimental design)	ns, nsi	na	ns, nsi	ns, nsi
Ross et al., 1998 (quasi-experimental design)	ns, Substantively important	na	ns, nsi	ns, nsi
Smith et al., 1993 (quasi-experimental design)	ns, Substantively important	na	ns, nsi	ns, Substantively important
<b>Voyager Universal Literacy System®</b>				
Frechtling, Zhang, and Silverstein, 2006 (quasi-experimental design)	ns, Substantively important	na	na	na

(continued)

## Appendix A3.2 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> average effect across outcomes by domain *(continued)*

Intervention name	Average effect across outcomes			
	Alphabetics	Fluency	Comprehension <sup>3</sup>	General reading achievement
Hecht, 2003 (quasi-experimental design)	ns, nsi	na	ns, Substantively important negative effect	na
Hecht & Torgesen, 2002 (quasi-experimental design)	ns, Substantively important	na	ns, nsi	na
<b>Waterford Early Reading Program™</b>				
Hecht & Close, 2002 (quasi-experimental design)	ns, Substantively important	na	ns, nsi	na
<b>Wilson Reading®</b>				
Torgesen et al., 2006 (randomized controlled trial)	ns, Substantively important	ns, nsi <sup>5</sup>	ns, nsi <sup>5</sup>	na

na = not studied

ns = not statistically significant

nsi = not substantively important

1. According to WWC criteria, if a program finds a statistically significant effect, then there is less than a 5% chance that this difference is due to chance. The level of statistical significance was calculated by the WWC and, where necessary, corrects for clustering within classrooms or schools, and for multiple comparisons. For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). For the formulas the WWC used to calculate the statistical significance, see the [Technical Details of WWC-Conducted Computations](#).
2. For rating purposes, the WWC considered the statistical significance of the findings and the magnitude of the effect, also called the effect size. An average effect size is the sum of all the effect sizes of the student outcomes in a study in a single domain divided by the number of those outcomes. The WWC considers an average effect size across all student outcomes in one study in a given domain to be substantively important if it is equal to or greater than 0.25.
3. Two interventions each had a study that showed a substantively important negative effect in the comprehension domain (see *Fluency Formula* and *Voyager*).
4. This study reported findings at the cluster level and student-level effect size could not be calculated.
5. The fluency, comprehension, and vocabulary components of the *Wilson Reading System®* were eliminated from instruction at the request of Torgesen et al. for the purposes of the study. For further information about the program implemented, please see the research and findings sections of the [Wilson Reading System® report](#).

## Appendix A4 Methodology

Eight hundred eighty-seven studies provided data on 153 programs and were classified according to the strength of their design. To be fully reviewed, a study had to be a randomized controlled trial or quasi-experimental design.<sup>1</sup>

### Eligibility for review

Quasi-experiments eligible for review include those equating through matching or statistical adjustment; regression discontinuity, and single case designs are also included. No studies based on the regression discontinuity designs were identified for the beginning reading review; several single case designs were identified. The WWC is currently developing evidence standards for regression discontinuity designs and single-case designs.

The review considered the properties of measurement instruments, the percentage of students, classrooms, or schools in the study sample that were not included in the reported results, and any sample characteristics or events that might serve as alternative explanations for the observed effect. For details please see the [WWC Evidence Standards](#).

The research evidence for programs that have at least one study meeting WWC evidence standards with or without reservations is summarized in individual intervention reports posted on the WWC website. See <http://www.whatworks.ed.gov>. So far, 51 studies of 24 beginning reading programs have met evidence standards with or without reservations. The lack of evidence for the remaining programs does not mean that those programs are ineffective. Some programs have not yet been studied using a study design that permits the WWC to draw any conclusions about their effectiveness. For some studies, not enough data were reported (such as descriptive statistics of the findings) to enable us to confirm statistical findings.

### Rating of effectiveness

Among the prioritized interventions, each beginning reading program that had at least one study meeting WWC standards with or without reservations received a rating of effectiveness for beginning reading achievement. The rating of effectiveness aims to characterize the existing evidence base in a given domain. The intervention effects based on the research evidence can be rated as having positive, potentially positive, mixed, no discernible, potentially negative, or negative effects.

The rating of effectiveness takes into account four factors: the quality of the research design; the statistical significance of the findings; the size of the difference between participants in the intervention and comparison conditions; and the consistency in findings across the studies (see the [WWC Intervention Rating Scheme](#)).

The level of statistical significance was reported by the study authors or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. Because of these corrections, the level of statistical significance as calculated by the WWC may differ from the one originally reported by the study authors. For an explanation, see the [WWC Tutorial on Mismatch](#). For the formulas that we used to calculate statistical significance, see [Technical Details of WWC-Conducted Computations](#). If the average effect size across all outcome measures in one study in a single domain is at least 0.25, it is considered substantively important, contributing toward the rating of effectiveness. See the technical appendices of the beginning reading intervention reports for further details.

### Extent of evidence

The WWC categorizes the extent of evidence in each domain as small or moderate to large (see the [What Works Clearinghouse Extent of Evidence Categorization Scheme](#)). The extent of evidence takes into account the number of studies and the

1. Thirty-two interventions (involving 36 quasi-experimental design studies) passed the initial screening criteria but were not included in this wave of Beginning Reading reviews. These interventions were those that on initial screening had only one eligible study that met WWC evidence standards with reservations (i.e., had the fewest numbers of studies, which also used less rigorous designs). Seven additional single-case studies have dispositions pending. The WWC is currently developing standards for the review of single case studies.

**Appendix A4**  
**Methodology**  
*(continued)*

total sample size across the studies that met WWC evidence standards with or without reservations.<sup>2</sup>

**Improvement Index**

The WWC computes an improvement index for each individual finding. In addition, within each outcome domain, the WWC computes an average improvement index for each domain and each study as well as a domain average improvement index across studies of the same intervention (see the [Technical](#)

[Details of WWC-Conducted Computations](#)). The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. The improvement index can take on values between -50 and +50, with positive numbers denoting results favorable to the intervention group. Unlike the rating of effectiveness, the improvement index is based only on the size of the difference between the intervention and the comparison conditions.

2. The Extent of Evidence Categorization was developed to tell readers how much evidence was used to determine the intervention rating, focusing on the number and size of studies. Additional factors associated with a related concept, external validity—such as the students’ demographics and the types of settings in which studies took place—are not taken into account in the categorization.

## Appendix A5 References

### Studies that met WWC standards

#### **Accelerated Reader/Reading Renaissance**

Ross, S. M., Nunnery, J., & Goldfeder, E. (2004). *A randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Preliminary evaluation report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

#### **Additional source:**

Nunnery J., Ross, S., & McDonald A. (2006). A randomized experimental evaluation of the impact of *Accelerated Reader/Reading Renaissance* implementation on reading achievement in grades 3 to 6. *Journal of Education for Students Placed at Risk*, 11(1), 1–18.

#### **Auditory Discrimination in Depth (ADD)<sup>®</sup>/Lindamood Phonemic Sequencing (LiPS)<sup>®</sup>**

Torgesen, J., Wagner, R., Rashotte, C., & Herron, J. (2003). *Summary of outcomes from first grade study with Read, Write and Type and Auditory Discrimination in Depth Instruction and software with at-risk children* (FCRR Tech. Rep. No. 2). Retrieved from Florida Center for Reading Research Web site: <http://www.fcrr.org/TechnicalReports/RWTfullrept.pdf>

#### **ClassWide Peer Tutoring (CWPT)**

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#### **DaisyQuest**

Barker, T., & Torgesen, J. K. (1995). An evaluation of computer-assisted instruction in phonological awareness with below average readers. *Journal of Educational Computing Research*, 13(1), 89–103.

Foster, K. C., Erickson, G. C., Foster, D. F., Brinkman, D., & Torgesen, J. K. (1994). Computer administered instruction in phonological awareness: Evaluation of the *DaisyQuest* program. *Journal of Research and Development in Education*, 27(2), 126–137. **(Experiment 1: Child-care Facility)**

Foster, K. C., Erickson, G. C., Foster, D. F., Brinkman, D., & Torgesen, J. K. (1994). Computer administered instruction in phonological awareness: Evaluation of the *DaisyQuest* program. *Journal of Research and Development in Education*, 27(2), 126–137. **(Experiment 2: Kindergarten Classrooms)**

Mitchell, M. J., & Fox, B. J. (2001). The effects of computer software for developing phonological awareness in low-progress readers. *Reading Research and Instruction*, 40(4), 315–332.

#### **Direct Instruction/Corrective Reading**

Torgesen, J., Myers, D., Schirm, A., Stuart, E., Vartivarian, S., Mansfield, W., et al. (2006). National assessment of Title I interim report—Volume II: Closing the reading gap: First year findings from a randomized trial of four reading interventions for striving readers. Retrieved from Institute of Education Sciences, U. S. Department of Education Web site: <http://www.ed.gov/rschstat/eval/disadv/title1interimreport/index.html>

#### **Early Intervention in Reading<sup>®</sup>**

Taylor, B. M., Frye, B. J., Short, R., & Shearer, B. (1991). *Early Intervention in Reading: Preventing reading failure among low-achieving first grade students*. Minneapolis: University of Minnesota, Center for Urban and Regional Affairs and Office of the Vice President of Academic Affairs.

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- Taylor, B. M., Short, R., Frye, B., & Shearer, B. (1992). Classroom teachers prevent reading failure among low achieving first-grade students. *The Reading Teacher*, 45(8), 592–597.

### **Earobics®**

- Cognitive Concepts (2003). *Outcomes Report: Los Angeles Unified School District, California*. Retrieved from <http://www.cogcon.com/research/proven/LAUSD.pdf>

### **Failure-Free Reading**

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Torgesen, J., Wagner, R., Rashotte, C., & Herron, J. (2003). *Summary of outcomes from first grade study with Read, Write and Type and Auditory Discrimination in Depth Instruction and software with at-risk children* (FCRR Tech. Rep. No. 2). Retrieved from Florida Center for Reading Research Web site: <http://www.fcrr.org/TechnicalReports/RWTfullrept.pdf>

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### **Start Making a Reader Today® (SMART®)**

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Nelson, J. R., Stage, S. A., Epstein, M. H., & Pierce, C. D. (2005). Effects of a prereading intervention on the literacy and social skills of children. *Exceptional Children, 72*(1), 29–45.

**Success for All**

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**Wilson Reading System®**

Torgesen, J., Myers, D., Schirm, A., Stuart, E., Vartivarian, S., Mansfield, W., et al. (2006). *National assessment of Title I interim report—Volume II: Closing the reading gap: First year findings from a randomized trial of four reading interventions for striving readers*. Retrieved from Institute of Education Sciences, U. S. Department of Education Web site: <http://www.ed.gov/rschstat/eval/disadv/title1interimreport/index.html>

**Studies that met WWC standards with reservations**

**Cooperative Integrated Reading and Composition (CIRC®)**

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**Fast ForWord®**

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**Ladders to Literacy**

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**(Study A: Intensive Professional Development)**

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Conway, T., Heilman, P., Gonzalez-Rothi, L., Alexander, A., Adair, J., Crosson, B., & Heilman, K. (1998). Treatment of a case of phonological alexia with agraphia using the Auditory Discrimination in Depth (ADD) program. *Journal of the International Neuropsychological Society*, 4, 608–620. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during

**Appendix A5**  
**References**  
*(continued)*

- the time of the intervention; this study does not focus on the targeted grades.
- Howard, M. P. (1986). Effects of pre-reading training in auditory conceptualization on subsequent reading achievement. *Dissertation Abstracts International*, 47(03), 847A. (UMI No. 8612677) **(Study: Arco, Indiana first-grade longitudinal)** Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.
- Howard, M. P. (1986). Effects of pre-reading training in auditory conceptualization on subsequent reading achievement. *Dissertation Abstracts International*, 47(03), 847A. (UMI No. 8612677) **(Study: Arco, Indiana kindergarten)** Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.
- Howard, M. P. (1986). Effects of pre-reading training in auditory conceptualization on subsequent reading achievement. *Dissertation Abstracts International*, 47(03), 847A. (UMI No. 8612677) **(Study: Arco, Indiana and Santa Maria, California)** Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.
- Kennedy, K., & Backman, J. (1993). Effectiveness of the Lindamood Auditory Discrimination in Depth Program with students with learning disabilities. *Learning Disabilities Research and Practice*, 8(4), 253–259. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Lindamood-Bell Learning Processes. (2003). *Lindamood-Bell Learning Processes: Beginning reading submissions*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: Intervention in kindergarten through 2nd grade)** Complete data are not reported: the WWC cannot evaluate the design or data because complete study details are not reported.
- Lindamood-Bell Learning Processes. (2003). *Lindamood-Bell Learning Processes: Beginning reading submissions*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: Kindergarten results from school project in Oregon)** Does not use a strong causal design: this study does not use a comparison group.
- Lindamood-Bell Learning Processes. (2003). *Lindamood-Bell Learning Processes: Beginning reading submissions*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: Kindergarten through 3rd grade results from learning centers across the United States)** Does not use a strong causal design: this study does not use a comparison group.
- Lindamood-Bell Learning Processes. (2003). *Lindamood-Bell Learning Processes: Beginning reading submissions*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: Kindergarten through 3rd grade results from school project in Colorado)** Does not use a strong causal design: this study does not use a comparison group.
- Lindamood-Bell Learning Processes. (2004). *Lindamood-Bell Learning Processes: Interventions for beginning reading evidence report—Report 1, Book I of II*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: K–3 Lindamood Bell focus students 2002 summary)** Complete data are not reported: the WWC cannot evaluate the design or data because complete study details are not reported.
- Lindamood-Bell Learning Processes. (2004). *Lindamood-Bell Learning Processes: Interventions for beginning reading evidence report—Report 1, Book I of II*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: Kindergarten students in Oregon 2001–02)** Complete data are not reported: the WWC cannot evaluate the design or data because complete study details are not reported.

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- Lindamood-Bell Learning Processes. (2004). *Lindamood-Bell Learning Processes: Interventions for beginning reading evidence report—Report 1, Book I of II*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: Pueblo, Colorado 2001–02 summary)** Complete data are not reported: the WWC cannot evaluate the design or data because complete study details are not reported.
- Lindamood-Bell Learning Processes. (2004). *Lindamood-Bell Learning Processes: Interventions for beginning reading evidence report—Report 1, Book I of II*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: Second grade students in Idaho)** Complete data are not reported: the WWC cannot evaluate the design or data because complete study details are not reported.
- McGuinness, C., McGuinness, D., & Donohue, J. (1995). Phonological training and the alphabet principle: Evidence for reciprocal causality. *Reading Research Quarterly, 30*(4), 830–852. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.
- Olson, R. K., Wise, B. W., Ring, J., & Johnson, M. (1997). Computer-based remedial training in phoneme awareness and phonological decoding: Effects on the posttraining development of word recognition. *Scientific Studies of Reading, 1*(3), 235–253. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.
- Pokorni, J. L., Worthington, C. K., & Jamison, P. J. (2004). Phonological awareness intervention: Comparison of Fast ForWord, Earobics, and LiPS. *The Journal of Educational Research, 97*(3), 147–157. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.
- Sadoski, M., & Willson, V. L. (2006). Effects of a theoretically based large-scale reading intervention in a multicultural urban school district. *American Educational Research Journal, 43*(1), 137–154. Does not use a strong causal design: this study, which uses a quasi-experimental design, has a confounding factor. The ADD/LiPS intervention is combined with other interventions, making it difficult to attribute study outcomes to ADD/LiPS.
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- Torgesen, J. K., Alexander, P. A., Wagner, R. K., Rashotte, C. A., Voeller, K. K. S., Conway, T., & Rose, E. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities, 34*(1), 33–58. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.
- Additional source:**
- Lindamood-Bell Learning Processes. (2004). *Lindamood-Bell Learning Processes: Interventions for beginning reading evidence report—Report 1, Book I of II*. (Available from the Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401) **(Study: Longitudinal Florida study summary)**
- Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., et al. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology, 91*(4), 579–593. Does not use a strong causal design: this study, which uses a randomized control trial design, had a confounding factor. The ADD/LiPS

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intervention was combined with other interventions, making it difficult to attribute study outcomes to ADD/LiPS.

Truch, S. (1994). Stimulating basic reading processes using auditory discrimination in depth. *Annals of Dyslexia*, 44, 60–80.

The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Wise, B. W., Ring, J., & Olson, R. K. (2000). Individual differences in gains from computer-assisted remedial reading. *Journal of Experimental Child Psychology*, 77(3), 197–235. Does not use a strong causal design: this study, which uses a quasi-experimental design, has a confounding factor. The ADD/LiPS intervention is combined with other interventions, making it difficult to attribute study outcomes to ADD/LiPS.

### **Balanced Early Literacy Initiative**

Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

#### **Additional source:**

Sterbinsky, A., Ross, S., & Redfield, D. (2003, April). *Comprehensive school reform: A multi-site replicated experiment*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

### **Barton Reading & Spelling System**

Research evidence of the effectiveness of the Barton Reading & Spelling system. (n. d.). Retrieved from Barton Reading Web site: <http://www.bartonreading.com/pdf/Barton%20Research.pdf> Does not use a strong causal design: this study does not use a comparison group.

### **Benchmark Word Recognition Program**

Roberts, E. (1996). The relationship between reading by analogy and independent word recognition. *Dissertation Abstracts International*, 57(11), 4689A. (UMI No. 9713226) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

### **Book Buddies**

Invernizzi, M., Rosemary, C., Juel, C., & Richards, H. C. (1997). At-risk readers and community volunteers: A 3-year perspective. *Scientific Studies of Reading*, 1(3), 277–300. Does not use a causal design: this study does not use a comparison group.

### **Bookmark**

Froniabarger, E. W. (1983). A comparison of the Crossties, Alpha-Time, Sullivan, and Bookmark reading readiness programs in kindergarten. *Dissertation Abstracts International*, 44(08), 2349A. (UMI No. 8325590) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

### **Bradley Reading and Language Arts**

Tupper, A. T. (2000). A comparison of two systematic decoding programs for developing reading skills in beginning readers. *Dissertation Abstracts International*, 61(11), 4326A. (UMI No. 9995925) Does not use a strong causal design: there is only

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one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

### **Breakthrough to Literacy**

Bompadre, C. E. (2002). The effectiveness of systematic reading programs on the achievement of students in grades K–2. *Dissertation Abstracts International*, 63(03), 890A. (UMI No. 3045848) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2002). The new three Rs: Research, reading and results. Retrieved from [http://www.breakthrough-toliteracy.com/pdf/3Rs\\_2.pdf](http://www.breakthrough-toliteracy.com/pdf/3Rs_2.pdf) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy (2003). *Results with Breakthrough to Literacy*. New York, NY: McGraw Hill. Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Bowling Green City Schools 1999–2000**) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. Retrieved from [http://www.breakthroughtoliteracy.com/index.html?SID&page=df\\_lr\\_studies\\_mcneill\\_1](http://www.breakthroughtoliteracy.com/index.html?SID&page=df_lr_studies_mcneill_1) (**Bowling Green City Schools 2001–2002**) Does not use a strong causal design: A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This

study analyzes at the student level and therefore does not fulfill the WWC requirement.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Campbell County School District**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Charlotte-Mecklenburg Public School District**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Copperas Cove Independent School District**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Daviess County School District**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**De Zavala Elementary School Fort Worth Independent School District 1998–99**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**De Zavala**

## Appendix A5 References (continued)

### Elementary School Fort Worth Independent School

**District 1999–00**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Fort Worth Independent School District 1999–2000)** Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Fulton County Schools)** Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Glynn County Schools)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Hawaii Department of Education)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher).

This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(I.M. Terrell Elementary School Fort Worth Independent School District)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Jersey City Public Schools)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Johnson County School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Lawrence Public Schools 2000–01)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Lawrence Public Schools 2001–02)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with*

**Appendix A5**  
**References**  
*(continued)*

*beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (Lebanon Community School Corporation) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Leon County School District**) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Logan County School District**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Massillon City School District**) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Muscatine Community School District**) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**New Haven Public Schools**) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Norfolk Public Schools**) Does not use a strong causal design: A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Northampton County Public Schools**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Ohio County School District**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Public School 10 Community School District 15**) Does not use a strong causal design: this study does not use a comparison group.

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**References**  
*(continued)*

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Public School 27 Community School District 15)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Public School 57 New York City Public Schools)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Pulaski County Schools)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Richmond City Schools)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(San Ysidro School District)** Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to

Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(School City of East Chicago)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(School District of Palm Beach County)** Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Sumpter County School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Tussey Mountain School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Union County Public Schools 2001–2002)** Does not use a strong causal design: A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to

## Appendix A5 References (continued)

- Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Whitley County School District. Siley, KY**) Does not use a strong causal design: this study does not use a comparison group.
- Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241)
- (**Union County Public Schools 2000–2001**) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Delacruz, S. J. (2003). *The impact of a first year, first grade balanced literacy approach on reading and language achievement*. Unpublished doctoral dissertation, Loyola University, Chicago, IL. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) Does not use a causal design: there was only one intervention unit, so the analysis could not separate the effects of the intervention from other factors.
- Grimes School. (1998, January). *Computer assisted reading for children at-risk*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Hughey, J. H., & Olivarez, R. D. (1998, January). *Final report of the 1997–98 Breakthrough to Literacy computer instructional program*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Jones, K., & Weinhold, C. (2000, January). *What effect does the incorporation of breakthrough to literacy into the language arts have on the early literacy development of Grove kindergartners?* (Available from Breakthrough to Literacy, 2662

Crosspark Road, Coralville, IA 52241) Does not use a strong causal design: this study does not use a comparison group.

MESSA. (1998). *Breakthrough to literacy program evaluation 1997–98*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

### Bridge

Biemiller, A., & Siegel, L. S. (1997). A longitudinal study of the effects of the Bridge reading program for children at risk for reading failure. *Learning Disability Quarterly, 20*(2), 83–92. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

### California Early Literacy Learning (CELL)

- Swartz, S. L. (1999, December). California Early Literacy Learning and Reading Recovery: Two innovative programs for teaching children to read and write. Paper presented at the Claremont Reading Conference, CA. Does not use a strong causal design: this study does not use a comparison group.
- Swartz, S. L. (2003). *California Early Literacy Learning (CELL): Research report 1994–2003*. (Available from the Foundation for California Early Literacy Learning, 104 East State St., Suite M, Redlands, CA 92373) Does not use a strong causal design: this study does not use a comparison group.
- Swartz, S. L., Shook, R. E., & Klein, A. F. (2003). *Foundation for California Early Literacy Learning*. (Available from the Foundation for California Early Literacy Learning, 104 East State St., Suite M, Redlands, CA 92373) Does not use a strong causal design: this study does not use a comparison group.

**Appendix A5**  
**References**  
(continued)

**Carbo Reading Styles Program**

Atchison, M. K. (1988, November). *The relationship between the learning styles and reading achievement of sixth-grade students in the state of Alabama*. Paper presented at the meeting of the Mid-South Educational Research Association, Gatlinburg, TN. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Carbo, M. (2004, May). *Reading results with the Carbo Reading Styles Program*. Paper presented at the meeting of the National Reading Styles Institute, Chicago, IL. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Duhaney, L. M. G., & Ewing, N. J. (1998). An investigation of the reading styles of urban Jamician middle-grade students with learning disabilities. *Reading Improvement, 35*(3), 114–119. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Langford, D. (2000). *Two-year results of the Carbo Reading Styles Program: Patterson Elementary School, Montgomery Alabama*. Montgomery, AL. Does not use a strong causal design: this study does not use a comparison group.

Mohrmann, S. R. (1990, January). *Learning styles of poor readers*. Paper presented at the meeting of the Southwest Educational Research Association, Austin, TX. The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.

Skipper, B. (1997). Reading with style. *American School Board Journal, 184*(2), 36–37. Does not use a strong causal design: this study does not use a comparison group.

Wilson, I. G. (1993). Reading styles of Hispanic students with learning disabilities in third, fourth, and fifth grade.

*Dissertation Abstracts International, 55*(11), 3462A. (UMI No. 9505375) The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.

**CIERA School Change Project**

Taylor, B. M., Pearson, P. D., Peterson, D., & Rodriguez, M. C. (2002). *The CIERA School Change Project: Supporting schools as they implement home-grown reading reform* (CIERA Rep. No. 2-016). Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement. Does not use a strong causal design: this study does not use a comparison group.

**ClassWide Peer Tutoring (CWPT)**

Abbott, M., Greenwood, C. R., Buzhardt, J., & Tapia, Y. (2006). Using technology-based teacher support tools to scale up the ClassWide Peer Tutoring program. *Reading and Writing Quarterly, 22*, 47–64. Does not use a strong causal design: this study does not use a comparison group.

Bradley, D., Bjorlykke, L., Mann, E., Homon, C., & Lindsay, J. (1993, October). *Empowerment of the general educator through effective teaching strategies*. Paper presented at the meeting of the International Conference on Learning Disabilities, Baltimore, MD. Does not use a strong causal design: this study, which uses a quasi-experimental design, does not use equating measures to ensure that the comparison group is equivalent to the treatment group.

Burks, M. (2004). Effects of Classwide Peer Tutoring on the number of words spelled correctly by students with LD. *Intervention in School and Clinic, 39*(5), 301–384. The outcome measures are not relevant to this review.

Buzhardt, J., Abbott, M., Greenwood, C. R., & Tapia, Y. (2005). Usability testing of the ClassWide Peer Tutoring-Learning Management System. *Journal of Special Education Technology, 20*(1), 19–31. The sample is not appropriate to this review: the parameters for this WWC review specified that

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- students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Buzhardt, J., Greenwood, C. R., Abbott, M., & Tapia, Y. (2006). Research on scaling up effective instructional intervention practice: Developing a measure of the rate of implementation. *Educational Technology Research and Development, 54*(5), 467–492. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Greenwood, C. R., Dinwiddie, G., Bailey, V., Carta, J. J., Dorsey, D., Kohler, F. W., Nelson, C., Rotholtz, D., & Schulte, D. (1987). Field replication of classwide peer tutoring. *Journal of Applied Behavior Analysis, 20*, 151–160. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Moore, A. R. (1993). Effects of strategy training and classwide peer tutoring on the reading comprehension of students with learning disabilities. *Dissertation Abstracts International, 54*(11), 4041A. (UMI No. 9410387) The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Neddenriep, C. E. (2003). Classwide peer tutoring: Three experiments investigating the generalized effects of increased oral reading fluency to silent reading comprehension. *Dissertation Abstracts International, 64*(09), 3192A. (UMI No. 3104401) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Sideridis, G. D., Utley, C., Greenwood, C. R., & Delquadri, J. et al., (1997). Class-wide Peer Tutoring: Effects on the spelling performance and social interactions of students with mild disabilities and their typical peers in an integrated instructional setting. *Journal of Behavioral Education, 7*(4), 203–212. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Simmons, D., Fuchs, D., Fuchs, L. S., Hodge, J. P., & Mathes, P. G. (1994). Importance of instructional complexity and role reciprocity to Classwide Peer Tutoring. *Learning Disabilities Research & Practice, 9* (4), 203–212. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Veerkamp, M. B. (2001). The effects of Classwide Peer Tutoring on the reading achievement of urban middle school students. *Dissertation Abstracts International, 63*(04), 2047B. (UMI No. 3049533) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

**CompassLearning**

- Compass Learning, Inc. (2003). *An independent study done by the Odyssey Charter Middle School (2001–2002)*. (Available from CompassLearning, 9920 Pacific Heights Blvd., San Diego, CA 92121) Does not use a strong causal design: this study does not use a comparison group.
- Compass Learning, Inc. (2003). *CompassLearning® Report: What Works Clearinghouse*. San Diego, CA: Author. Does not use a strong causal design: this study does not use a comparison group.
- Compass Learning, Inc. (2003). *Partnered study one, a study of grade 3 and grade 5 reading and math performance in a rural*

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school district in the SE, 2002. San Diego, CA: Author. Does not use a strong causal design: this study does not use a comparison group.

Hartley, C. L. (2003). *Partnered study two: Comparative study in a large inner city school district in the Midwest, 2001–2002*. San Diego, CA: CompassLearning, Inc. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

### **Compensatory Language Experiences and Reading Program (CLEAR)**

Chamberlain, E., Beck, D., & Johnson, J. (1983). *Language development component, compensatory language experiences and reading program*. Columbus, OH: Columbus Public Schools, Department of Evaluation Services. Does not use a strong causal design: this study does not use a comparison group.

### **Concept-Oriented Reading Instruction (CORI)**

Guthrie, J. T., Van Meter, P., McCann, A., & Wigfield, A. (1996). Growth of literacy engagement: Changes in motivations and strategies during Concept-Oriented Reading Instruction. *Reading Research Quarterly, 31*(3), 306–332. Does not use a strong causal design: this study does not use a comparison group.

### **Cooperative Integrated Reading and Composition (CIRC®)**

Calderon, M., Hertz-Lazarowitz, R., & Slavin, R. E. (1998). Effects of bilingual cooperative integrated reading and composition on students making the transition from Spanish to English reading. *The Elementary School Journal, 99*(2), 153–165.

The sample is not appropriate to this review: this study does not focus on students learning to read in English, one of the parameters for this WWC review.

Jenkins, J. R., Jewell, M., Leicester, N., O'Connor, R. E., Jenkins, L. M., & Troutner, N. M. (1994). Accommodations for individual differences without classroom ability groups: An experiment in school restructuring. *Exceptional Children, 60*(4), 344–358.

The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Nath, L. R. (1996). A peer tutoring training model for cooperative groupings: Is the effectiveness of cooperative groupings enhanced by students obtaining peer tutoring skills? *Dissertation Abstracts International, 57*(12), 5051A. (UMI No. 9717224) The outcome measures are not shown to be valid or reliable: the outcome measures used in this study does not demonstrate adequate reliability or validity.

Rapp, J. C. (1991). The effects of cooperative learning on selected student variables (Cooperative Integrated Reading and Composition on academic achievement in reading comprehension, vocabulary, and spelling on student self-esteem). *Dissertation Abstracts International, 52*(10), 3516A. (UMI No. 9207225) Confound: there was only one intervention and one comparison unit in each study condition, so the analysis could not separate the effects of the intervention from other factors.

Stevens, R. J., Madden, N. A., Slavin, R. E., & Farnish, A. M. (1987). Cooperative integrated reading and composition: Two field experiments. *Reading Research Quarterly, 22*(4), 433–454. **(Study: Fall 1985)** Complete data were not reported for the WWC to compute effect sizes for the third graders, the sample of interest to this review.

Stevens, R. J., Madden, N. A., Slavin, R. E., & Farnish, A. M. (1987). Cooperative Integrated Reading and Composition: Two field experiments. *Reading Research Quarterly, 22*(4), 433–454. **(Study: Spring 1985)** Complete data were not reported for the WWC to compute effect sizes for the third graders, the sample of interest to this review.

Stevens, R. J., Slavin, R. E., & Farnish, A. M. (1991). The effects of cooperative learning and direct instruction in reading comprehension strategies on main idea identification. *Journal of Educational Psychology, 83*(1), 8–16. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this

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study does not disaggregate students in the eligible range from those outside the range.

- Stevens, R. J., & Slavin, R. E. (1995). Effects of a cooperative learning approach in reading and writing on academically handicapped and nonhandicapped students. *The Elementary School Journal*, 95(3), 241–262. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Stevens, R. J., & Slavin, R. E. (1995). The Cooperative Elementary School: Effects on Students' Achievement, Attitudes, and Social Relations. *American Educational Research Journal*, 32(2), 321–351. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

### Core Knowledge Curriculum

- Mac Iver, M. A., Kemper, E., & Stringfield, S. (2000). *The Baltimore Curriculum Project: Fourth year report*. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
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- Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to

this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

### Additional source:

- Sterbinsky, A., Ross, S., & Redfield, D. (2003, April). *Comprehensive school reform: A multi-site replicated experiment*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Taylor, B. M., Pearson, P. D., Clark, K. F., & Walpole, S. (1999). *Beating the odds in teaching all children to read* (Report No. 2-006). Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement. Does not use a strong causal design: this study does not use a comparison group.

### Cornerstone Literacy Initiative

- Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. New York: Institute for Education and Social Policy. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF> (Study: Cleveland) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
- Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF> (Study: Jackson) Does not use a strong causal design:

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this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

**(Study: Talladega)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

**(Study: Trenton)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Steinhardt School of Education, Institute for Education and Social Policy Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF> **(Study: Bridgeport)**

Does not use a strong causal design: this study does not use a comparison group.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20>

[REPORT.PDF](#) **(Study: Greenwood)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

**(Study: Dalton)** Does not use a strong causal design: this study does not use a comparison group.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

**(Study: New Haven)** Does not use a strong causal design: this study does not use a comparison group.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

**(Study: Springfield)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

### Crossties

Froniaberger, E. W. (1983). A comparison of the Crossties, Alpha-Time, Sullivan, and Bookmark reading readiness programs in kindergarten. *Dissertation Abstracts International*, 44(08), 2349A. (UMI No. 8325590) Does not use a strong causal

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design: there was only one intervention and/or one comparison unit, so the analysis could not separate the effects of the intervention from other.

### **DaisyQuest**

Lonigan, C. J., Driscoll, K., Phillips, B. M., Cantor, B. G., Anthony, J. L., & Goldstein, H. (2003). A computer-assisted instruction phonological sensitivity program for preschool children at-risk for reading problems. *Journal of Early Intervention, 25*(4), 248–262. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3 during the time of the intervention; this study does not focus on the targeted grades.

### **Destination Reading**

Long-Cotty, B. D., & Levenson, T. (2004). *The impact of Destination Reading on kindergarten and first grade reading skills*. San Francisco, CA: Riverdeep Limited. Incomparable groups: this study is a quasi-experimental design that uses achievement pretests but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

### **Different Ways of Knowing**

Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

#### **Additional source:**

Sterbinsky, A., Ross, S., & Redfield, D. (2003, April). *Comprehensive school reform: A multi-site replicated experiment*. Paper presented at the meeting of the American

Educational Research Association, Chicago, IL. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

### **Direct Instruction/Direct Instruction**

Adams, G. L., & Engelmann, S. (1996). Additional documentation. In *Research on Direct Instruction: 25 years and beyond DISTAR*. (pp. 99–145). Eugene, OR: Association for Direct Instruction. Does not use a strong causal design: this study does not use a comparison group.

Darch, C., Gersten, R., & Taylor, R. (1987). Evaluation of the Williamsburg County Direct Instruction Program: Factors leading to success in rural elementary programs. *Research in Rural Education, 4*(3), 111–118. Study is outside the time frame of the review: the parameters for this WWC review specified interventions that were implemented after 1983 but this study involves students that began the intervention prior to 1983.

Gersten, R., Darch, C., & Gleason, M. (1988). Effectiveness of a Direct Instruction academic kindergarten for low-income students. *The Elementary School Journal, 89*(2), 227–240. Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

McCullum-Rogers, S. A. (2004). Comparing Direct Instruction and Success For All with a basal reading program in relation to student achievement. *Dissertation Abstracts International, 65*(10), 3642A. (UMI No. 3149920) Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

McGahey, J. T. (2002). Differences between a Direct Instruction reading approach and a balanced reading approach among elementary school students. *Dissertation Abstracts International, 63*(06A), 2147. (UMI No. 3057184) Incomparable groups: this study is a quasi-experimental design but does

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not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

**Direct Instruction and CIRC**

Stevens, R. J., Slavin, R. E., & Farnish, A. M. (1991). The effects of cooperative learning and direct instruction in reading comprehension strategies on main idea identification. *Journal of Educational Psychology*, 83(1), 8–16. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

**Direct Instruction/Corrective Reading**

Arthur, C. (1988). Progress in a high school LD class. *ADI News*, 27(4), 17–18. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Byron, D. (1988). Corrective Reading in a comprehensive school: The Hartcliffe Project. *Educational and Child Psychology* 5(4), 35–41. Does not use a strong causal design: this study does not use a comparison group.

Campbell, M. L. (1984). Corrective Reading program evaluated with secondary students in San Diego. *ADI News*, 3, 3. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Department of Accountability and Organizational Evaluation. (2002). Evaluation of the 2001–02 Corrective Reading program. Retrieved from San Juan Unified School District Web site: <http://www.sanjuan.edu/accountability/program-evaluations/corrective-reading-2002.pdf> The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Drakeford, W. (2002). The impact of an intensive program to increase the literacy skills of incarcerated youth. *Journal of Correctional Education*, 53(4), 139–144. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Gunn, B., Smolkowski, K., & Biglan, A., Black, C., & Blair, J. (2005). Fostering the development of reading skill through supplemental instruction: Results for Hispanic and Non-Hispanic students. *Journal of Special Education*, 39(2), 66–85. Does not use a causal design: this study, which uses a randomized controlled trial design, combined two interventions and therefore the effects of Corrective Reading could not be isolated.

Gunn, B., Smolkowski, K., Biglan, A. & Black, C. (2005). Supplemental instruction in decoding skills for Hispanic and Non-Hispanic students in early elementary school: A follow-up. *Journal of Special Education*, 36(2), 69–80. Does not use a causal design: this study, which uses a randomized controlled trial design, combined two interventions and therefore the effects of Corrective Reading could not be isolated.

**Additional source:**

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Harris, R. E., Marchand-Martella, N. E., Martella, R. C. (2000). Effects of a peer-delivered Corrective Reading program. *Journal of Behavioral Education*, 10, 21–36. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Hempenstall, K. J. (1997). *The effects on the phonological processing skills of disabled readers participating in Direct Instruction reading programs*. Unpublished doctoral dissertation, Royal Melbourne Institute of Technology, Melbourne, Victoria, Australia. The sample is not appropriate to this review:

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- the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Herr, C. M. (1989). Using Corrective Reading with adults. *ADI News*, 8(2), 18–21. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80(4), 437–447. Does not use a strong causal design: this study does not use a comparison group.
- Keel, M. C., Federick, L. D., Hughes, T. A., & Owens, S. H. (1999). Using paraprofessionals to deliver Direct Instruction reading programs. *Effective School Practices*, 18(2), 16–22. Does not use a strong causal design: this study does not use a comparison group.
- Malmgren, K. W., & Leone, P. E. (2000). Effects of a short-term auxiliary reading program on the reading skills of incarcerated youth. *Education & Treatment of Children*, 23, 239–247. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Marchand-Martella, N. E., & Martella, R. C. (2002). An overview and research summary of peer-delivered *Corrective Reading* instruction. *Behavior Analysis Today*, 3, 213–220. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Marchand-Martella, N. E., Martella, R. C., Bettis, D. F., & Riley Blakely, M. (2004). Project Pals: A description of a high school-based tutorial program using *Corrective Reading* and peer-delivered instruction. *Reading and Writing Quarterly*, 20, 179–201. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Marchand-Martella, N. E., Martella, R. C., Orlob, M., & Ebey, T. (2000). Conducting action research in a rural high school setting using peers as *Corrective Reading* instructors for students with disabilities. *Rural Special Education Quarterly*, 19(2), 20–29. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Polloway, E. A., Epstein, M. H., Polloway, C. H., Patton, J. R., & Ball, D. W. (1986). Corrective Reading program: An analysis of effectiveness with learning disabled and mentally retarded students. *Remedial and Special Education*, 7(4), 41–47. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Scarlato, M. C., & Asahara, E. (2004). Effects of Corrective Reading in a residential treatment facility for adjudicated youth. *Journal of Direct Instruction*, 4, 211–217. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Short, C., Marchand-Martella, N. E., Martella, R. C., & Ebey, T. L. (1999). The benefits of being high school *Corrective Reading* peer instructors. *Effective School Practices*, 18(2), 23–29. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Slaton, D. (2006). Effects of Corrective Reading on the reading abilities and classroom behaviors of middle school students with reading deficits and challenging behavior. *Behavioral Disorders* 31(3), 265–283. The sample is not appropriate to this review: the parameters for this WWC review specify that

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**References**  
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students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

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Steventon, C. E., & Frederick, L. D. (2003). The effects of repeated readings on student performance in the Corrective Reading program. *Journal of Direct Instruction*, 3(1), 17–27. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

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**Direct Instruction/DISTAR**

Benner, G. J., Trout, A., Nordness, P. D., Nelson, J. R., Epstein, M. H., Knobel, M., et al. (2002). The effects of the Language for Learning program on the receptive language skills of kindergarten children. *Journal of Direct Instruction*, 2(2),

67–74. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Carnine, L., Carnine, D., & Gersten, R. (1984). Analysis of oral reading errors made by economically disadvantaged students taught with a synthetic-phonics approach. *Reading Research Quarterly*, 19(3), 343–356. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

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Dowdell, T. (1996). *The effectiveness of Direct Instruction on the reading achievement of sixth graders*. Chicago, IL: Chicago Public Schools. (ERIC Document Reproduction Service No. ED396268) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Sexton, C. W. (1989). Effectiveness of the DISTAR Reading I program in developing first graders' language skills. *Journal of Educational Research*, 82(5), 289–293. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Traweek, D., & Berninger, V. W. (1997). Comparisons for beginning literacy programs: Alternative paths to the same learning outcome. *Learning Disability Quarterly*, 20(2), 160–168. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests

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to establish that the comparison group is equivalent to the intervention group at baseline.

### **Direct Instruction/DISTAR and Success for All**

Ross, S. M., Nunnery, J. A., Goldfeder, E., McDonald, A., Rachor, R., Hornbeck, M., et al (2004). Using school reform models to improve reading achievement: A longitudinal study of Direct Instruction and Success for All in an urban district. *Journal of Education for Students Placed at Risk*, 9(4), 357–388.

Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

#### **Additional source:**

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### **Direct Instruction/Horizons**

Tobin, K. G. (2004). The effects of beginning reading instruction in the Horizons Reading Program on the reading skills of third and fourth graders. *Journal of Direct Instruction*, 4(2), 129–137.

Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

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Tobin, K. G. (2003). The effects of the Horizons Reading Program and prior phonological awareness training on the reading skills of first graders. *Journal of Direct Instruction*, 3(1), 1–16. Incomparable groups: this study is a quasi-experimental design but does not establish that the

comparison group was comparable to the treatment group prior to the start of the intervention.

### **Direct Instruction/Reading Mastery**

Ashworth, D. R. (1999). Effects of Direct Instruction and basal reading instruction programs on the reading achievement of second graders. *Reading Improvement*, 35(4), 150–156. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). City Springs Elementary School, Baltimore, MD. In *Results with reading mastery*. (pp. 14–15). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Eshelman Avenue Elementary, Lomita, CA. In *Results with reading mastery*. (pp. 16–17). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Fort Worth Independent School District, Fort Worth, TX. In *Results with Reading Mastery*. (pp. 4–5). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Lebanon School District, Lebanon, PA. In *Results with Reading*

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- Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Park Forest-Chicago Heights School District 163, Chicago, IL. In *Results with Reading Mastery*. (pp. 10–11). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
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- Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Roland Park Elementary/Middle School, Baltimore, MD. In *Results with Reading Mastery*. (pp. 12–13). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
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Umbach, B., Darch, C., & Halpin, G. (1989). Teaching reading to low performing first graders in rural schools: A comparison of two instructional approaches. *Journal of Instructional Psychology*, 16(3), 112–121. Disruption: this study, which uses a quasi-experimental design, exhibited disruption problems that made it difficult to attribute study outcomes to the intervention, as delivered.

### **Direct Instruction/Reading Mastery, Direct Instruction, and direct instruction**

Mac Iver, M. A., & Kemper, E. (2002). The impact of Direct Instruction on elementary students' reading achievement in an urban school district. *Journal of Education for Students Placed at Risk*, 7(2), 197–220. Disruption: this study, which uses a quasi-experimental design, exhibited disruption problems that made it difficult to attribute study outcomes to the intervention, as delivered.

### **Direct Instruction/Reading Mastery and Direct Instruction/ Teach Your Child to Read in 100 Easy Lessons**

Jones, C. D. (2002). Effects of direct instruction programs on the phonemic awareness abilities of kindergarten students. *Dissertation Abstracts International*, 63(03), 902A. (UMI No. 3044898) Confound: the intervention condition was largely assisted by an aide, while the control condition was not. Therefore, the study could not separate the effects of the intervention from the effect of aides.

### **Direct Instruction/Reading Mastery (RITE)**

Carlson, C. D., & Francis, D. J. (2002). Increasing the reading achievement of at-risk children through direct instruction:

Evaluation of the Rodeo Institute for Teacher Excellence (RITE). *Journal of Direct Instruction*, 3(1), 29–50. Does not use a strong causal design: for the portion of the sample of interest for this WWC review, there was a confound, with the Direct Instruction intervention being modified or combined with other interventions, making it difficult to attribute study outcomes to the intervention.

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Lum, T., & Morton, L. L. (1984). Direct Instruction in spelling increases gain in spelling and reading skills. *Special Education in Canada*, 58(2), 41–45. The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.

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Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

### **Additional source:**

Sterbinsky, A., Ross, S., & Redfield, D. (2003, April). *Comprehensive school reform: A multi-site replicated experiment*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

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Boster, F. J. (2004). *A report on the effect of the Discovery Health Connection Application on student reading comprehension: 2005 Virginia evaluation*. East Lansing, MI: Cometrika, Inc. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

### **Early Intervention in Reading®**

Chard, D. J. (1997). *Final evaluation report AY 1996–97: Early Reading Intervention Project, Springfield Public Schools, Springfield, Massachusetts*. Retrieved from Houghton Mifflin Company, Education Place Web site: <http://www.eduplace.com/intervention/readintervention/pdfs/springfield.pdf> Confound: this study included EIR but combined it with another intervention so the analysis could not separate the effects of the intervention from other factors.

Taylor, B. M., Critchley, C., Paulsen, K., MacDonald, K., & Miron, H. (2002). *Learning to teach an early reading intervention program through Internet-supported professional development*. Retrieved from Early Intervention in Reading Program Web site: [http://www.earlyinterventioninreading.com/pdfs/taylor\\_research2.pdf](http://www.earlyinterventioninreading.com/pdfs/taylor_research2.pdf) Confound: the intervention condition was largely assisted by an aide, while the control condition was not. Therefore, the study could not separate the effects of the intervention from the effect of aides.

Taylor, B. M., Hanson, B. E., Justice-Swanson, K., & Watts, S. (1997). Helping struggling readers: Linking small-group intervention with cross-age tutoring. *The Reading Teacher*, 51(3), 196–208. Does not use a strong causal design: there is only

one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

### **Additional source:**

Taylor, B. M., Watts, S. M., & Hanson, B. E. (1997). Teachers working together to help struggling readers: Linking second grade reading intervention with fourth grade tutoring in urban elementary school. (Available from Barbara Taylor, Ed.D., University of Minnesota, 1517 Goodrich Avenue, St. Paul, MN 55105)

Wing, M. A. (1994). The effects of a supplemental literacy program on students in a developmental first-grade classroom using cross-age tutors. *Dissertation Abstracts International*, 56(01), 151A. (UMI No. 9514687) Does not use a strong causal design: for the sample of interest to this WWC review, there was only one intervention, so the analysis could not separate the effects of the intervention from other factors.

### **Earobics®**

Cognitive Concepts, Inc. (2000). *Earobics Early Literacy Instruction: Chicago Public Schools pilot research report*. Retrieved from <http://www.cogcon.com/research/proven/cpsoutcomes.pdf> Does not use a strong causal design: this study does not use a comparison group.

Cognitive Concepts, Inc. (2002). *Outcomes report: Anne Arundel County Public Schools, Maryland*. Retrieved from <http://www.cogcon.com/research/proven/Aa-OC.pdf> Does not use a strong causal design: this study does not use a comparison group.

Cognitive Concepts, Inc. (2002). *Outcomes report: Brevard County Public Schools, Florida*. Retrieved from <http://www.cogcon.com/research/proven/Brevard.pdf> Does not use a strong causal design: this study does not use a comparison group.

Cognitive Concepts, Inc. (2002). *Outcomes report: Cincinnati Children's Hospital Medical Center, Ohio*. Retrieved from <http://www.cogcon.com/research/proven/CCH-OC.pdf> Does

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- Cognitive Concepts, Inc. (2002). *Outcomes report: District of Columbia Public Schools, Washington, DC*. Retrieved from <http://www.cogcon.com/research/proven/DCPS-OC.pdf> Does not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2001). *Outcomes report: Newport News Public Schools, Virginia*. Retrieved from <http://www.cogcon.com/research/proven/newportoutcomes.pdf> Does not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2002). *Outcomes report: Northwestern University, Illinois*. Retrieved from <http://www.cogcon.com/research/proven/NorthwesternU.pdf> The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
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- Hayes, E. A., Warrier, C. M., Nicol, T. G., Zecker, S. G., & Kraus, N. (2002). Neural plasticity following auditory training in children with learning problems. *Clinical Neurophysiology*, 114, 673–684. The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.
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- Pokorni, J. L., Worthington, C. K., & Jamison, P. J. (2004). Phonological awareness intervention: Comparison of Fast ForWord, Earobics, and LiPS. *The Journal of Educational Research*, 97(3), 147–157. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.

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- Miron, G., & Applegate, B. (2000). *An evaluation of student achievement in Edison Schools opened in 1995 and 1996*. Kalamazoo, MI: The Evaluation Center, Western Michigan University. Does not use a strong causal design: this study is

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a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

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Education Commission of the States. (1999). Exemplary Center for Reading Instruction (ECRI). Denver, CO: Author. (ERIC Document Reproduction Service No. ED447425) The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Reid, E. R. (n. d.). *Evaluation of ECRI's effectiveness*. Salt Lake City, UT: Exemplary Center for Reading Instruction. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

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### **Failure Free Reading**

Algozzine, B., & Lockavitch, J. F. (1998). Effects of the Failure Free Reading program on students at-risk for reading failure. *Special Services in the Schools*, 13(1/2), 95–103. Does not use a strong causal design: this study does not use a comparison group.

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Bergquist, C. C., Richardson, G. H., Bigbie, C. L., Castine, W. H., Hancock, W. B., Largent, W. B., et al. (2001). *Final report of the Failure Free Reading Bridges programs funded under Florida's 2000 Specific Appropriation 5A: Executive summary*. Tallahassee, FL: Evaluation Systems Design, Inc. Does not use a strong causal design: this study does not use a comparison group.

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Educational Enhancement Services. (2000). Greensboro Elementary School comprehensive school reform evaluation report. Retrieved August 26, 2006, from [http://www.failurefree.com/downloads/Greensboro\\_CSRD\\_Report.PDF](http://www.failurefree.com/downloads/Greensboro_CSRD_Report.PDF) Does not use a strong causal design: this study does not use a comparison group.

### **Additional sources:**

Failure Free Reading. (n.d.). *Research summary intensive intervention for upper elementary students*. Retrieved from [http://www.failurefree.com/downloads/FFR\\_Upper\\_Elementary\\_Intervention.pdf](http://www.failurefree.com/downloads/FFR_Upper_Elementary_Intervention.pdf) **(Study: Florida Comprehensive School Reform Demonstration (CSRSD) Sites)** The sample is not appropriate to this review: The parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Failure Free Reading. (2003). *Failure Free Reading's continuum of effectiveness: Research summary*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Greensboro Elementary, Gadsden County, FL)** Does not use a strong causal design: this study does not use a comparison group.

England, G., Collins, S., & Algozzine, B. (n.d.). Effects of Failure Free Reading on culturally and linguistically diverse students with learning disabilities. *Multiple Voices*, 5(1), 28–37. Does

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- Failure Free Reading (n.d.). *Chicago Public Schools SES tutoring evaluation*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). Does not use a strong causal design: this study does not use a comparison group.
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- Failure Free Reading. (n.d.). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Retrieved August 26, 2006, from [http://www.failurefree.com/downloads/FFR\\_OHReads\\_Set\\_1.PDF](http://www.failurefree.com/downloads/FFR_OHReads_Set_1.PDF) **(Study: Hamden Elementary)** The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Failure Free Reading. (n.d.). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Retrieved August 26, 2006, from [http://www.failurefree.com/downloads/FFR\\_OHReads\\_Set\\_1.PDF](http://www.failurefree.com/downloads/FFR_OHReads_Set_1.PDF) **(Study: Secrest Elementary)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
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- Failure Free Reading (n.d.). *Independent research study Failure Free Reading research case study*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups*. Retrieved from [http://www.failurefree.com/downloads/FFR\\_vs\\_Control.pdf](http://www.failurefree.com/downloads/FFR_vs_Control.pdf) **(Study: Cowee Elementary, Macon County, NC)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Failure Free Reading. (n.d.). *Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups*. Retrieved from [http://www.failurefree.com/downloads/FFR\\_vs\\_Control.pdf](http://www.failurefree.com/downloads/FFR_vs_Control.pdf) **(Study: Southwest Elementary)** Complete data are not reported: the WWC could not evaluate the design because complete data were not reported.
- Failure Free Reading. (n.d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Accelerated growth curve)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Research findings concerning the impact of the Failure Free Reading Program on at-risk and special education lowest literacy students*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Learning curve of at-risk and special education students)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC

**Appendix A5**  
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28025). **(Study: Sustaining growth)** Does not use a strong causal design: this study does not use a comparison group.

Failure Free Reading. (n.d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students.* (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Transfer to standardized measuring instruments)** Does not use a strong causal design: this study does not use a comparison group.

Failure Free Reading. (n.d.). *Research summary intensive intervention for upper elementary students.* Retrieved from [http://www.failurefree.com/downloads/FFR\\_Upper\\_Elem\\_Intervention.pdf](http://www.failurefree.com/downloads/FFR_Upper_Elem_Intervention.pdf) **(Study: Klein ISD)** Does not use a strong causal design: this study does not use a comparison group.

**Additional source:**

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Richards, M. L. (1995). *Goldman-Lynch in the classroom: Does phonemic awareness improve early reading ability in a whole-language setting*. Unpublished doctoral dissertation, University of Tennessee, Knoxville. Does not use a strong

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students along with Jostens' Basic Learning System for second-grade Chapter 1 students. *Dissertation Abstracts International*, 57(03), 1079A. (UMI No. 9623238) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

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Notari-Syverson, A., O'Connor, R. E. & Vadasy, P. F. (1996). *Facilitating language and literacy development in preschool children: To each according to their needs*. New York, NY: Paper presented at the American Educational Research Association Meeting. (ERIC Document Reproduction Service No. 395692). The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

O'Hearn-Curran, M. C. (1999). What we need to know about linking assessment and phonemic awareness training in the classroom we can learn in kindergarten. *Dissertation Abstracts International*, 60(11), 3904A. (UMI No. 9950194)

Confound: this study included *Ladders to Literacy* but combined it with other interventions so the analysis could not separate the effects of the intervention from other factors.

### **Letter People**

Crosswhite, L., & Sieradzki, C. C. (2003). Efficacy study of the Letter People Programs 2000–2002. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725) Does not use a strong causal design: this study does not use a comparison group.

Letter People. (2005). Letter People study–Hamden, CT. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725). Complete data are not reported: the WWC could not evaluate the design because complete data were not reported. Attempts to contact the authors for more information were unsuccessful.

Letter People. (2005). Letter People study–Kent, WA. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725). Does not use a strong causal design: this study does not use a comparison group.

Letter People. (2005). Letter People study–Rutherford, TN. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725). Does not use a strong causal design: this study does not use a comparison group.

Letter People. (2005). Letter People study–University of Northern Iowa. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725). Complete data are not reported: the WWC cannot evaluate the design because complete data are not reported. Attempts to contact the authors for more information were unsuccessful.

### **Leap into Phonics**

Pettis, A. M. (2000). *A study on phonological awareness: The comparison of two computer-based programs used as intervention for students with disabilities*. Unpublished master's thesis, Grand Valley State University, Allendale, MI. High overall attrition: this study reported severe overall attrition.

**Appendix A5**  
**References**  
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**Lexia Learning Systems**

Lankutis, T. (2001). Co:Writer. *Technology & Learning*, 21(10), 24.

The sample is not appropriate to this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

MacLaughlin, A. I. (2003). *Will a computer based phonics practice program result in higher reading and writing skills for kindergarten children?* Unpublished master's thesis, Salem State College, MA. Does not use a strong causal design: this study does not use a comparison group.

Ruth, R. (1997). *Remedial reading instruction using the Accelerated Learning Program*. Retrieved from [http://www.lexialearning.co.nz/library/source/research/robert\\_ruth\\_1997.pdf](http://www.lexialearning.co.nz/library/source/research/robert_ruth_1997.pdf) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Stevens, D. A. (2000, March). *Leveraging technology to improve test scores: A case study of low-income Hispanic students*. Paper presented at the meeting of the International Conference on Learning with Technology, Cambridge, MA. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

**Literacy Collaborative**

Literacy Collaborative Research and Evaluation Center. (2003). *Increasing student achievement in Ohio*. Columbus: Ohio State University, Literacy Collaborative Research and Evaluation Center. Does not use a strong causal design: this study does not use a comparison group.

Literacy Collaborative Research and Evaluation Center. (2003). *Student achievement in Literacy Collaborative schools: Reanalysis of 2002 research report data*. Columbus, OH: Author. Does not use a strong causal design: this study does not use a comparison group.

Manset, G., St John, E. P., & Simmons, A. B. (2000). *Progress in early literacy: Summary evaluation of Indiana's early literacy intervention grant program, 1997–98 through 1999–00 school year*. Bloomington: Indiana Education Policy Center. Does not use a strong causal design: this study does not use a comparison group.

Pinnell, G. S. (1998). *ELLI research report*. Columbus: Ohio State University, The Early Literacy Learning Initiative. Does not use a strong causal design: this study does not use a comparison group.

Scharer, P. L., Williams, E. J., & Pinnell, G. S. (2001). *Literacy Collaborative 2001 research report*. Columbus: Ohio State University, Literacy Collaborative. Does not use a strong causal design: this study does not use a comparison group.

St. John, E. P., Manset, G., Chung, C., Simmons, A. B., & Musoba, G. D. (2000). *Research-based reading interventions: The impact of Indiana's Early Literacy Grant Program*. Bloomington: Indiana University, Indiana Education Policy Center, Smith Center for Research in Education. (ERIC Document Reproduction Service No. ED447466) Does not use a strong causal design: this study does not use a comparison group.

St John, E. P., Manset, G., Chung, C. G., Simmons, A. B., Musoba, G. D., Manoil, K., et al. (2000). *Research-based reading reforms: The impact of state-funded interventions on educational outcomes in urban elementary schools* (Report No. 00-08). Bloomington: Indiana Education Policy Center. Does not use a strong causal design: this study does not use a comparison group.

Williams, E. J., Scharer, P. L., & Pinnell, G. S. (2000). *Literacy Collaborative 2000 research report*. Columbus: Ohio State University, Literacy Collaborative. Does not use a strong causal design: this study does not use a comparison group.

Williams, E. J. (2002). The power of data utilization in bringing about systemic school change: Presidential address. *Mid-Western Educational Researcher*, 15(1), 4–10. Does not use a strong causal design: this study does not use a comparison group.

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Williams, E. J. (2004). *Literacy Collaborative 1999 research report*. Columbus: Ohio State University, Literacy Collaborative. Does not use a strong causal design: this study does not use a comparison group.

### **Literacy First**

Grady, L. (2000). *Reading achievement effects of Literacy First process as measured by Florida Comprehensive Achievement Test (FCAT) Reading 1998, 1999, 2000*. Mill Creek, Washington: Literacy First Comprehensive Reading Reform Process Professional Development Institute, Inc.. The sample is not appropriate to this review: The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Literacy First Process. (2004). *Middle school – high school: Excellence in reading and student achievement*. Mill Creek, Washington: Professional Development Institute, Inc. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Southwest Educational Development Laboratory. (2003). *Oklahoma commission for teacher preparation: Literacy First phase IV school program report on progress*. Austin: TX: Author. Does not use a strong causal design: this study does not use a comparison group.

### **Little Books**

McCormick, C. E., & Mason, J. M. (1989). Fostering reading for Head Start children with Little Books. In J. Allen & J. M. Mason (Eds.), *Risk makers, risk takers, risk breakers: Reducing the risks for young literacy learners* (pp. 154–177). Portsmouth, NH: Heinemann. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

### **Additional source:**

McCormick, C. E., & Mason, J. M. (1986). Use of Little Books at home: A minimal intervention strategy that fosters early reading (Tech. Rep. No. 338). Champaign: University of Illinois at Urbana-Champaign, Center for the Study of Reading. (ERIC Document Reproduction Service No. ED314742)

### **My Reading Coach™**

Bliss, J., Larrabee, J., & Schnitzler, P. (2002). *The performance of a new computer-based reading tutor*. Retrieved from Mindplay Web site: <http://images.pcmac.org/Uploads/ELSSystems/ELSSystems/Divisions/DocumentsCategories/Documents/Comp-BasedReadingTeacher.pdf> Does not use a strong causal design: this study does not use a comparison group.

Mindplay. (n.d.). *My Reading Coach™ case studies and pilot results*. (Available from Mindplay Educational Software, 440 S. Williams Blvd., Suite #206, Tucson, AZ 85711) Does not use a strong causal design: this study does not use a comparison group.

Mindplay. (n.d.). *My Reading Coach™ Ocotillo Elementary School pilot results*. (Available from Mindplay Educational Software, 440 S. Williams Blvd., Suite #206, Tucson, AZ 85711) Does not use a strong causal design: this study does not use a comparison group.

Mindplay. (n.d.). *Pilot results for My Reading Coach™ Computer Assisted Instruction program*. (Available from Mindplay Educational Software, 440 S. Williams Blvd., Suite #206, Tucson, AZ 85711) Does not use a strong causal design: this study does not use a comparison group.

Mindplay. (n.d.). *Scientificallly-based reading research: Mindplay's My Reading Coach™*. (Available from Mindplay Educational Software, 440 S. Williams Blvd., Suite #206, Tucson, AZ 85711) Does not use a strong causal design: this study does not use a comparison group.

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**References**  
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**New Century Integrated Instructional System**

Manzo, K. K. (2000, March). Dallas reading initiative produces limited results. *Education Week*, 19(25), 11. The sample is not appropriate to this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

New Century Education Corporation. (n.d.). *Documented results from client schools*. Piscataway, NJ: Author. Does not use a strong causal design: this study does not use a comparison group.

New Century Education Corporation. (2003). *New Century Integrated Instructional Program*. Piscataway, NJ: Author. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

New Century Education Corporation. (2003). *Study of efficacy of New Century Education Corporation’s integrated instructional system as a reading intervention among elementary school students*. Draft report for New Century Education Corporation. Does not use a strong causal: there was only one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

**Additional source:**

New Century Education Corporation. (2002). *Study of efficacy of New Century Education Corporation: Integrated instructional system as a reading intervention among elementary school students*. Piscataway, NJ: Author. Does not use a strong causal design: this study, which uses a quasi-experimental design, does not use equating measures to ensure that the comparison group is equivalent to the treatment group.

Weinstock, R. (2004). A Title I tale: High reading/math gains at low cost in Kansas City, Kansas. *Phi Delta Kappan*, 632–634. Does not use a strong causal design: this study does not use a comparison group.

**Additional source:**

Weinstock, R. (1984). A Title 1 tale: High reading/math gains at low cost to Kansas City, Kansas. *Phi Delta Kappan*, 632. Does not use a strong causal design: this study does not use a comparison group.

**Onward to Excellence**

Northwest Regional Educational Laboratory. (1989). *Success for all students: How “Onward to Excellence” uses R&D to improve schools*. Portland, OR: Author. (ERIC Document Reproduction Service No. ED314865) Does not use a strong causal design: this study does not use a comparison group.

**Open Court**

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Canopy Oaks Elementary, Tallahassee, FL)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Curtis Creek School District, Sonora, CA)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Fort Worth Independent School District, Fort Worth, TX)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Hartsfield Elementary School, Tallahassee, FL)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Kelso Elementary School,**

## Appendix A5 References (continued)

**Inglewood, CA** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Lemoore Union Elementary School District, Lemoore, CA)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Public School 161, Crown Heights, Brooklyn, NY)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Sacramento City Unified School District, Sacramento, CA)** Does not use a strong causal design: this study does not use a comparison group.

Wehby, J. H., Falk, K. B., Barton-Arwood, S., Lane, K. L., & Cooley, C. (2003). The impact of comprehensive reading instruction on the academic and social behavior of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*(4), 225. Confound: this study included Open Court but combined it with another intervention so the analysis could not separate the effects of the intervention from other factors.

### **Pause Prompt & Praise**

Goyen, J. D., & McClelland, D. J. (1994). Pause, Prompt and Praise: The need for more research. *Journal of Research in Reading, 17*(2), 108–119. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Medcalf, J. (1989). Comparison of peer tutored remedial reading using the Pause, Prompt and Praise procedure with an individualised tape-assisted reading programme. *Educational Psychologist, 9*(3), 253–262. The sample is not appropriate

to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

### **Peabody Language Development Kits**

Yoshinaga-Itano, C., & Downey, D. M. (1992). When a story is not a story: A process analysis of the written language of hearing impaired children. *Volta Review, 94*(2), 131–158. The outcome measures are not relevant to this review: the outcomes in this study does not address one of the domains of interest in this review.

### **Peer-Assisted Learning Strategies (PALS)**

Bergeron, J. (1998). A comparison of classwide cross-age and same-age peer tutoring for second-grade students at risk for reading failure. *Dissertation Abstracts International, 59*(09), 3390A. (UMI No. 9905010). Confound: there was only one classroom in each study condition, so the effects of the intervention could not be separated from the effects of the teacher.

Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal, 34*(1), 174–206. The sample is not appropriate for this review; this study does not disaggregate students in the eligible range (K through 3rd grade) from those outside the range.

Fuchs, L. S., Fuchs, D., & Kazdan, S. (1999). Effects of peer-assisted learning strategies on high school students with serious reading problems. *Remedial and Special Education, 20*(5), 309–318. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Hudson, K. G. (2004). The effects of Peer-Assisted Learning Strategies on the reading achievement of elementary students with and without decoding weaknesses. *Dissertation Abstracts International, 65*(10), 3754A. (UMI No. 3149163) The

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sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Pearson, J. J. M. (2004). The effect of peer-assisted literacy strategies on the social standing of first-grade readers. *Dissertation Abstracts International*, 65(2–A), 412A. The outcome measures are not relevant to this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

Sáenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-Assisted Learning Strategies for English language learners with learning disabilities. *Exceptional Children*, 71, 231–247. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through third grade; this study does not disaggregate students in the eligible range from those outside the range.

Wehby, J. H., Falk, K. B., Barton-Arwood, S., Lane, K. L., & Cooley, C. (2003). The impact of comprehensive reading instruction on the academic and social behavior of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 11(4), 225. Confound: this study included PALS but combined it with another intervention so the analysis could not separate the effects of the intervention from other factors.

### **Phono-Graphix**

McGuinness, C., McGuinness, D., & McGuinness, G. (1996). Phono-Graphix: A new method for remediating reading difficulties. *Annals of Dyslexia*, 46, 73–96. Does not use a strong causal design: this study does not use a comparison group.

McGuinness, C., & McGuinness, G. (1996). *Research: A short report on Phono-Graphix clinical and classroom application on British school children*. Retrieved from Read America. Retrieved from Web site: <http://www.readamerica.net/memberResearchView.asp?ResearchID=8> Does not use a strong causal design: this study does not use a comparison group.

### **Project CHILD**

Bird, J. B. H. (1999). An academic comparison between Project CHILD and the traditional classroom. *Dissertation Abstracts International*, 60(03), 0633A. (UMI No. 9922208) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

### **Project FAST (Families Are Students and Teachers)**

Hampton, F. M., Mumford, D. A., & Bond, L. (1998). Parent involvement in inner-city schools: The Project FAST extended family approach to success. *Urban Education*, 33(3), 410–427. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

### **Project LISTEN's Reading Tutor**

Aist, G. (2001). Towards automatic glossarization: Automatically constructing and administering vocabulary assistance fac-toids and multiple-choice assessment. *International Journal of Artificial Intelligence in Education*, 12, 212–231. The sample is not appropriate for this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

Aist, G., Kort, B., Reilly, R., Mostow, J., & Picard, R. (2002, June). *Experimentally augmenting an intelligent tutoring system with human-supplied capabilities: Adding human-provided emotional scaffolding to an automated reading tutor that listens*. Paper presented at the meeting of the Workshop on Empirical Methods for Tutorial Dialogue Systems, San Sebastian, Spain. The outcome measures are not relevant to this review: the outcomes in this study does not address one of the domains of interest in this review.

Aist, G. S., & Mostow, J. (2000, June). *Using automated within-subject invisible experiments to test the effectiveness of*

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*automated vocabulary assistance*. Paper presented at the meeting of the Workshop on Modeling Human Teaching Tactics and Strategies, Montreal, Canada. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Banerjee, S., Beck, J., & Mostow, J. (2003, September). *Evaluating the effect of predicting oral reading miscues*. Paper presented at the meeting of the European Conference on Speech Communication and Technology (Eurospeech 2003), Geneva, Switzerland. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Beck, J. E., Jia, P., & Mostow, J. (2003, June). *Assessing student proficiency in a reading tutor that listens*. Paper presented at the meeting of the International Conference on User Modeling, Johnstown, PA. Does not use a strong causal design: this study does not use a comparison group.

Beck, J. E., Mostow, J., Cuneo, A., & Bey, J. (2003, July). *Can automated questioning help children's reading comprehension?* Paper presented at the meeting of the International Conference on Artificial Intelligence in Education, Sydney, Australia. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Hauptmann, A. G., Chase, L. L., & Mostow, J. (1993, September). *Speech recognition applied to reading assistance for children: A baseline language model*. Paper presented at the meeting of the European Conference on Speech Communication and Technology, Berlin, Germany. The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.

Jia, P., Beck, J. E., & Mostow, J. (2002, June). *Can a reading tutor that listens use inter-word latency to assess a student's*

*reading ability?* Paper presented at the meeting of the Workshop on Creating Valid Diagnostic Assessments, San Sebastian, Spain. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Mostow, J., & Aist, G. (1997, July). *The sounds of silence: Towards automated evaluation of student learning in a reading tutor that listens*. Paper presented at the meeting of the American Association for Artificial Intelligence, Providence, RI. Does not use a strong causal design: this study does not use a comparison group.

Mostow, J., Aist, G., Burkhead, P., Corbett, A., Cuneo, A., Eitelman, S., et al. (2003). Evaluation of an automated reading tutor that listens: Comparison to human tutoring and classroom instruction. *Journal of Educational Computing Research*, 29(1), 61–117. Complete data are not reported: the WWC could not evaluate the design because complete data were not reported. Attempts to contact the authors for more information were unsuccessful.

### **Additional sources:**

Aist, G., Mostow, J., Tobin, B., Burkhead, P., Corbett, A., Cuneo, A., et al. (2001). Computer-assisted oral reading helps third graders learn vocabulary better than a classroom control—about as well as one-on-one human-assisted oral reading. *Proceedings of the Tenth Artificial Intelligence in Education (AI-ED) Conference*, San Antonio, TX.

Mostow, J., Aist, G., Burkhead, P., Corbett, A., Cuneo, S. E., Huang, C., et al. (1992). Evaluation of an automated reading tutor that listens: Comparison to human tutoring and classroom instruction. Draft manuscript to appear in *Journal of Educational Computing Research*, 29(1).

Mostow, J., Aist, G., Burkhead, P., Corbett, A., Cuneo, A., Rossbach, S., et al. (2002). Independent versus computer-assisted reading: Equal-time comparison of sustained silent reading to an automated reading tutor that listens. Pittsburgh,

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PA: Project LISTEN. Complete data are not reported: the WWC could not evaluate the design because complete data were not reported. Attempts to contact the authors for more information were unsuccessful.

### **Additional source:**

Mostow, J., Aist, G., Bey, J., Burkhead, P., Cuneo, A., Junker, B. et al. (2002, June). *Independent practice versus computer-guided oral reading: Equal-time comparison of sustained silent reading to an automated reading tutor that listens*. Powerpoint presented at the meeting of the Society for the Scientific Study of Reading, Chicago, IL.

Mostow, J., Aist, G., Huang, C., Junker, B., Kennedy, R., Lan, H., et al. (2001). Four-month evaluation of a learner-controlled reading tutor that listens. In V. M. Holland, & F. N. Fisher (Eds.), *Speech Technology for Language Learning*. Lisse, Netherlands: Swets & Zeitlinger Publishers. Complete data are not reported: the WWC could not evaluate the design because complete data were not reported. Attempts to contact the authors for more information were unsuccessful.

Mostow, J., Beck, J. E., & Valeri, J. (2003, June). *Can automated emotional scaffolding affect student persistence? A baseline experiment*. Paper presented at the meeting of the International Conference on User Modeling, Johnstown, PA. The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.

Mostow, J., Beck, J., Winter, S. V., Wang, S., & Tobin, B. (2002, September). *Predicting oral reading miscues*. Paper presented at the meeting of the International Conference on Spoken Language Processing, Denver, CO. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Mostow, J., Huang, C., & Tobin, B. (2001). Pause the video: Quick but quantitative expert evaluation of tutorial choices in a reading tutor that listens. In J. D. Moore., C. L. Redfield., & W. L.

Johnson (Eds.), *Artificial intelligence in education: AI-ED in the wired and wireless future*. (343–353). Amsterdam, Netherlands: IOS Press. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Mostow, J., Roth, S., Hauptmann, A. G., Kane, M. (1994). A prototype reading coach that listens. *Proceedings of the American Association for Artificial Intelligence*, 785–792. Available from [http://citeseer.ist.psu.edu/cache/papers/cs/10944/http:zSzzSzwww.ri.cmu.eduzSzpub\\_fileszSzpub1-zSzmostow\\_jack\\_1994\\_1zSzmostow\\_jack\\_1994\\_1.pdf/](http://citeseer.ist.psu.edu/cache/papers/cs/10944/http:zSzzSzwww.ri.cmu.eduzSzpub_fileszSzpub1-zSzmostow_jack_1994_1zSzmostow_jack_1994_1.pdf/) Does not use a strong causal design: this study does not use a comparison group.

Tam, Y., Beck, J., Mostow, J., & Banerjee, S. (2003, September). *Training a confidence measure for a reading tutor that listens*. Paper presented at the meeting of the European Conference on Speech Communication and Technology, Geneva, Switzerland. The sample is not appropriate for this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

### **Project Listen's Writing Tutor**

Mostow, J., Beck, J., Bey, J., Cuneo, A., Sison, J., Tobin, B., et al. (2004). Using automated questions to assess reading comprehension, vocabulary, and effects of tutorial intervention. *Technology, Instruction, Cognition and Learning*, 2, 103–140. Does not use a strong causal design: this study does not use a comparison group.

### **Project PLUS (Partnership Linking University School Personnel)**

Haager, D., & Windmueller, M. P. (2001). Early reading intervention for English language learners at-risk for learning disabilities: Student and teacher outcomes in an urban school. *Learning Disability Quarterly*, 24(4), 235–250. Does not use strong causal design: this study does not use a comparison group.

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### Project Read

- Acalin, T. A. (1995). A comparison of Reading Recovery to Project READ. *Masters Abstracts International*, 33(06), 1660. (UMI No. 1361908) The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Bompadre, C. E. (2002). The effectiveness of systematic reading programs on the achievement of students in grades K–2. *Dissertation Abstracts International*, 63(03), 890A. (UMI No. 3045848) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Englert, C. S., Garmon, A., Mariage, T., Rozendal, M., Tarrant, K., & Urba, J. (1995). The Early Literacy Project: Connecting across the literacy curriculum. *Learning Disability Quarterly*, 18(4), 253–275. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Enfield, M. L. (n.d.). *Louisiana research study supports Project Read's effectiveness*. Retrieved from Project Read Web site: <http://71.5.108.18/~projread/uploads/Louisiana%20Study%20Only.pdf> Complete data are not reported: the WWC could not evaluate the design because complete data were not reported.
- Enfield, M. L., & Greene, V. (2000). *Project Read original evaluation/research summary: 1969–1989*. Retrieved from Language Circle Enterprises Web site: <http://71.5.108.18/~projread/uploads/Bloomington%20Studies%20Only.pdf> (Study: **1983–1984: Comparison of Achievement vs. Learning Ability**) Does not use a strong causal design: this study does not use a comparison group.
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### **QuickReads**

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### **Rainbow Reading Program**

Nalder, S. (2002). *The effectiveness of Rainbow Reading: An audio-assisted reading program*. Retrieved from Pacific Learning Web site: <http://www.pacificlearning.com/Pages/articles/NHRReffectiveness1.doc> The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Pluck, M. (1995). *Rainbow Reading Program: Using taped stories: The Nelson Project*. Reading Forum, Term 1. Auckland: New Zealand Reading Association. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

### **Read Naturally**

Denton, C. A., Fletcher, J. M., Anthony, J. L., & Francis, D. J. (2006). An evaluation of intensive intervention for students with persistent reading difficulties. *Journal of Learning Disabilities*, 39(5), 447–466. Confound: this study included Read Naturally but combined it with another intervention so the analysis could not separate the effects of the intervention from other factors.

Heistad, D. (n.d.). A Minneapolis study of the effects of Read Naturally on fluency and reading comprehension: A supplemental

service intervention. Minnesota: Minneapolis Public Schools. Does not use a strong causal design: For the portion of the sample of interest to this WWC review, there was only one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

Read Naturally. (2005). *Read Naturally: Rationale & research*. Retrieved from <http://www.readnaturally.com/pdf/rationale&research.pdf> Does not use a strong causal design: the study does not use a comparison group.

Read Naturally. (n.d.). Case 1: Original study, Minneapolis, Minn. Retrieved April 25, 2007, from <http://www.readnaturally.com/why/case1.htm> Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group was equivalent to the intervention group at baseline.

Read Naturally. (n.d.). Case 2: Special education students, Huron County, Mich. Retrieved April 25, 2007, from <http://www.readnaturally.com/why/case2.htm> Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.

Read Naturally. (n.d.). Case 4: Two-school study, Minneapolis, Minn. Retrieved April 25, 2007, from <http://www.readnaturally.com/why/case4.htm> Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.

Read Naturally. (n.d.). Case 5: Four-school study, Minneapolis, Minn. Retrieved April 25, 2007, from <http://www.readnaturally.com/why/case5.htm> Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.

Read Naturally. (n.d.). Case 6: Second graders, Elk River, Minn. Retrieved April 25, 2007, from <http://www.readnaturally.com/why/case6.htm> Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.

Read Naturally. (n.d.). Case 7: Second graders, Leavenworth, Kan. Retrieved April 25, 2007, from <http://www.readnaturally.com>

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Read Naturally. (n.d.). Case 8: Improved TAAS scores, San Antonio, Tex. Retrieved April 25, 2007, from <http://www.read-naturally.com/why/case8.htm> Does not use a strong causal design: this study does not use a comparison group.

Read Naturally. (n.d.). Case 9: Special education students, Upper Lake, Calif. Retrieved April 25, 2007, from <http://www.read-naturally.com/why/case9.htm> Does not use a strong causal design: this study does not use a comparison group.

Read Naturally. (n.d.). Case 10: Third grade student, Mathews County, Va. Retrieved April 25, 2007, from <http://www.read-naturally.com/why/case10.htm> Does not use a strong causal design: this study does not use a comparison group.

### Read Well

Simon, J. (2002). *Implementation results: Technical report*. Longmont, CO: Sopris West Educational Services. **(Pacific Northwest)** Does not use a strong causal design: this study does not use a comparison group.

Simon, J. (2002). *Implementation results: Technical report*. Longmont, CO: Sopris West Educational Services. **(Oregon School 1)** Does not use a strong causal design: this study does not use a comparison group.

Simon, J. (2002). *Implementation results: Technical report*. Longmont, CO: Sopris West Educational Services. **(Oregon School 2)** Does not use a strong causal design: this study does not use a comparison group.

Simon, J. (2002). *Implementation results: Technical report*. Longmont, CO: Sopris West Educational Services. **(Montana)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group was equivalent to the intervention group at baseline.

Simon, J. (2002). *Implementation results: Technical report*. Longmont, CO: Sopris West Educational Services. **(Texas)** The sample is not appropriate to this review: the parameters for

this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

### Reading Recovery®

Acalin, T. A. (1995). A comparison of Reading Recovery to Project READ. *Masters Abstracts International*, 33(06), 1660. (UMI No. 1361908) The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.

Ashdown, J., & Simic, O. (2003). Is early literacy intervention effective for English language learners? Evidence from Reading Recovery. In S. Forbes & C. Briggs (Eds.), *Research in Reading Recovery*. Portsmouth, NH: Heinemann. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Askew, B. J., & Frasier, D. F. (1997). Sustained effects of Reading Recovery intervention on the cognitive behaviors of second grade children and the perceptions of their teachers. In S. L. Swartz & A. F. Klein (Eds.), *Research in Reading Recovery* (pp. 18–38). Portsmouth, NH: Heinemann. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Bermel, S. (1987). *Language development component, CLEAR-Reading Recovery program 1985–86. Final evaluation report*. Columbus, OH: Columbus Public Schools, Ohio Department of Evaluation Services. (ERIC Document Reproduction Service No. ED281157) Incomparable groups: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group is comparable to the treatment group prior to the start of the intervention.

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- Collins, E. W. (2000). The immediate and sustained effects of the Reading Recovery program on grade one and grade four at-risk students: A longitudinal study. *Dissertation Abstracts International*, 61(05), 1784A. (UMI No. 9971239) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
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- Additional source:**
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- Dunkeld, C. (1990). *Gaining experience with Reading Recovery: A pilot project between Portland Public Schools and Portland State University*. Portland, OR: Portland State University. (ERIC Document Reproduction Service No. ED321246) Does not use a strong causal design: this study, which uses a quasi-experimental design, had a confounding factor. The Reading Recovery intervention was used without proper Reading Recovery materials, and the instructors had not been fully trained. This makes it difficult to attribute study outcomes to Reading Recovery.
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- Rhodes, J. A. (1998). A comparison of the effects of individualized writing instruction with and without phonemic segmentation on the standard spelling performance of at-risk first graders. *Dissertation Abstracts International, 59*(07), 2426A. (UMI No. 9839187) Does not use a strong causal design: this study, which uses a quasi-experimental design, tested only a

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**References**  
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- Smith, N. (1994). Reading Recovery data and observations from one Illinois site (Part II). *Illinois Reading Council Journal*, 22(3), 29–46. Incomparable groups: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group is comparable to the treatment group prior to the start of the intervention.
- Additional source:**
- Smith, N. (1994). Reading Recovery data and observations from one Illinois site (Part I). *Illinois Reading Council Journal*, 22(2), 7–27.
- Smith, P. E. (1994). Reading Recovery and children with English as a second language. *New Zealand Journal of Educational Studies*, 29(2), 141–155. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
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- Wright, A. (1992). Evaluation of the first British Reading Recovery programme. *British Educational Research Journal*, 18(4), 351–368. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
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- ### **Reading Success from the Start**
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- ### **Reading Theater**
- Strecker, S. K. (1999). The effects of instruction and practice through readers theater on young readers' oral reading fluency. *Dissertation Abstracts International*, 60(09), 3278A. (UMI No. 9947399) Does not use a strong causal design: this study does not use a comparison group.
- ### **Reading Together™**
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- ### **Richards Read Systematic Language Program**
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Taylor, B. M., Pearson, P. D., Clark, K. F., & Walpole, S. (1999). *Beating the odds in teaching all children to read* (Report No. 2-006). Ann Arbor, MI: University of Michigan, Center for the Improvement of Early Reading Achievement. Does not use a strong causal design: this study does not use a comparison group.

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Center, Y., & Freeman, L. (1997). A trial evaluation of SWELL (Schoolwide Early Language and Literacy): A whole class early literacy program for at-risk and disadvantaged children. *International Journal of Disability, Development and Education*, 44(1), 21–39. Complete data are not reported: this study is a quasi-experimental design but does not present achievement pretest data to establish that the comparison group was equivalent to the intervention group at baseline.

Center, Y., Freeman, L., & Robertson, G. (1998). An evaluation of the Schoolwide Early Language and Literacy program (SWELL) in six disadvantaged schools. *International Journal of Disability, Development and Education*, 45, 143–172. Does not use a strong causal design: this study is a quasi-experimental

design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Center, Y., Freeman, L., & Robertson, G. (2001). A longitudinal evaluation of the Schoolwide Early Language and Literacy Program (SWELL). In R. E. Slavin & N. A. Madden (Eds.), *Success for All: Research and reform in elementary education*. (111–147). Mahwah, NJ: Lawrence Erlbaum Associates. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

### **Additional source:**

Center, Y., Freeman, L., & Robertson, G. (2001). The relative effect of a code-oriented and a meaning-oriented early literacy program on regular and low progress Australian students in year 1 classrooms which implement Reading Recovery. *International Journal of Disability, Development and Education*, 48(2), 207–232. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

### **Sing, Spell, Reading and Write (SSRW)**

Bryan, L. D. (1996). A comparison of the Sing, Spell, Read, and Write Program and the traditional approach to reading instruction. *Dissertation Abstracts International*, 57(04), 1541A. (UMI No. 9628619) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: Aberdeen and Taylorsville Schools**) Does not use a strong causal design: this study does not use a comparison group.

## Appendix A5 References (continued)

- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Bleckley County Schools)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Century Elementary School)** Does not use a strong causal design: this study does not use a comparison group.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Chesapeake Self-Contained Learning Disabilities Study)** Does not use a strong causal design: this study does not use a comparison group.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Christian Heritage Elementary School)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: D.D. Crawford Primary School)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Earle Elementary School)** Does not use a strong causal design: this study does not use a comparison group.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Ernest R. Graham Elementary School)** Does not use a strong causal design: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Eugene Fields Elementary School)** Does not use a strong causal design: there was only one intervention unit, so the analysis could not separate the effects of the intervention from other factors.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Fayette County Schools)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) **(Study: Freeport Elementary School)** Does not use a strong causal design. A historical cohort was used as

## Appendix A5 References (continued)

the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: Fenton Avenue Elementary School, LAUSD**) Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: Jonesboro School**) Does not use a strong causal design: this study does not use a comparison group.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: Kerens Elementary School**) Does not use a strong causal design: this study does not use a comparison group.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: Lone Oak Elementary School**) Does not use a strong causal design: A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from <http://pearsonlearning.com/communities/assets/>

[research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: Mahwah Elementary School**) Does not use a strong causal design: there was only one intervention or one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: Memphis**) Complete data are not reported: the WWC could not evaluate the design or data because complete study details were not reported.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: National Reading Panel**) Complete data are not reported: the WWC could not evaluate the design or data because complete study details were not reported.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: P.S. 138, Queens**) Does not use a strong causal design: this study does not use a comparison group.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: San Francisco**) Does not use a strong causal design: this study does not use a comparison group.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (**Study: Schull School**) Does not use a strong causal design: there was only one intervention or one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from <http://pearsonlearning.com/communities/assets/>

## Appendix A5 References (continued)

- [research\\_center/00\\_SSRW\\_Compendum.pdf](#) **(Study: Tice Elementary School)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendum.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendum.pdf) **(Study: Traphagen School)** Does not use a strong causal design: there was only one intervention or one comparison unit, so the analysis could not separate the effects of the intervention from other factors.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendum.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendum.pdf) **(Study: Tusculum College Study, East Tennessee)** Does not use a strong causal design: this study does not use a comparison group.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendum.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendum.pdf) **(Study: Washington Primary School, Berkeley)** Does not use a strong causal design: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendum.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendum.pdf) **(Study: West Clay County Elementary School)** Does not use a strong causal design: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendum.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendum.pdf) **(Study: Wynne Primary School)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from [http://pearsonlearning.com/communities/assets/research\\_center/00\\_SSRW\\_Compendum.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendum.pdf) **(Study: Valley View Elementary School)** Does not use a strong causal design: this study does not use a comparison group.

### Sunday System

- Catawba County Schools. (2002). *Catawba County Schools Sunday System evaluation*. Newton, NC: Author. Does not use a strong causal design: this study does not use a comparison group.
- Winsor Learning. (n. d.). *Kapalama Elementary School, Honolulu, Hawaii*. Retrieved from [http://www.sondaysystem.com/results/test\\_scores.shtml#haw](http://www.sondaysystem.com/results/test_scores.shtml#haw) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Winsor Learning. (n.d.). *New York test scores*. Retrieved from [http://www.sondaysystem.com/results/test\\_scores.shtml#ny](http://www.sondaysystem.com/results/test_scores.shtml#ny) The sample is not appropriate to this review: this study does not use a comparison group.

### Sound Foundations

- Fielding-Barnsley, R., & Byrne, B. (1991). Evaluation of a program to teach phonemic awareness to young children. *Journal of Educational Psychology*, 83(4), 451–455. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during

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the time of the intervention; this study does not focus on the targeted grades.

Fielding-Barnsley, R., & Byrne, B. (1993). Evaluation of a program to teach phonemic awareness to young children: A 1-year follow-up. *Journal of Educational Psychology, 85*(1), 103–111.

The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

### **Sound Reading**

Kulas, D., & Andrews, M. (n.d.). *Study using Sound Reading Elementary Activity Program Means-to-an-End Reader Sound Reading Elementary CD*. Aurora, NY: Southern Cayuga School District. Does not use a strong causal design: this study does not use a comparison group.

Howlett, B. (n.d.). *Study using Sound Reading Elementary Activity Program*. Ithaca, NY: Sound Reading Solutions. Does not use a strong causal design: this study does not use a comparison group.

Wheeler, T., Volpicelli, V., & Peck, B. (n.d.). Sound Reading Elementary Activity Program: Third grade students. Newfield, NY: Newfield Elementary School. Does not use a strong causal design: this study does not use a comparison group.

### **Sound Partners**

Marchand-Martella, N. E., Martella, R., Nelson, J. R., Shelley, S. A., & Hatfield, D. (2002). Implementation of the Sound Partners Reading Program. *Journal of Behavioral Education, 11*(2), 117–130. Does not use a strong causal design: this study does not use a comparison group.

Vadasy, P. F., & Sanders, E. A. (2004). *Sound Partners: Research summary*. Seattle, WA: Washington Research Institute. Does not use a strong causal design: this study does not use a comparison group.

Vadasy, P. F., Sanders, E. A., Peyton, J. A., & Jenkins, J. R. (2002). Timing and intensity of tutoring: A closer look at the

conditions for effective early literacy tutoring. *Learning Disabilities Research & Practice, 17*(4), 227–241. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

### **Sounds and Symbols Early Reading Program**

Allen, N. (1982). *A descriptive study of a high incidence of honor roll students in an itinerant speech-language pathologist's case load*. Unpublished manuscript. Does not use a strong causal design: this study does not use a comparison group.

### **Stories and More**

Stine, H. A. (1993). The effects of CD-ROM interactive software in reading skills instruction with second-grade Chapter 1 students. *Dissertation Abstracts International, 54*(9), 3388A. (UMI No. 9400115) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

### **Student Teams Achievement Divisions (STAD)**

Slavin, R. E. (1980). Effects of student teams and peer tutoring on academic achievement and time on-task. *Journal of Experimental Education, 48*, 252–257. Study is outside the timeframe of the review: the parameters for this WWC review specified interventions that were implemented after 1983 but this study involves students that began the intervention prior to 1983.

Slavin, R. E., & Karweit, N. (1981). Cognitive and affective outcomes of an intensive student team learning experience. *Journal of Experimental Education, 50*(1), 29–35. Study is outside the timeframe of the review: the parameters for this WWC review specified interventions that were implemented after 1983 but this study involves students that began the intervention prior to 1983.

**Appendix A5**  
**References**  
(continued)

**Success for All**

- Ahearn, E. M. (1994). *Involvement of students with disabilities in the New American Schools development corporation projects*. Alexandria, VA: National Association of State Directors of Special Education. (ERIC Document Reproduction Service No. ED371513) The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.
- Atkinson, C. L. H. (1998). An analysis of the impact of 'Success for All' on reading, attendance, and academic self-efficacy with at-risk elementary school students. *Dissertation Abstracts International*, 59(10), 3699A. (UMI No. 9905180) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
- Barnes, C., Camburn, E., Kim, J. S., & Rowan, B. (2005, April). *School leadership and instructional improvement in CSR schools*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA. The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.
- Berends, M., Chun, J., Schuyler, G., Stockly, S., & Briggs, R. J. (2002). *Challenges of conflicting school reforms: New American Schools in a high-poverty district*. Santa Monica, CA: RAND Education. (ERIC Document Reproduction Service No. ED464984) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Berends, M., Kirby, S. N., Naftel, S., & McKelvey, C. (2000). *Implementation and performance in New American Schools: Three years into scale-up*. Santa Monica, CA: RAND Education. (ERIC Document Reproduction Service No. ED451204) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades

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St. John, E. P., Manset, G., Chung, C., Simmons, A. B., & Musoba, G. D. (2000). *Research-based reading interventions: The impact of Indiana's Early Literacy Grant Program*. Bloomington: Indiana University, Indiana Education Policy Center, Smith Center for Research in Education. (ERIC Document Reproduction Service No. ED447466) Does not use a strong causal design: this study does not use a comparison group.

Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

**Additional source:**

Sterbinsky, A., Ross, S. M., & Redfield, D. (2003, April). *Comprehensive school reform: A multi-site replicated experiment*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Stringfield, S., Millsap, M. A., Herman, R., Yoder, N., Brigham, N., Nesselrodt, P., et al. (1997). *Urban and suburban/rural special strategies for educating disadvantaged children: Findings and policy implications of a longitudinal study*. Retrieved from Johns Hopkins University, Center for Social Organization of Schools Web site: <http://www.csos.jhu.edu/Otherlinks/>

[SpecialStrategies/index.htm](#) Does not use a strong causal design: this study does not use a comparison group.

Tivnan, T., & Hemphill, L. (2005). Comparing four literacy reform models in high-poverty schools: Patterns of first-grade achievement. *The Elementary School Journal*, 105(5), 419–441. Does not use a strong causal design: this study, which uses a quasi-experimental design, does not use equating measures to ensure that the comparison group is equivalent to the treatment group.

Urdegar, S. M. (2000). *Evaluation of the Success for All Program 1998–99*. Miami, FL: Miami-Dade County Public Schools, Office of Evaluation and Research. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was equivalent to the intervention group at baseline.

**Additional source:**

Urdegar, S. M. (1998). *Evaluation of the Success for All program 1997–98*. Miami, FL: Miami-Dade Public Schools, Office of Educational Evaluation.

Veals, C. J. (2002). The impact of the Success for All reading program on the reading performance of third grade students in two southwest Mississippi schools. *Dissertation Abstracts International*, 63(04), 1291A. (UMI No. 3049586) The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Wang, L. W., & Ross, S. M. (1999). *Results for Success for All Program: Alhambra School District*. Memphis, TN: University of Memphis, Center for Research in Educational Policy. Confound: the effects of the intervention could not be separated from other factors; the impact of the agent of the intervention was confounded with the impact of the intervention.

Wang, L. W., & Ross, S. M. (2003). *Comparisons between elementary school programs on reading performance: Albuquerque Public Schools*. Memphis, TN: University of Memphis, Center for Research in Educational Policy. Does not use a strong causal design: this study, which uses a quasi-experimental

**Appendix A5**  
**References**  
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design, does not use equating measures to ensure that the comparison group is equivalent to the treatment group.

Wells, L. R. (2000). An investigation of the Success for All reading program at two Mississippi elementary schools. *Dissertation Abstracts International*, 61(04), 1342A. (UMI No. 9970370) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

**SuccessMaker® Reading**

Brush, T. A. (1998). *An evaluation of the effectiveness of the Computer Curriculum Corporation's (CCC) Foundations and Exploreware software on students in grades one through five*. Unpublished manuscript. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Fitzgerald, D., Hughes, P., & Fitzgerald, R. N. (1996). *An evaluation of computer assisted learning in Victorian Schools*. Melbourne: Victorian Directorate of School Education. The sample is not appropriate for review: the parameters for this WWC review specified that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Isernhagen, J. C. (1999). Technology: A major catalyst for increasing learning. *T.H.E. Journal*, 27(1), 30, 32, 34, 36, 38. Does not use a strong causal design: this study does not use a comparison group.

Levitt, J. L. (2000). *An interim evaluation of operation safety net, a five-year project, 1996–1997 – 2000–01, Three year report 1996–98 – 1998–99*. Miami, FL: Miami-Dade County Public Schools, Office of Evaluation and Research. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Metis Associates. (1996). *Community School District Six: Integrated technology reading support project*. Unpublished manuscript. Does not use a strong causal design: this study does not use a comparison group.

NCS Learn. (2000). *North Carolina end-of-grade/SuccessMaker relationship study for Cumberland County Schools spring 2000*. Mesa, AZ: Author. Does not use a strong causal design: this study does not use a comparison group.

Suppes, P., Zanotti, M., Smith, N., & Tingey, B. (1987). *Effectiveness of the CAI program for chapter I students in Fort Worth Parochial Schools: Global evaluation*. Palo Alto, CA, Computer Curriculum Corporation. Does not use a strong causal design: this study does not use a comparison group.

Suppes, P., Zanotti, M., & Smith, N. (1988). *Effectiveness of the CAI program for chapter I students in Fort Worth Parochial Schools: Global evaluation for 1986–87*. Palo Alto, CA: Computer Curriculum Corporation. Does not use a strong causal design: this study does not use a comparison group.

Suppes, P., Zanotti, M., & Smith, N. (1988). *Effectiveness of the CCC CAI program for chapter I students in Fort Worth Parochial Schools: Global evaluation for 1987–88*. Palo Alto, CA: Computer Curriculum Corporation. Does not use a strong causal design: this study does not use a comparison group.

Suppes, P., Zanotti, M., & Smith, N. (1989). *Effectiveness of the CCC CAI program for Chapter I students in Fort Worth Parochial Schools: Global evaluation for 1988–89*. Palo Alto, CA: Computer Curriculum Corporation. Does not use a strong causal design: this study does not use a comparison group.

Suppes, P., Zanotti, M., & Smith, N. (1991). *Effectiveness of the CCC CAI program for chapter I students in Fort Worth Parochial Schools: Global evaluation for 1990–91*. Palo Alto, CA: Computer Curriculum Corporation. Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C*. (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) (**Study:**

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*(continued)*

- Aiken County Schools: On target analysis for 2001–2002 PACT and SuccessMaker** Does not use a strong causal design: this study does not use a comparison group.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Hueneme School District. Efficacy analysis for 2000–2002 Stanford 9 and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Hueneme School District. OnTarget analysis for 2001–2002 Stanford 9 and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: MAP/SuccessMaker relationship study for North Kansas City Public Schools)** Does not use a strong causal design: this study does not use a comparison group.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Meadowlane Elementary School Miami-Dade County Schools Hialeah, Florida: Case study and program summary 2001–2002)** Does not use a strong causal design: this study does not use a comparison group.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Minneapolis Public Schools: Efficacy analysis for 2001–2002 MCA and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Minneapolis Public Schools: OnTarget analysis for 2001–2002 MCA and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Orange County Public Schools: FCAT OnTarget analysis for 2001–2002)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Orange County Public Schools: OnTarget analysis for 2002–2003 FCAT and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Orange County Public Schools, Orlando, Florida: End of year report SuccessMaker high stakes forecast pilot)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.  
Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.*

## Appendix A5 References (continued)

(Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Orange County Public Schools, Orlando, Florida: End of year report SuccessMaker ontarget analysis efficacy)** Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C*. (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Seminole County Public Schools. OnTarget analysis for 2001–2002 FCAT and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C*. (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Seminole County Public Schools. OnTarget analysis for 2002–2003 FCAT and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C*. (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Seminole County Public Schools Orlando, Florida: End of year report SuccessMaker OnTarget analysis efficacy)** Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C*. (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: SuccessMaker ontarget analysis highlights from study of ITBS and SuccessMaker in North Kansas City School District)** Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C*. (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Technology literacy challenge fund sub-grant program)** Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C*. (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Wake County Schools: North Carolina EOG tests and SuccessMaker relationship study for 1999–2000)** Does not use a strong causal design: this study does not use a comparison group.

Tingey, B., & Simon, C. (2001). *SuccessMaker: Evidence of effectiveness selected evaluation studies*. Retrieved from Pearson Education Web site: [http://www.pearsoned.com/RESRPTS\\_FOR\\_POSTING/DIGITALCONTENT\\_RESEARCH/DC4.%20SuccessMaker\\_Enterprise-Evidence\\_of\\_Effectiveness.pdf](http://www.pearsoned.com/RESRPTS_FOR_POSTING/DIGITALCONTENT_RESEARCH/DC4.%20SuccessMaker_Enterprise-Evidence_of_Effectiveness.pdf) **(Study: Relationship study for SuccessMaker levels and SAT-9 in Hueneme Elementary District school year 2000–2001)** Does not use a strong causal design: this study does not use a comparison group.

### **Sullivan Program**

Froniabarger, E. W. (1983). A comparison of the Crossties, Alpha-Time, Sullivan, and Bookmark reading readiness programs in kindergarten. *Dissertation Abstracts International*, 44(08), 2349A. (UMI No. 8325590) Does not use a strong causal design: there was only one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors

### **Tribes Learning Communities**

Kiger, D. (2000). *The Tribes Process: Phase III evaluation*. Beloit, WI: Research and Accountability Department, School District

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of Beloit. Does not use a strong causal design: this study does not use a comparison group.

School District of Beloit. (1998). Tribes evaluation—phase two (precursor study). *Research Focus*, 3(9), 1–6. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

**Voyager Universal Literacy System**

Roberts, G. (2003). *Longitudinal study of the effect of universal literacy: A hierarchical linear modeling analysis of curriculum-based measurement data*. Austin, TX: Evaluation Research Services. Does not use a strong causal design: this study does not use a comparison group.

Roberts, G. (2002, June). Evaluation report on the impact of the Voyager Universal Literacy System in Birmingham City Schools. Retrieved April 19, 2007, from [http://www.voyager-learning.com/docs/difference/report\\_studies/Birmingham.pdf](http://www.voyager-learning.com/docs/difference/report_studies/Birmingham.pdf) Does not use a strong causal design: this study does not use a comparison group.

Roberts, G., & Allen, A. S. (2003). *Impact of the Voyager Universal Literacy System as measured by PALS in Virginia*. Retrieved from Voyager Expanded Learning Web site: [http://www.voyagerlearning.com/ResearchStudyDocuments/ULS\\_measuredby\\_PALS\\_Richmond\\_VA.pdf](http://www.voyagerlearning.com/ResearchStudyDocuments/ULS_measuredby_PALS_Richmond_VA.pdf) This study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Starnes, D., Taylor, D., & Betourne, M. (2004). *Voyager Universal Literacy System Second Year Evaluation Report: Fulton County Schools*. Atlanta, GA: EMSTAR Research, Inc. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group was equivalent to the intervention group at baseline.

**Waterford Early Reading Program™**

Alfaro, R. (1999). The technology-reading connection. *Educational Workshop*, 56(6), 48 – 51. Does not use a strong causal design: this study does not use a comparison group.

Canedo, M., Smolen, L., & Pollard, J. (2000). *A study of the effectiveness of the Waterford Early Reading Program: Final evaluation results 1997–98*. Buffalo, NY: Buffalo Public Schools. Complete data are not reported: The WWC could not compute effect sizes because complete study details were not reported.

Cassady, J. C., & Smith, L. L. (2003). The impact of a reading-focused integrated learning system on phonological awareness in kindergarten. *Journal of Literacy Research*, 35(4), 947–964. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Cassady, J. C., & Smith, L. L. (2005). The impact of a structured integrated learning system on first grade students' reading gains. *Reading and Writing Quarterly*, 21(4), 361–376. Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Heuston, D. (1996). Power tools. *Phi Delta Kappan*, 77 (10), 706. Does not use a strong causal design: this study does not use a comparison group.

Obeso-Bradley, C., & Miller, B. (1999, December). *Early literacy and technology: The Waterford Early Reading Program (WERP) Level 2, Southside School District, Hollister, California*. Paper presented at the annual education conference of the California School Boards Association, San Francisco, CA. Does not use a strong causal design: this study does not use a comparison group.

Paterson, W. A., Henry, J. J., O'Quin, K., Ceprano, M. A., & Blue, E. V. (2003). Investigating the effectiveness of an integrated learning system on early emergent readers. *Reading Research*

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- Quarterly, 38(2), 172–206. Does not use a strong causal design: this study is a quasi-experimental design but does not provide enough information to establish that the comparison group and the intervention group were composed of comparable students.
- Shapley, K. S. (1997). *Special report of the 1996–1997 Waterford Early Reading Program*. Dallas, TX: Dallas Public Schools. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
- Additional source:**  
Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Dallas ISD, Dallas, TX)**
- Tracey, D. H. (n.d.). *The Waterford Early Reading Program: Research orientation, studies, and findings: Executive summary*. Pittsburgh Public Schools, Office of the Deputy Superintendent of Instruction, Assessment, and Accountability. Retrieved March 1, 2007, from <http://www.pps.k12.pa.us/academicoffice/literacyplus/waterford/stuff/executive%20summary%20-%20diane%20traecy.doc> Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Collins Garden and Nelson Elementary Schools, San Antonio, TX)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Daily use of computer materials in Utah and New York)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Glenridge Elementary School)** Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.
- Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Hillcrest Elementary School preliminary study)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: New London Public Schools, New London, CT)** Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.
- Waterford Institute, Inc. (1999). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Hacienda la Puente Unified School District Program Year 1997–8, Los Angeles County, CA)** Incomparable groups: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group is comparable to the treatment group prior to the start of the intervention.
- Waterford Institute, Inc. (1999). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Pittsburgh, PA Public School District)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

**Appendix A5**  
**References**  
*(continued)*

- Waterford Institute, Inc. (1999). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Selected Utah public schools for the 1997–98 school year)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Utah and New York Schools)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Duncanville Independent School District, Duncanville, TX)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Hillcrest Title I school in Alpine School District, Orem, Utah)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Norwalk Public Schools 1998–99 school year, Norwalk, CT)** Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Scott Lane Elementary School, Santa Clara Unified School District)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). Correlation. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101.) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Bryan Elementary, Hillsborough County, Florida, 1997–98 school year)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Commons Lane Elementary School: 2000–2001)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Correlation between test gains and time spend using the Waterford Early Reading Program)** Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Decatur School District 61)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: El Centrito interim grant report for the period of July 1, 1999 to December 31, 1999; report no. 109)** The

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sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).

**(Study: Hempstead Independent School District, Hempstead, TX)** Does not use a strong causal design: this study does not use a comparison group.

Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).

**(Study: Los Angeles Unified School District, Los Angeles, CA)** Does not use a strong causal design: this study does not use a comparison group.

Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).

**(Study: Los Angeles Unified School District: Academic alliance and support, Los Angeles, CA)** Confound: this study included Waterford but combined it with another intervention so the analysis could not separate the effects of the intervention from other factors.

Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).

**(Study: Madisonville Consolidated Independent School District)** Incomparable groups: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group is comparable to the treatment group prior to the start of the intervention.

Walberg, H. J. (2001). *Final evaluation of the reading initiative. Report to the J.A. & Kathryn Albertson Foundation Board of Directors*. Available from the Waterford Institute Web site: [http://www.waterford.org/corporate\\_pages/IdahoStudy.pdf](http://www.waterford.org/corporate_pages/IdahoStudy.pdf)

Does not use a strong causal design: this study does not use a comparison group.

Washington, S. T. (2003). Teachers' perceptions of the implementation of the Waterford Early Reading Program, a computer-based instruction program: A case study of the evidence from teachers' interviews and students' achievement data in selective Pennsylvania urban elementary schools. *Dissertation Abstracts International*, 64, 07A. Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.

Young, J. W., & Tracey, D. H. (2004). *An evaluation of the Waterford Early Reading Program Newark, New Jersey 1997–98 school year*. Rutgers, NJ: Authors. Complete data are not reported; The WWC could not evaluate the design because complete data were not reported. Attempts to contact the authors for more information were unsuccessful.

### **Wiggleworks**

Boling, C., Martin, S. H., & Martin, M. A. (2002). The effects of computer-assisted instruction on first grade students' vocabulary development. *Reading Improvement*, 39(2), 79–88. Does not use a strong causal design: the outcome measures used in this study do not demonstrate adequate reliability or validity.

### **Wilson Reading System®**

Banks, S. R., Guyer, B. P., & Guyer, K. E. (1993). Spelling improvement by college students who are dyslexic. *Annals of Dyslexia*, 43, 186–193. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

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