

| Content Area | Rationale | References |
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| Overall | Learning to read is not a singular, unidimensional process. It progresses by a series of benchmarks, each representing different kinds of learning tasks, which are generally sequential but tend to overlap. To measure reading, one needs to look at what is a developmentally appropriate activity for a student at each stage of the process. | National Reading Panel. (2000, April). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (NIH Pub. No. 00-4769). Retrieved July 27, 2001, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press. Chall, J. S. (1983). Stages of reading development. New York: McGraw-Hill. Spache, G. D. & Spache, E. B. (1973). Reading in the elementary school (3 rd ed.). Boston: Allyn and Bacon, Inc. Gibson, E. J. (1965, May 21). Learning to read. <i>Science</i> , 148, 1066–1072. Grossen, B. (1998). 30 years of research: What we now know about how children learn to read (National Institute of Child Health and Human Development Report). Retrieved April 21, 1998, from http://cftl.org/30years/30years.html Herr, S. E. (1970). Learning activities for reading (2 nd ed.). Dubuque, IA: Wm. C. Brown Company Publishers. |
| | Importance of recognizing individual differences in students so instruction can be more effective | Betts, E. A. (1946). Foundations of reading instruction. New York: American Book Company. |
| Listening Comprehension (all levels) | Reading is a receptive language skill. | Peverly, S.T. & Kitzen, K.R. (1998). Curriculum-based assessment of reading skills: Considerations and caveats for school psychologists. <i>Psychology in Schools</i> , 35(1), 29–47 Johnson, D.J. (1994). Measurement of listening and speaking. In G.R. Lyon (Ed.), <i>Frames of reference for the assessment of learning disabilities: New views on measurement issues</i> (pp. 203–227). Baltimore: Paul H. Brookes Publishing Co. Blachman, B.A. (1991). Getting ready to read: Learning how print maps to speech. In J. F. Kavanagh (Ed.), <i>The language continuum: From infancy to literacy</i> . Timonium, MD: York Press. |
| Word Meaning/ Vocabulary (Levels 1–A) | Determining the grade or reading level of the target words | Harris, A. J., & Jacobson, M.D. (1982). Basic reading vocabularies. New York: Macmillan. Taylor, S. E., Frankenpohl, H., White, C. E., Nieroroda, B. W., Browning, C. L., & Birsner, E. P. (1989). EDL core vocabularies in reading, mathematics, science, and social studies. Austin, TX: Steck-Vaughn Company. |
| | Importance of vocabulary in overall reading ability | Rupley, W. H., Logan, J. W., & Nichols, W. D. (1998/1999). Vocabulary instruction in a balanced reading program. <i>The Reading Teacher</i> , 52, 336–346. Cassidy, J. & Cassidy, D. (1999/2000, December/January). What's hot, what's not for 2000. <i>Reading Today</i> , pp. 1, 28. |
| | Development and growth of reading skills | Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. <i>Reading Research Quarterly</i> , XXI, 360–407. |
| Sentence Comprehension (Levels 1–A) | Determining the grade or reading level of the target word and the highest-level word in the sentence. | Harris, A. J., & Jacobson, M.D. (1982). Basic reading vocabularies. New York: Macmillan. Taylor, S. E., Frankenpohl, H., White, C. E., Nieroroda, B. W., Browning, C. L., & Birsner, E. P. (1989). EDL core vocabularies in reading, mathematics, science, and social studies. Austin, TX: Steck-Vaughn Company. |
| Passage Comprehension (Levels 1–A) | Importance of metacognitive strategies associated with the educational objectives identified by Bloom's taxonomy of level of learning in reading unfamiliar text | Bloom, B. S. (Ed.). (1956, 1984). <i>Taxonomy of educational objectives: Book 1, cognitive domain</i> . New York: Longman. Palincsar, A. S., & Brown, A. L. (1986, April). Interactive teaching to promote independent learning from text. <i>The Reading Teacher</i> , 39, 771–777. |
| | Differences in ability to pay attention to decoding and comprehension based on development | Samuels, S. J., Schermer, N., & Reinking, D. (1992). Reading fluency: Techniques for making decoding automatic. In S. J. Samuels & A. E. Farstrup (Eds.), <i>What research has to say about reading instruction</i> (2 nd ed.; pp. 124–144). Newark, DE: International Reading Association. |

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| Word Reading (Levels 1-3) | Determining the grade or reading level of target and distractor words | Harris, A. J., & Jacobson, M.D. (1982). Basic reading vocabularies. New York: Macmillan. Taylor, S. E., Frankenpohl, H., White, C. E., Nieroroda, B. W., Browning, C. L., & Birsner, E. P. (1989). EDL core vocabularies in reading, mathematics, science, and social studies. Austin, TX: Steck-Vaughn Company. |
| | Performance on sight words may be an indication of a phonological deficit | Brown, G. D. A. (1997). Connectionism, phonology, reading, and regularity in developmental dyslexia. <i>Brain and Language</i> , 59, 207-235. |
| | Influence of knowledge of sound-symbol mapping in developing word recognition skills | Moats, L. C. (1999, June). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. Retrieved July 23, 2001, from http://www.aft.org/edissues/rocketscience.htm National Reading Panel. (2000, April). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (NIH Pub. No. 00-4769). Retrieved July 27, 2001, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm |
| | Pre-alphabetic, partial alphabetic, full alphabetic, and consolidated alphabetic phases of learning to read words | Ehri, L. C. (1995). Phases of development in learning to read words by sight. <i>Journal of Research in Reading</i> , 18, 116-125. |
| | Importance of sound-symbol mapping and recognition of frequently occurring spelling patterns | Adams, M. J. (1990). <i>Beginning to read: Thinking and learning about print</i> . Cambridge, MA: The MIT Press. |
| | How speed of word recognition influences fluency | Samuels, S. J., Schermer, N., & Reinking, D. (1992). Reading fluency: Techniques for making decoding automatic. In S. J. Samuels & A. E. Farstrup (Eds.), <i>What research has to say about reading instruction</i> (2nd ed.; pp. 124-144). Newark, DE: International Reading Association. |
| | Relationship with comprehension | Shankweiler, D., Lundquist, E., Katz, L., Stuebing, K. K., Fletcher, J. M., Brady, S., et al. (1999). Comprehension and decoding: Patterns of association in children with reading difficulties. <i>Scientific Studies of Reading</i> , 3, 69-94. |
| Sound Matching (Levels P & K) | Phonological awareness is an underlying and critical dimension to early reading success and explains significant differences between good and poor readers | Smith, S. B., Simmons, D. C., & Kameenui, E. J. (1995). Synthesis of research on phonological awareness: Principles and implications for reading acquisition (Tech. Rep. No. 21). Retrieved July 27, 2001, from http://idea.uoregon.edu/~ncite/documents/techrep/tech21.html Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). <i>Preventing reading difficulties in young children</i> . Washington, DC: National Academy Press. |
| | Sensitivity to speech sounds can be assessed in young preschool children | Lonigan, C. J., Burgess, S. R., Anthony, J. L., & Barker, T. A. (1998). Development of phonological sensitivity in 2- to 5-year-old children. <i>Journal of Educational Psychology</i> , 90, 294-311. |
| | Relationship with learning the sound-symbol correspondence of the alphabetic code | National Reading Panel. (2000, April). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (NIH Pub. No. 00-4769). Retrieved July 27, 2001, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm |
| Rhyming (Levels P & K) | Phonograms used were based on rank order of frequency in monosyllabic words | Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (2000). <i>The reading teacher's book of lists</i> (4th ed.). Paramus, NJ: Prentice Hall. |
| | Importance of onsets and rimes | Juel, C., & Minden-Cupp, C. (1999). <i>Learning to read words: Linguistic units and strategies</i> (CIERA Report # 1-008). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement. |
| | Tasks best suited to measure phonological awareness vary across development | Schatschneider, C., Francis, D. J., Foorman, B. R., Fletcher, J. M., & Mehta, P. (1999). The dimensionality of phonological awareness: An application of item response theory. <i>Journal of Educational Psychology</i> , 91, 439-449. |
| | Importance of phonemic awareness in reading comprehension | Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Reading Research Quarterly</i> , 36, 250-287. |
| Letter Recognition (Level K) | Knowledge of letter names used to learn the important sound-symbol correspondences | Treiman, R., Tincoff, R., Rodriguez, K., Mouzaki, A., & Francis, D. J. (1998). The foundations of literacy: Learning the sounds of letters. <i>Child Development</i> , 69, 1524-1540. |
| | Relationship with acquisition of word decoding skills | Catts, H. W. (1999, May). Phonological awareness: Putting research into practice. <i>American Speech-Language-Hearing Association, Special Interest Division 1, Language Learning and Education Newsletter</i> 6(1), 17-19. |
| Phoneme-Grapheme Correspondence (Level K) | Learning to read has three sequential phases: differentiating graphic symbols, decoding letters to sounds, and using progressively high-order units of structure | Gibson, E. J. (1965, May 21). Learning to read. <i>Science</i> , 148, 1066-1072. |

