Annotated Bibliography of Research in the Teaching of English

Richard Beach, Martha Bigelow, Deborah Dillon, Lee Galda, Lori Helman, Julie Kalnin, Cynthia Lewis, David O’Brien and Mistilina Sato

University of Minnesota

Karen Jorgensen

University of Kansas

Lauren Liang

University of Utah

Gert Rijlaarsdam and Tanja Janssen

University of Amsterdam

Discourse/Cultural Analysis


Analyzes the discourse practices and experiences of two African American female high school students in a traditional British Literature class. The young women established bonds through nonverbal communication (e.g., eye gaze) to assert their gendered, racial, and cultural identities in the face of dominant identities promoted in the classroom. This bond enabled the young women to withstand frequent assaults to their social and cultural identities and master the academics necessary to pass the class. Suggests that a multiliteracies approach would benefit students by drawing on their social and cultural resources for meaning making.


Argues that research methods of portraiture and Critical Race Theory (CRT) combine to provide an artful and conceptually rigorous approach to analyzing classroom events and relationships. Draws on research with a diverse group of high school students to demonstrate how portraiture and CRT work together to render rich descriptions of students’ experiences within their social and political contexts that serve the larger goal of social action and transformation.


Analyzes language ideologies in grammar instruction during a daily editing activity (Daily Language Practice) in three urban, predominantly African American 10th-grade English classes. Finds that the editing activity represented language conventions as disconnected from context and meaning with Standard English as the only correct form. Discusses students who expressed alternate language ideologies through the editing activity, but argues that the potential for talk-
ing about a range of linguistic possibilities related to context and audience was limited by the activity.


Uses a fictional scenario of an exchange among three students in a suburban Canadian high school to challenge two prevalent constructs of identity as either internal (identity development) or external (social identity). Offers, instead, a view of identity in education related to the process of subject formation and the concept and method of performance. Argues that viewing identity through these lenses offers a way to bridge the disconnect between educational discourses of multiculturalism and lived realities of adolescents in schools. Ends with policy and practice implications for rethinking identity and multicultural education.


Draws on an ethnographic study of language, literacy, and identity among White working-poor girls. The girls used language that served them well in their home communities and in response to discriminatory conditions, but did not serve them well at school. In order to succeed in academic contexts, the girls had to employ hybrid language patterns and negotiate multiple identities.


Examines the discourse practices of two immigrant youth who use Internet communication to mobilize transnational diasporic identities, create affinity spaces across geopolitical borders, and creatively produce and consume popular media. Argues that language and literacy education should include a critical component that contests stable constructs of language, culture, and nation.


Uses Critical Race Theory, whiteness studies, and critical discourse analysis to understand talk about race among second-grade white students and their teachers. Three moves characterized students' process of racial awareness: noticing whiteness, enacting white privilege, and transforming whiteness into liberatory alliances. Children's understandings about race were hybrid and unstable. Concludes that racial literacy is a form of learning that, like other learning, requires approximation, student investment, and teacher scaffolding.


Uses systemic functional linguistics to examine player interaction within Lineage, a multiplayer online video game. Illustrates how a closer analysis of language than is usually employed in studies of activity can reveal otherwise unarticulated aspects of social identity and allegiance as well as the role of language in shaping collaboration and other components of the activity.


Compares the classroom cultures of two reading lessons taught by the same fifth-grade teacher, one from a regular reading class and the other from a reading intervention class. Despite having the same teacher and comparable student demographics, close analysis of participant roles and instructional activities revealed very different cultures in each of the two contexts. Through comparison of text choice, vocabulary, and comprehension and composition activities in each
context, the regular reading class emerged as student-centered, whereas the reading intervention class was test-driven with less student participation.


Employs three theoretical and methodological tools—grounded theory, critical literacy, and critical discourse analysis—to study the interactions of two girls in an elementary classroom as they talked about texts and artifacts related to hair and cultural identity. Each methodological approach offered a particular lens for understanding the interaction and its implications, but together the approaches result in a fuller picture of the personal, cultural, and structural meaning of the interaction.

**Other Related Research:**


**Clarke, L. (2006).** Power through voicing others: Girls’ positioning of boys in literature circle discussions. *Journal of Literacy Research, 38*(1), 53-79.


**Literacy**


Examines engagement in adult literacy education at the National Labsite for Adult Literacy Education, a partnership between the National Center for the Study of Adult Learning and Literacy (NCSALL) and the New Brunswick Public Schools Adult Learning Center. Seeks to understand how and why adult learners engage in literacy instruction. Focuses on the learning context because adult educators generally control this educational context; understanding how the educational context shapes engagement allows educators to influence adult learners’ engagement in positive ways. Analyses of transcript data were conducted and these data were triangulated with other data sources. Findings indicate that there were three contextual factors that shaped engagement in the classes studied: the instructional system, teachers’ roles, and classroom norms.

**Belzer, A. (2006). Less may be more: Rethinking adult literacy volunteer tutor training.** *Journal of Literacy Research, 38*(2), 111-140.

Analyzes the relation between volunteer tutor training and reading instruction in four adult literacy programs. Focuses on tutors’ choices of reading materials and strategies for assisting in the development of comprehension and word identification skills. Concludes that tutor training did not always transfer to practice, and it did not always deal effectively with the complex topic of teaching reading to struggling adult learners. Suggests that less initial training and more ongoing “just-in-time” training, based on the specific needs and strengths of students and tutors working together on improving reading, may be a more efficient use of resources than those traditionally expended on training.


Compares teachers’ literacy instruction practices in elementary schools adopting Accelerated Schools Project (ASP, 28 schools), America’s Choice (AC, 31 schools), and Success for All (SFA, 30 schools), as well as 26 comparison schools not employing school-wide comprehensive reform programs. Assumes that the ASP employed a “cultural control” approach to foster instructional changes; the AC employed a “professional control” approach to focus on teachers’ methods, particularly in terms of writing instruction; and the SFA employed a “procedural control” approach to focus on reading instruction. Analyzes frequency of 7 topics taught: reading comprehension, writing, word analysis, reading fluency, vocabulary, grammar, and spelling. Finds no differences between literacy instruction in ASP versus comparison schools and marked differences in teachers’ instruction between the AC and comparison schools and between the SFA and comparison schools, with the AC use of a literature-based approach leading to changes in writing instruction and the SFA skills-based approach leading to changes in reading instruction.

Interviews and observes 35 vocational education teachers' uses of literacy practices and texts in their classes. Presents a case study of one teacher who connects books, articles, Internet resources, and talk to students' socialization into a community of practice related to cooking. While these teachers were not extensive readers, they knew how to situate and contextualize texts relative to the specific needs of their students.


Examines longitudinal data for 281 students from ethnically diverse, low-income households from kindergarten to 5th grade. Uses growth modeling to project individual growth curves for students, and examines patterns of literacy growth related to family involvement. Finds that both between-families differences and within-families changes in school involvement are associated with literacy learning, with high family involvement negating the achievement gap evident for other low-income students. Recommends that family involvement in schools should be a primary goal of educators and policy makers looking to decrease the achievement gap.


Investigates the differential contributions of three pre-school literacy instructional programs conducted over a year-long period: storybook reading, alphabetic instruction, and a combination program. Uses a quasi-experimental research design, and also examines age interactions for program success for the 3-4 and 4-5 year-old groups. Finds that all three groups progressed more than the control group on measures of vocabulary and alphabetic skills; the alphabetic group learned more alphabetic skills than the other groups; and the combined group showed greater growth in vocabulary than the alphabetic group, and greater alphabetic growth than the storybook group. Unexpected findings include the storybook group showing an advantage only over the control group and not the other experimental groups in vocabulary growth, and the younger group of students showing greater growth in receptive vocabulary than the older group. Possible reasons for these findings are explored.


Explores the concept of *authenticity* in literacy teaching, or the use of authentic texts for real-life tasks. Describes the kinds of authentic literacy activities that were included as part of a two-year study focused on developing second- and third-graders' ability to understand and create texts in science. Developed an authenticity rating sheet, and categorized the level of authenticity of numerous literacy activities. For example, an activity in which students generated questions based on a hands-on experience, and then read informational texts to find answers to the questions, was rated high in authenticity. Suggests all teachers find ways to incorporate more authentic texts and purposes into their classroom instruction.


Investigates whether situated interest for a specific book may lead to longer-term intrinsic motivation for general reading in two schools with 120 third-grade students. Focuses on reading logs filled out by students which identify their reasons for reading their favorite books twice. Matches general motivation and comprehension measures with reading log data as a pre-and post-assessment. Finds that students who increased their level of situated interest in an infor-
mation book over time increased their general reading motivation from September to December, and students who decreased in their level of situated extrinsic motivation for reading a narrative book decreased in general extrinsic motivation. Concludes that within an instructional context that supports engagement and motivation in reading, children's changes in situated motivation predicted their changes in general reading motivation.


Uses rhizomatic analysis to map literacy performances in a diverse high school American Studies classroom. Interprets spatial and temporal relations connected to literacy performances within a framework that understands performance to be communicational rather than representational. Argues for a theoretical framework that views literacy as multimodal, mobile, and shifting rather than fixed or situated in discursive interactional contexts.


Explores the perceptions of self-as-reader, beliefs about reading, and reading proficiency of two urban students retained in third grade on the basis of high-stakes assessment scores. Focusses on four individual reading and retrospective miscue analysis (RMA) sessions each student had with the researcher across one school year. Notes that when the study began, the students were less focused on reading for meaning and did not perceive themselves as good readers, but in RMA sessions the students read and retold stories and then analyzed high quality miscues with the researcher facilitating their understanding of reading as a process of constructing meaning and themselves as capable readers. Concludes that while the students grew in their understanding of the reading process and in their reading proficiency, they did not fully change their perceptions of themselves as readers.


Proposes a theoretical framework for analyzing construction of multimodal texts as artifacts whose materiality reflects identity construction, discourses, and literary practices reflecting habitus as dispositions or ways of being and acting in particular times, spaces, or generations. Argues that the materiality of textual construction reflects certain interests or preferred practices associated with habitus operating in a certain context or figured world. Conducts ethnographic analyses of children's and adults' multimodal text construction to identify how these interests and practices are sedimented into texts, identifying, for example, how a boy's drawing of birds in a family living in London reflects his family's Turkish background and his reading about birds in school. Finds that analyzing the producer, contexts, and practices used during text production and how the text becomes an artifact holds important information about the meaning maker. Posits the value of analyzing text construction in informal settings over time in terms of instantiations of habitus related to developing social literacy practices.


Draws on effective school research to analyze literacy instruction and learning practices in six high-performing schools for low-income South African students. Finds that these schools were orderly and safe, employed engaging learning activities, staffed administrators and teachers who shared a collaborative commitment to competence and purpose, and involved the community, despite having to cope with large classes, teacher qualifications, doubtful economic futures, and lack of effective writing instruction.

Investigates how 1st-, 2nd-, and 3rd-grade students’ struggles with reading are socially constructed in school literacy contexts, curriculum, and relationships, and how “struggling reader” is a socially constructed subjectivity or identity that begins in the early grades. Draws upon field notes and semi-structured interviews collected during a four-month period. Finds that stark socioeconomic differences existed between mainstream students and those identified as struggling readers. Teachers’ responses to readers differed based on the contexts in which they were working, including the teacher education context and the testing/accountability context. Suggests that school contexts, curriculum, and relationships can be created in which students do not experience struggle, thus challenging literacy educators to rethink the struggling reader label.


Examines the home literacy environment of 116 children in relation to their literacy scores in the first grades of primary education. Distinguishes between three family profiles: rich (where parents/siblings frequently read and write for personal purposes), child-directed (where children frequently participate in joint literacy activities) and poor (where parents/siblings hardly participate in literacy activities). Finds that these profiles were related to socio-cultural factors (ethnicity and SES) and to children's scores on vocabulary and general reading comprehension.


Investigates the literacy achievement of 1,091 native and 1,333 non-native primary school students (grades 3 to 6) in the Netherlands. A range of word decoding, reading, and writing tasks was administered. Finds few differences in decoding and writing skills between native and non-native children. However, large differences were found in reading skills between the two groups. Forty percent of the variance in children's reading scores were explained by ethnicity and SES, whereas children's writing skills were predicted by gender. Girls wrote longer, more accurate and detailed picture descriptions than boys.

**Other Related Research:**


Annotated Bibliography


Literary Response/Literature/Narrative Analysis


Analyzes shifts in 14 high school students’ discourses of race, class, and gender evident in their responses to multicultural literature during a semester course. Finds that some students shifted in their discourses due to dialogic tensions created between text and reader, between students, and by the teacher’s challenges to students’ status quo discourses, while other students demonstrated little change; some texts evoked more tensions than others. Argues that justifications for uses of multicultural literature needs to be framed less in terms of changing racial attitudes and more in terms of evoking tensions to challenge status quo discourses of race, class, and gender.


Analyzes the influence of instruction by 18 teachers in the use of literary devices on the quality of elementary students' narrative writing. Finds that learning to analyze literary devices in reading and discussing literature fosters increased reflection about their own writing and an awareness of how their narratives were constructed.


Examines the use of a “book club” discussion group with nonfiction text. Four first-grade girls participated in 10 book club sessions as a pull-out program from their reading/language arts classes. The students were notably engaged with the books and the open-ended writing and discussion they participated in about each book. Oral and written responses to the texts were predominately related to retelling or stating related facts, but the students also engaged in writing and telling personal narratives and fictional stories related to the texts' subjects.


Studies the uses of a teacher's oral narratives to foster responses to a young adult novel in a 7th grade classroom. Finds that the teacher's adoption and modeling of participant and spectator stances parallels the literary uses of language in the novel and serves to enhance the quality of class discussions. Suggests the value of using oral narratives to foster adoption of aesthetic stances and collaborative literary interpretations.


Explores factors that affect teachers' motivation to use international and global children's literature in their classrooms. Twenty-one students in a masters program participated in a children's literature class structured to emphasize international and global children's literature. Interviews and reflections from students indicate that these issues may play a role in teachers' decisions to use global and international literature: understanding issues with translation; learning how to critique international and global children's literature; examining one's assumptions about world cultures; learning to transact in more informed ways with world texts; understanding the difference between being a cultural insider versus a cultural outsider; feeling one has the authority
to teach using international and global children's literature; and using the principles of culturally responsive teaching.


Explores the written responses of grade five students to two wordless picture books with radical change characteristics. Students most often responded aesthetically, with a focus on structure and format as they attempted to make sense of the books. The structure and format in the two books forced students to construct associations and engage in a number of comprehension strategies in order to understand the text, highlighting the "wandering viewpoint" postulated by Iser and others. Responses also demonstrated characteristics associated with radical change theory such as a high degree of interactivity.


Analyzes how novice learners develop the interpretive mode when reading a literary text in a foreign language. Examines transcripts from video and audio recordings of students’ discussions in small groups of 3 to 4 students. Finds that students were more likely to learn to interpret a poem using first language in teacher-moderated discussions, but not in small groups.


Based on 12 years of research on the talk of kindergarten, first-, and second-grade children during interactive picture storybook read-alouds, proposes a grounded theoretical model of how children understand literary texts, how these understandings relate to the aesthetic properties of picture storybooks, and how these developing understandings are best facilitated by teachers. Using vignettes to support his assertions, describes five categories of children's responses, which suggest five aspects of their developing literary understanding. Analytical responses reflect children's comments that dealt with the text in terms of opportunities to make narrative meaning. Intertextual responses evidenced children's relating a text to other cultural texts and products. Personal responses indicated children's connections between a text and their own lives, either by using a personal experience to understand a text or by using a text to understand a personal experience. Transparent responses demonstrated children's engagement with the story that was so intense that they seem to have entered the "story world." Finally, performative responses displayed how children entered the story world to manipulate it for their own creative purposes.


Analyzes 74 transcripts of kindergarten, first-, and second-grade children's talk during interactive picture storybook read-alouds. Finds six distinct types of resistance: intertextual (conflict between known and new text), preferential/categorical (mismatch with child's preferred text type), reality testing (conflicts with world as child understands it), engaged/kinetic (book represents too painful of a reality), exclusionary (no identification with characters), and literary critical (perception of faulty craft). Argues that these forms of resistance are not necessarily problematic, but indicate engagement with stories that may be initial steps in the development of critical literacy. As such, these instances of resistance can inform teachers about ways in which they can talk with children about books and how they can select read-alouds in order to help children develop increasingly sophisticated responses to the texts they read and hear.
Other Related Research


**Professional Development/Teacher Education**


Describes a collaboration between a teacher education program and an elementary school focused on literacy development that includes family involvement. Two years of preservice teachers' reflections about their experiences working with Latino families on the Texas-Mexico border show positive benefits such as increased confidence and skills in communicating with families. Data also suggest teachers may not recognize cultural capital or funds of knowledge of the families of the students. Includes recommendations for teacher education programs.


Examines the relationship between teachers' development as writers and their teaching of creative writing. Draws on the writing experiences of 16 English primary teachers who wrote regularly in school and at home. Finds that these experiences clustered around a number of themes, including: constraints and intuitive insights, a sense of the personal, and deep feelings of uncertainty and insecurity. Argues that in order to support children's creative development as writers, teachers need opportunities to engage creatively as writers themselves.


Examines whether preschool teachers' pedagogical beliefs about early literacy and mathematics are related to the socioeconomic status (SES) of their 4-year-old students and whether preschool teachers' pedagogical beliefs differ by subject matter. Researchers analyzed interview responses of 60 teachers of low- and middle-SES students who were randomly assigned to read vignettes describing issues related to teaching either mathematics or reading and conducted a two-way factorial analysis of variance on 11 identified beliefs to examine the relationship between students' SES, subject matter, and the teachers' beliefs. Finds that teachers of middle-SES children believe in supporting individual child preferences and pre-school as a time for social development, while teachers of low-SES children focus on academics in pre-school for kindergarten preparation, including the use of computers. Literacy was generally viewed as student interest-driven and part of social development, while mathematics centered on core ideas and was embedded into the routines of the class. Implications for professional development are discussed.


Outlines a year-long, school-wide professional development initiative that supported teachers across content areas in learning about and integrating reading strategy instruction. Analyzes teachers' reported practices using the Reading Language Arts Instruction Features Questionnaire (RLAIFQ). Concludes that across the school, teachers select from a small set of strategies (e.g., graphic organizers), but that some teachers were selecting strategies that were particularly suited to their content area.

Documents British teachers' involvement in a project designed to support their development of writing instruction that incorporates challenging literary texts for young writers (7-11 years). Reviews documentation to derive instructional principles, criteria for text selection, and the role of teachers' planning and reflection. Concludes that working with texts in depth through read-alouds and discussion of craft, allowing for choice of a book, and building time for teacher inquiry and reflection were significant factors in improving the quality of students' writing.


Reports on a teacher education program that explicitly focuses on preparing teachers to be advocates for equity, especially in teaching English language learners (ELLs). Uses focus group interviews with graduates from multiple subject matter disciplines to describe advocacy in action at the classroom and school level. Concludes that early career teachers can be prepared to take on challenges of advocating for equity beyond their own classrooms.


Describes an extensive inquiry and writing project carried out in a preservice literacy foundations course. Analyzes the work of two teacher candidates to illustrate the personal and political nature of the inquiry and the composing of a multigenre text. Finds that the research, writing, and sharing illuminated the role of discourse and genre in ways that informed the future teachers' views of how to engage young writers in meaningful literacy experiences.


Reports on an action research project in which preservice teachers explored with experienced mentors how to plan challenging discussion tasks and sustain high-level group talk. Employs discourse analysis of classroom discussions from a variety of ability and socioeconomic groupings as well as content analysis of teacher and mentor interviews and student focus groups. Identifies a diversification in teachers' repertoire of discourse strategies and increases in student participation and higher-order thinking in the majority of classrooms in the study.


Compares the classroom cultures of two fifth-grade reading lessons, one from a regular reading class and the other from a reading intervention class designed to prepare low-achieving students for a high-stakes state assessment, taught by the same teacher. Detailed descriptions of class activities and interactions show differences in the learning opportunities and relationships that child-centered and test-centered classroom cultures provide. Argues that academic achievement and meaningful school experiences may suffer if test-preparation activities and classes overtake reading instruction.


Using Reading Classroom Explorer (RCE), a set of hypermedia-enhanced video cases of exemplary reading instruction, this study explored how preservice teachers' beliefs about learning influenced their selection of cases of instruction and their reflective writing about those cases. Both quantitative and case analysis show that teachers chose cases that align with their views.
about learning, defined within a framework of learning as innate (or fixed) or malleable. Authors conclude that beliefs about learning influence what preservice teachers think about teaching reading instruction depicted in video-cases.

**Other Related Research:**


ALGER, C. L. (2007). Engaging student teachers' hearts and minds in the struggle to address (ill)literacy in content area classrooms. *Journal of Adolescent & Adult Literacy, 50*(8), 620-630.


Reading


Describes two studies designed to increase low-income kindergarten and first-grade students' vocabulary knowledge. Study 1 investigated the number of sophisticated words (e.g., *commotion, journey*) that were learned by students who were directly taught compared to the control group, which received no instruction. Study 2 used a within-subjects design to compare the learning of words under different amounts of instruction—either three days or six days. Students who were directly taught words learned significantly more of them than the control group. Students who received six days of instruction learned twice as many of the focus words as compared to students who received three days of instruction. Proposes that word learning does not occur easily, and that in-depth instruction is necessary to help students with limited repertoires of oral vocabulary to successfully comprehend the academic content of their classrooms.

during small-group, peer-led discussions of literary text. Based on verbatim transcripts of four small groups of students, the study considered (a) Is there evidence of comprehension strategy use during students' small-group, peer-led discussions of text? and (b) if so, what is the nature of students' comprehension strategy use? Coded transcripts with an instrument derived from previously validated comprehension strategies. Reveals evidence of students' use of multiple comprehension strategies.


Examines reading achievement gaps for a subset of 2,296 students in the kindergarten to first grade cohort of the Early Childhood Longitudinal Study (ECLS). Uses hierarchical linear modeling to investigate child- and school-level correlates to achievement. Finds significant achievement gaps for African-American children, boys, and children from high-poverty households. Small differences at the beginning of kindergarten became more pronounced as formal schooling took hold in first grade. Notes the strong positive influence of prior preparation in reading, bolstering the importance of high-quality home and literacy preschool experiences for children. Details numerous expected or surprising correlates and moderators of reading achievement gaps that may inform classroom and school practices, as well as policy decisions, for supporting the reading success of all students.


Indicates that the way in which a policy problem is framed is critical because it assigns responsibility and creates rationales that authorize some policy solutions and not others. Brings together sense-making theory and frame analysis to interpret the dynamics of problem framing during policy implementation. Describes how data were derived from a year-long ethnographic study of one school's response to the California Reading Initiative. Finds that the school's response depended on how school staff constructed their understanding of the relevant problem to be solved. Reveals that the problem-framing process was iterative and contested, shaped by authority relations and mediated by teachers' social networks; and that this process ultimately proved important for motivating and coordinating action, reshaping authority relations, and influencing teachers' beliefs and practices.


Reviews Out-of-School-Time (OST) programs for students with difficulties in reading or math in grades K–12. Analyzes 35 OST studies that met specific criteria, such as having control or comparison groups, occurring after 1985, and including a direct assessment of students' academic achievement. Finds small but statistically significant positive effects on achievement in reading and math across the board, with larger positive effect sizes for programs with specific features. Finds 1) that OST programs can have positive effects on reading and mathematics achievement, 2) that timeframes do not influence their effectiveness, 3) that students in both elementary and secondary grades can profit from programs for improved reading, 4) that programs can go beyond academic activities to have positive effects on student achievement, 5) that implementation should be monitored so that time is appropriately allocated for specific activities, and 6) that one-on-one tutoring in reading has positive effects on achievement. Suggests that future studies systematically document the characteristics of OST programs and their implementation.

Revises the Motivation to Read Profile to be used with adolescents and administers the instrument to 384 teens in eight states in the US and Trinidad. Complements the survey with interviews of 100 students to capture the real reading adolescents do, asking teens questions about fiction, expository, and computer-based reading materials; about what instruction in school motivated them to read; and in which classes was the reading material most difficult. Results revealed that student experiences with academic reading and writing did not match their interests and needs. Offers recommendations for how students’ preferred types of reading and instruction can be used in middle school and high school classrooms.


Explores the roles of authentic, communicatively functional reading and writing and the explicit explanation of genre function and features on growth in genre-specific reading and writing abilities of children in grades two and three. Analyses included experimental and correlational designs; growth was modeled across six assessment time points using hierarchical linear modeling. Finds no effect of explicit teaching on reading and writing growth for six of seven outcomes and no relationship between teachers’ degree of explicitness and growth for six of seven measures. Documents a strong relationship between degree of authenticity of reading and writing activities during science instruction and growth for four of seven outcomes, with an interaction with degree of explicitness for a fifth. Suggests that children from homes with lower levels of parental education grew at the same rate as those from homes with higher levels, and that explicitness and authenticity also did not differ by level of education.


Investigates the predictive validity of fluency measures from the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for identifying students’ reading success or difficulty on the Iowa Test of Basic Skills (ITBS). Finds the subtests of DIBELS reasonably accurate (76-80%) in identifying students who would perform below the 25th percentile on the ITBS at the end of the year, but that a significant percentage of second and third graders (32% and 37%) who were identified as “low risk” by DIBELS ended up not reading at grade level at the end of the year. Discusses how the DIBELS assessment process can be supplemented to more effectively identify students who are not progressing adequately in their reading development.


Investigates the effect of self-regulated learning, motivation, and learning strategies, reading attitude, and family-based prerequisites on reading ability in 4,018 eighth graders who completed the IEA reading literacy test, the self-regulated learning questionnaire and a student questionnaire about their background. Analyzes data using exploratory factor analysis (EFA). Details that the self-regulated learning questionnaire did not measure the intended three dimensions, but did measure two: Verbal/General academic self-concept and a new dimension called Goal-oriented strategies. Structural equation modeling with a cross-validation sample was conducted to determine the effects in the final model. Reveals that the strongest effect on reading ability was from Verbal/General academic self-concept. Finds that girls read better with narrative and expository texts, had a more positive reading attitude, and more positive verbal self-concept, whereas boys had a higher academic self-concept (not domain-specific), self-efficacy, control expectation, and reported more memorizing, elaboration, and instrumental motivation.

Uses a within-subjects design to evaluate and compare the effects of listening while reading (LWR) and repeated readings (RR) on reading fluency in adults reading at about fourth- or fifth-grade level. Confirms previous studies with children and adolescents that showed LWR and RR did increase reading fluency, but neither was more effective than the other. Suggests that the opportunity to read with LWR caused the adult participants’ increases in rereading fluency. Supports the need for more studies on whether strategies that have been empirically validated with children produce similar effects in adults.

**Other Related Research:**


TOLENTINO, E. P. (2007). "Why do you like this page so much?": Exploring the potential of talk during preschool reading activities. Language Arts, 84(6), 519-528.


Second Language Literacy


Describes three studies of English language learners in grades two through six intended to develop and validate a new measure of reading comprehension called the Diagnostic Assessment of Reading Comprehension (DARC). Provides teachers with information in four dimensions of comprehension (text inferencing, text memory, background knowledge, and knowledge integration) to better facilitate adapted instruction to meet individual students' needs. Minimizes the need for high levels of English oral proficiency or decoding ability. Findings demonstrate the potential value, usability, and discriminative capacity of the DARC, especially as it allows aspects of the comprehension process to be measured independently for elementary second language learners.

Describes the implementation of the Early Authors Program, in which preschool students, their teachers, and families create texts about themselves and the important things in their lives. Collects a wide variety of data from 367 children, including standardized language assessments, teacher evaluations of literacy skills, literacy environment assessments, and interviews with the literacy specialists who guided the program. Finds both academic and affective gains for the students and the classroom instructional programs. Suggests that programs that engage and empower young students who are likely to experience school-related difficulties may have profound effects on their long-term academic success.


Examines the role of native and second language literacy on the acquisition of oral skills in English by studying Somali adolescents with low and intermediate print literacy as they interact with the researchers on tasks designed to elicit a range of oral skills (i.e., ability to detect corrections on incorrect interrogative forms, and the ability to incorporate the correction when recalling it). Frames study as a partial replication of Philp's (2003) study of highly literate college students. Finds that participants, as a group, showed no significant effects for length of the correction or for the number of changes to the participants' initial utterance in the correction, compared to Philp's highly educated participants who were constrained by both factors. Within the study group, finds that the more literate group recalled all corrections significantly better and was less constrained by multiple corrections than the less literate group. Argues that adolescent and adult learners with limited formal schooling must be included more in research on literacy and second language acquisition to understand a wider range of learning experiences, strengths, and needs.


Examines the effectiveness of an early literacy program in Spanish and English focusing on phonological awareness skills within meaningful and engaging classroom activities. Conducts ANCOVAs with time and implementation of instruction as independent variables; scores on rhyme, alliteration, blending and word recognition as the dependent variables; and performance as the covariate. Finds performance gains related to the presence of instruction, especially in the area of alliteration. Observes very high levels of student engagement throughout the treatment in large part because of the active, hands-on nature of activities, and makes recommendations for future applications, including increasing the length or intensity of instruction for students with very low beginning literacy skills.


Collected evidence from 64 low-socioeconomic status, language-minority first grade students with reading difficulties to document the effectiveness of a comprehensive tutoring intervention model, Reading Rescue, in this quasi-experimental study. Trained and then compared the tutoring provided by paraprofessionals, credentialed teachers, and reading specialists in five urban schools. Explained the components taught during each session, the materials used, and shared in the findings how the Reading Rescue treatment compared to control groups. Results indicated that the first grade, language-minority struggling readers who received the intervention made significantly greater improvement in reading than their peers who did not receive the tutoring/intervention. Intervention students' learning provided results that demonstrated reading texts at an independent level, not at the instructional level as often suggested, strongly and positively correlated with reading growth. Data demonstrated that tutoring was more effective than small-group instruction for teaching reading to struggling readers.

Analyzes immigrant children’s identities and practices involved in serving as translators and mediators in parent-teacher conferences. Finds that children often downplayed teacher praise and exaggerated their own individual responsibility for problems; this resulted in parents focusing on these problems and promoting the need for children to assume individual responsibility, a stance reflecting both children’s and parents’ socialization into the discourses of schooling.


Observes 85 kindergarten classrooms that varied in program type and whether or not they had a separate time in the day for oral English language development. Finds that classrooms with separate English language development time spent more time on oral language and literacy activities. Students in these classrooms have significantly higher language and literacy scores on a standardized measure when controlled for beginning-of-the-year performance. Recommends institutionalizing a language development block within programs for English learners, but suggests that efforts be made to ensure that these blocks include an academic language focus to support students’ future school success.


Examines three levels of knowing and using Chinese submorphemic (radical) knowledge among 140 adult beginning and intermediate learners of Chinese as a foreign language at nine U.S. colleges and universities. Used a radical perception test, a radical knowledge test, a radical knowledge application test, and a vocabulary test to assess learner knowledge and skill. Finds that alphabetic readers in beginning-level Chinese classes advanced rapidly during their first year of study and were aware of the internal structure complexity and compositional relationship of the radicals within a character, even with little knowledge of Chinese radicals. Finds that radical knowledge, perception, and application skills do not develop synchronously across levels, but that each shows a unique developmental trend. Authors argue that an accuracy rate of 71% for high-frequency radicals after 3 years of study shows the difficulty of learning both semantic and phonetic radicals and that to bridge the gap between radical knowledge and its application students must have meaningful practice in their everyday learning.


Surveys 40 third-grade Arizona teachers regarding their perceptions of the Proposition 203 restrictions on bilingual education and sheltered English immersion, NCLB, and state-wide testing. Finds that teachers are highly confused about what they can and cannot do related to bilingual education; perceive little positive benefits of these policies; indicate that their ELL students are receiving mainstream, sink-or-swim instruction; and believe that high-stakes tests are inappropriate for ELL students and foster instruction that does not meet their needs.


Examines a 1.5 generation immigrant high school student’s writing activities focusing on non-academic voluntary literacy practices beyond the classroom. Finds that Joan, the participant, originally from Korea, uses sophisticated and multilingual composing skills in online interactive environments. Joan uses a range of first and second text genres, seeks out peer feedback,
skillfully manipulates a mixed-code variety of English and edits her poems and other writing in her out-of-school writing activities. Argues that the quality and quantity of Joan's out-of-school literacy practices blur the line between first and second language composing practices and have the potential to inform in-school teaching practices.

**Other Related Research:**


RICHARDSON BRUNA, K., VANN, R., & PERALES ESCUDERO, M. (2007). What’s language got to do


Technology/Media/Information Literacy


Analyzes how the use of newsletters, external links, and supports for publishing on Web sites served to foster elementary students' literacy practices. All sites supported basal/skills approaches; half supported process-writing approaches; one-third supported literature-based approaches; sites also fostered parental involvement. There was little or no support for acquiring facility in informational searches and analysis; peer interactions through zines, blogs, podcasts, fan fiction, or IM'ing; or evidence that teachers are using these sites to promote uses of new digital literacies.


Analyzes uses of TaskStream electronic portfolios in 20 schools in eight states and Brazil based on observations of teacher use, surveys, and teacher reflections. Finds that in six schools, students were simply using portfolios for storage of work with little feedback. In seven schools, students experienced primarily teacher feedback; in seven other schools, students experienced both teacher and peer feedback. Most successful portfolio use occurred in students with school-wide implementation, particularly with teachers with an understanding of reflection and technology integration, while the least successful use occurred with single teacher use or teachers lacking support for using portfolios.


Highlights an urgent need to rigorously evaluate computer software that supports literacy learning. Using a pragmatic randomized controlled trial among pupils aged 11—12 within a single state comprehensive school in the north of England, researchers compared one group receiving 10 hours of literacy learning delivered via laptop computers with a control group. Both groups received normal literacy instruction except that the laptop was used to deliver instruction in the intervention. Using a pre-test and two post-tests in spelling and literacy, after adjusting for pre-test scores, there was a slight but non-statistically significant increase in spelling scores associated with the ICT intervention, and a statistically significant decrease in reading scores.


Explores the nature of reading comprehension processes while reading on the Internet. Eleven sixth-grade students with the highest combination of standardized reading scores, reading report card grades, and Internet reading experiences were selected from a population of 150 sixth graders in three different middle schools in the central and northeastern United States. These 11 skilled readers met individually with a researcher and completed two separate tasks that involved reading within multilayered websites or using the Yahoo! search engine. Students answered specific questions about their strategy use in a follow-up interview after each reading session. Using think-aloud protocols, field observations, and semi-structured interviews to provide insights on the nature of online reading comprehension, researchers found that successful Internet reading experiences appeared to simultaneously require both similar and more complex applications of reading processes typically used with print text, and suggest that reading Internet text prompts a process of self-directed text construction that may explain the additional complexities of online reading comprehension.

Investigates the prevalence and qualities of media multitasking based on survey data from 7th to 12th graders using a stratified, two-stage national probability sample, randomly selecting schools from a list of approximately 80,000 public, private, and parochial schools in the U.S.; in stage 2, randomly selects grades and classes within grades that would participate (n=2032). Students who completed the basic questionnaire were also invited to keep a seven-day, media-use diary, a procedure which produced a self-selected (thus non-representative) diary sample of 694 students. Finds that adolescents who are exposed to more media are more likely to media multitask to accommodate the use of more media. 80% of adolescents were more likely to engage in some form of multitasking, particularly when reading, surfing the Net, IM'ing, and playing computer games, and were less likely to multitask while watching TV or playing videogames. Females were more likely to multitask than males. 30% report engaging in multitasking (e.g., IM'ing, surfing the Web, or emailing) "most of the time" while doing their homework, particularly when doing their homework on the computer. Race, age, income, and education, often predictors of media use, were not significant predictors for engaging in multitasking.


Examines the development, implementation, and influence of a year-long media literacy curriculum formulated by seven teachers in one high school on 11th graders' use of critical thinking and communication skills. Students engaged in analysis of a range of different print and media journalism, advertising, and literary texts employing critical questions related to media representations and ideological perspectives, as well as constructing their own texts. Qualitative and quantitative analysis found that, in contrast to a control group that did not receive this instruction, students increased in their ability to critically analyze advertising as well as increased in their ability to summarize and analyze rhetorical techniques in print texts, indicating transfer of media literacy instruction to print-based texts.


Examines the relationship between the use of specific instructional strategies and classroom practices and student motivation for reading. Students included in these analyses were from the PIRLS 2001 International Samples (fourth-graders) from Hong Kong and the United States. There were 4,008 students from Hong Kong and 3,140 students from the United States who completed all of the measures used in this study. The researcher found that students who used computers more frequently to write reports or stories and to look up information also tended to show greater interest in reading. In addition, several instructional strategies used to teach reading were positively associated with student interest in reading. The results of this study build upon previous research findings by simultaneously assessing the effects of several teaching strategies and computer activities on student enjoyment for reading. Several instructional strategies for teaching reading have the simultaneous goals of improved learning outcomes and increased student motivation for engaging in reading activities. These findings also extend previous research by examining students from cross-cultural settings as part of a comprehensive international assessment.

Draws on discourse analysis of identity/portfolio construction in fast-track capitalism and cultural historical activity theory to analyze high school students' IM'ing practices. Finds that in one female's IM'ing activity (driven by acquiring information for an AP History exam) and in constructing her portfolio mediated by uses of digital tools, she assumed the roles of consumer, producer, and distributor. These roles were associated with being collaborative, flexible, and interactive, and followed CMC communication conventions operating in her peer's community. Suggests the need for studies of students who have not acquired or have limited access to digital literacies and argues for their importance for operating in a fast-track economy.


Examines evidence of hybrid expressions of popular culture in seven high school students' poetry writing and performance as a means of negotiating identities across different social worlds associated with construction of third spaces. Analyzes students' poetry in terms of practice, process, and product as illustrated by a case-study description of one 17-year-old African American student. Finds that the student uses hybridity and mixing of genres to develop his agency as not only consumer, but also producer of popular culture constituting his identities as a poet, performer, and mentor within a poetry performance organization. Suggests the need to employ poetry, spoken word, and slam competitions to broaden students' conceptions of literacy.


Analyzes two adolescents' online text construction in terms of their aesthetic use of images and texts constituting embodied expressions of identity with school and home contexts: Sophia's fan site for a punk rock band and Brian's online gaming, which involves the construction of images about the band as part of online gaming. Finds that these participants are continually altering, modifying, sharing, and remixing images as social practices constituting their identity construction.


Conducts a national survey of 935 teen uses of social network sites. Finds that 91% of teens use these sites to maintain friendships, particularly females ages 15–17. 85% had profiles on MySpace, followed by 7% on Facebook. Finds that the 55% of teens who have profiles restrict them in some manner, for example, 66% of profiles are not visible to all users and teens rarely post private contact information. Suggests that beliefs about teens' problematic use of these sites may be exaggerated.


Reviews research from the UK Children Go Online project (Livingstone & Bober, 2005), related to 1,511 9-19 year-olds' Internet use. Posits that use often depends on the nature and extent of children's home access (e.g., computers in personal bedrooms, etc.) and finds variations in access related to age, class, and gender. Boys in the home spend more time online and are more likely to access risky material than girls, who access a broader range of civic sites. Internet uses and expertise shift between ages 9 and 19, with early adolescents engaging in more risky access/practices (i.e., disclosure of private information) without the awareness exhibited by older adolescents. Acquiring more expertise may lead to higher risk access that may not be altered through Internet literacy instruction or parental monitoring. While they are engaged with Internet ac-
tivities, they often do not sustain a given activity over time, particularly in terms of interactivity (for example, creating a site but not putting it online).


Explores the influence of multimedia cases in preservice literacy methods courses by following a set of preservice teachers into their first years of teaching. Analysis of the survey and interview data yielded three salient themes. First, respondents reported that their methods courses had positively influenced their teaching. Second, respondents reported several factors (e.g., active involvement during class time, the enthusiasm of the instructor) as influential in their recall of course content. Third, respondents reported that the use of the multimedia cases influenced their learning, both during their teacher education program and in their current teaching. The follow-up study offers insight into the connections teachers make between their teacher education programs and their later teaching and serves as an impetus for future research into the potential benefits of using multimedia cases as a way to situate preservice teacher learning in real problems.


Replicates Levin and Arafah’s (2002) US study which solicited online stories from students detailing how they used the Internet for school. Responses from 84 UK secondary school students show that just over half felt restricted in their Internet use at school. Unlike students in the original US study, the primary disconnect between UK Internet-using students and their schools was not one of physical access but the restriction of their Internet use through school rules and content filters, firewalls, and other technologies of control. Although some students were frustrated with their schools’ technology provisions, most were somewhat sympathetic with their schools’ less-than-perfect information technology provision.


Analyzes the literacy and writing practices as well as interview perceptions of 400 members involved in role-play and writing activities in an online fan fiction world (Middle Earth Insanity). Finds that these practices afforded participants opportunities to not only engage in critical responses to their reading but also construct identities as members of a social community.


Examines the influence of learning style and previous Internet experience on college students’ grades in an online technical writing course. Finds that students who had higher grades devoted more online time engaged in coursework versus less time engaged in online social interaction with friends. They also had more experience and study habits consistent with online learning had higher grades than did students with the opposite traits. Suggests the need for more explicit instruction in online study habits to ensure success in online writing courses.


Reports on a longitudinal study of 140 high school students. Examines students’ literate lives as they engage with multiple literacies. Presents results that show multiple literacies as enhanced ways of learning, collaborative engagement, and students’ future learning, yet contends that new literacies, particularly those associated with digital technologies, meet resistance due to
entrenched practices, including standards, accountability, and assessments that are viewed as incompatible with new literacies.

Other related research:


**Writing**


Based on analysis of NAEP writing data, finds that writing quality from 1978 to 2002 has remained relatively stable, as well as gaps between advantaged versus less advantaged students; that despite an increased emphasis on writing instruction, particularly for less-able students, students do little lengthy writing across the curriculum, with 40% of 12th graders reporting no writing over three pages; that increased use of high-stakes tests has shifted attention away from class time devoted to open-ended writing; that longer writing results in higher writing achievement; that writing involving analysis and interpretation as opposed to summary and story writing is related to writing achievement; that few family members review students' writing; that learning to employ prewriting activities is associated positively with writing achievement; and that in more recent NAEP assessments, more students are employing prewriting.

Examines the note-taking techniques of 22 Spanish and English students listening to lectures in French as a second language (L2) and in their first language (L1). Focuses on reported comprehension difficulties in note-taking, the volume of their notes and their fidelity to the source texts, and abbreviating procedures. Finds that students do not take notes differently in L1 and L2, but that they adjust their note-taking strategies differently.


Tracks the writing development of a college student from a first-year composition course to writing in history and engineering major courses to post-college writing. Finds that the student had difficulty in transferring generic writing practices in the first-year writing course to specific disciplinary contexts. Argues for reframing the first-year composition course to focus on learning to write within specific contexts, as well as the need to address issues of transfer related to writing across the curriculum.


Explores the results of a session on plagiarism avoidance for first-year college students. During the session, audience response software was used to test students’ knowledge of plagiarism. The software allowed individual students to respond anonymously to questions projected on-screen, using a remote-control device. Finds that students were better informed about academic honesty as a result of the session.


Examines the use of politeness strategies employed in making email requests of others in a university setting regarding the development of a new curriculum, a setting analyzed as a dynamic activity system. Finds that writers are continually negotiating issues of their own status and positioning in framing requests related to institutional expectations and variations in their audiences’ status within the workplace hierarchy, particularly in terms of addressing multiple audiences within single email texts. Writers balanced pragmatic needs of accomplishing tasks with construction of their identities within a workplace community related to, in some cases, writing simultaneously to audiences situated at different levels of the social and institutional hierarchy.


Examines the effects of writing mode (handwritten versus word-processed) on essay scores of 6th grade students of differing computer skill levels. Finds significant effects for mode and computer skills for some essay elements. Concludes with implications for writing instruction and assessment.


Investigates writing plan quality and its relationship to the subsequent writing scores of Canadian students in grades 4, 7, and 10. A sample of 1,797 writing plans was assessed. Correlation and regression analyses were used to determine relationships between quality of writing plans and writing scores. Finds that higher quality writing plans are associated with higher writing scores.

Compares the types and amount of peer comments employed with the SWoRD online anonymous feedback tool with those of a subject-matter expert (not the instructor) given to students in two undergraduate and one graduate-level psychology courses. Finds that the expert's comments were more directive, summative, and longer than the students', whose comments included more praise as well as directive comments. Students did not perceive peer comments as less helpful than expert comments and appreciated both directive comments and praise. Graduate student peers voiced more critical comments than did undergraduates, suggesting that if graduate students work as composition instructors, they may need training in how to employ both praise and less judgmental feedback.


Analyzes the texts students have to write as part of the history curriculum in Australian secondary education. Three types of writing were identified: recording, explaining, and arguing. In the higher grades, a shift occurred toward less recording and more arguing, and toward the use of different grammatical and lexical resources. On the basis of the analysis, teaching and learning activities were designed by a team of linguists and history teachers. The aim was to improve students' writing skills and develop their historical knowledge. Finds positive changes in teachers' attitudes and behaviors regarding the role of language in learning history. Students' writing improved, especially with regard to text organization.


Examines whether Self-Regulated Strategy Development (SRSD) would enhance the writing performance, knowledge, and motivation of struggling young writers. Instruction emphasized planning in writing stories and persuasive essays. 66 second-grade students were randomly assigned to three conditions: SRSD-only, SRSD with peer support, and a comparison condition. Children were taught in pairs by graduate students. Writing instruction in the comparison condition was delivered by the regular teacher. Finds that SRSD positively influenced students' writing performance and knowledge, as SRSD-students wrote longer, more complete, and qualitatively better texts than did comparison students, and peer support was found to enhance specific aspects of students' performance. No evidence was found that students' motivation was increased by SRSD instruction.


Examines current trends in writing research, as reflected in a large body of refereed journal articles. Focuses on four issues: the dominant problems investigated, the prominent age groups, the relationship between age groups and problems, and the methodologies being used. Finds that writing instruction is among the most actively studied problems, whereas writing assessment and evaluation receive less attention. Research on writing instruction within preschool through 12th grade is dominant. However, research on genre, assessment, and bi- or multilingualism is scarce within this age group.


Investigates undergraduate university students' use of paraphrasing as a textual borrowing strategy when completing a summary task. Analyzes the use of paraphrasing by 79 L1 and 74 L2 writers. Finds that about 45% of an average summary was made up of paraphrases. L1 and L2 writers did not differ in the number of paraphrases used. Four paraphrase types were distin-
guished: Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision. Finds that L2 writers used more Near Copies, borrowing entire clauses from the original.


Examines the writing performance of three middle school students with learning disabilities (LD) who received short-term, explicit instruction in a set of writing strategies for writing opinion essays. Students were taught to use multiple strategies for planning, revising, and self-regulating. Finds that the students improved their writing on five quality traits. The students outperformed a group of LD students who served as controls. Improvements were not attained in narrative writing.


Analyzes second and third grade students’ uses of genre features in reading and writing of informational and procedural science texts in two conditions: reading/writing of texts only, versus reading/writing of texts with explicit analysis of language features. While there was no significant effect of instruction on reading or writing performance, there is a significant correlation between the authenticity of reading/writing in terms of engaging in purposeful activities and performance.


Employs an Activity Theory approach to analyze a high school student’s uses of composing processes and cultural artifacts as object-driven tools for constructing an interior home design. Finds that the student’s drafting, calculator, and language tool use is mediated by cultural, narrative, and discipline-based knowledge of problem-solving protocols, aesthetics, design conventions, and logic, as well as the teacher’s construction of an activity related to interior design in a gendered home economics class. Suggests that this challenging activity fostered greater student engagement than does composition instruction in classes driven by testing requirements.


Examines differences in online revisions of high school students, using thinking aloud and keystroke logging methods. Focuses on the inhibition of revision processes in FL writing, compared to revisions made in L1, and whether there is a relationship between specific kinds of revision and text quality. Finds that certain kinds of revisions (e.g., language revisions) are more frequent in FL. There were no indications that other kinds of revising were inhibited in FL. Finds a weak relation between revision frequencies and text quality.


Analyzes the discourses evident in specific interactional exchanges in ten writing conferences in an ESL college composition course. Finds that conferences provide a site for construction of student “emergent agency” constructed through collaborative coping with planning, translation, and composing tasks. Over time, students moved from initial uncertainty and negative self-perceptions to increased confidence in formulation of strategies for coping with problems and revisions reflecting an increased sense of agency mediated through apprenticeship in conferences.

Examines the effects of a Cognitive Self-Regulation Instruction program (CSR1) for teaching preplanning and revision of expository text to Spanish-speaking sixth-grade students. Short essays written by the students (at pre-test, post-test and after a 12 week delay) were compared with those of students who had followed an ordinary curriculum. Time-sampled self-reports were used to determine the effects on writing processes. Finds that CSR1 led to an increase in text quality. Process measures showed a sustained increase in the time students spent on preplanning, but not on revising their text. There was no strong evidence for a causal relationship between changes in writing process and improvement in text quality.


Examines differences in 'fluency' of spelling between a group of 9-year-old strong writers and a same-age group of poor writers by using a key-stroke logging program. Focuses on students' mastery of the doubling of consonants in Norwegian. Finds that the strong writers showed a higher awareness before writing doubled consonants than in other contexts. Questions the traditional view that the spelling of strong writers is characterized by automaticity.


Reviews 19 spelling intervention studies aimed at improving the spelling of students with learning disabilities. Finds large effects from spelling intervention studies that included explicit instruction with multiple practice opportunities and immediate feedback on spelling accuracy. Other approaches, such as multi-sensory training and computer-assisted instruction, yielded moderate effects.

**Other Related Research:**


