

Reading Instruction Evidence Guide

Map

Educational research evidence is a heavily contested space. Critical evaluation of the quality of the evidence is essential. The Reading Instruction Evidence Guide provides key indicators that should be considered in identifying the quality of evidence. There is much high-quality evidence available, but there is also an abundance of low-quality evidence with frequently misleading, yet heavily promoted claims.

Learning to read with understanding is a complex process that is affected by many interrelated variables. Within a school environment, variables include the roles of children, teachers, resources, space, time, and interactions, and how these variables combine. External variables include the richness and diversity of the literacy culture in the home and community environments and all of the complex interactions between the child and others that can impact literacy. It is extremely challenging to establish causality in educational contexts, such as where an intervention can be justifiably claimed to improve reading instruction, while also taking all of these variables and their potential influence into account.

Seminal works

Educators need to be aware of reliable points of broad consensus within the field, as well as areas of contention and debate. Educators must draw from reputable sources and widely acknowledged experts. The evidence guide has identified some seminal works that provide high-quality, reputable overviews of the field of early reading instruction as a key starting point. It is strongly recommended that educators familiarise themselves with these or similar works to gain a broad picture of the complexities of reading instruction, and to identify key sources of evidence and well-regarded experts that can be further investigated.

A useful introductory seminal work is one that highlights areas of consensus, areas of dispute, and areas where more evidence is required in the instruction of reading. For example, while there is extensive evidence that a systematic approach to teaching phonics is an essential element of early reading instruction, there is no clear evidence in support of one particular teaching approach over another (as indicated in Castles et al, and Rowe – listed below).

There are many contradictory pieces of evidence in educational research. It is easy to selectively collect evidence that supports a particular point of view, ignoring the evidence to the contrary. Well-informed educators need to be aware of these potential biases in the authors they are reading and in their own selection of evidence. It is important to collect a broad range of evidence, to critically evaluate the relative quality of the evidence for different claims, and to acknowledge where evidence is justifiably contested and inconclusive. Educators need a deep understanding of how children learn to read and how to support them to learn this complex skill effectively.

A small sample of seminal works that are relevant to the Australian context are listed here. There are many other seminal works. These are suggestions only.

- Castles, A, Rastle, K, Nation, K 2018, Ending the reading wars: Reading acquisition from novice to expert, *Psychological Science in the Public Interest*, vol. 19, no.1, pp. 5–51, <https://doi.org/10.1177/1529100618772271>.

- Konza, D 2014, Teaching Reading: Why the “Fab Five” should be the “Big Six,” *Australian Journal of Teacher Education*, 39, <https://doi.org/10.14221/ajte.2014v39n12.10>
- Lonigan, CJ, Shanahan, T & National Institute for Literacy 2009, Developing Early Literacy: Report of the National Early Literacy Panel. Executive Summary, A Scientific Synthesis of Early Literacy Development and Implications for Intervention, National Institute for Literacy, 1 January, National Institute for Literacy, <https://eric.ed.gov/?id=ED508381>
- Report of the National Reading Panel: Teaching Children to Read 2000, <https://www.nichd.nih.gov/publications/pubs/nrp/smallbook>
- Rose, J 2006, *Independent review of the teaching of early reading: Final report*, Department of Education & Skills, <https://dera.ioe.ac.uk/5551/2/report.pdf>
- Rowe, K 2005, Teaching reading: *Literature review: A review of the evidence-based research literature on approaches to the teaching of literacy, particularly those that are effective in assisting students with reading difficulties*, National Inquiry into the Teaching of Literacy, Canberra, https://research.acer.edu.au/cgi/viewcontent.cgi?article=1034&context=tll_misc

Types of evidence and topics

Early reading instruction is complex construct, and educators are strongly recommended to consider the full range of types of evidence as potentially relevant and useful. Educators need to understand the factors that affect how children learn to read and the kinds of instructional strategies that promote the effective learning of this skill. It is important to consider reading instruction both from a broader perspective that integrates all of the strands and also through a focus on specific strands that provide deeper insights about each of the aspects of reading instruction.

The evidence map of the literature is provided to illustrate some of the different kinds of evidence that can be used to inform early reading instruction. The types of evidence are:

- systematic review
- literature review
- meta-analysis
- original research
- professional opinion.

The citations have also been grouped under topics of:

- Integrated Big 6
- Phonological awareness (including phonemic awareness)
- Phonics
- Fluency
- Vocabulary
- Reading comprehension
- Oral language.

The citations given here are examples only. They are not definitive, prescriptive, or ordered in any kind of hierarchy. The citations are samples from across the field of educational evidence and may not meet all of the quality criteria outlined in the Reading Instruction Evidence Guide. Some may challenge the findings of others. Educators need to consider which evidence is fit for their purpose, being mindful to make judicious, informed selections across the range of evidence, including both qualitative and quantitative evidence with a considered evaluation of the quality of the finding. This is most likely to support the development of a deep understanding of how children learn to read and of effective reading instruction practice.

The selection of citations given here reflects recent research into reading instruction that has a focus on each of the given topics. Some of this research was undertaken with populations with particular learning needs. The inclusion of multiple examples of this research is not intended to suggest that many educators work with children with these specific kinds of learning needs. Some do, but these sources can also be broadly relevant to all educators. Sometimes strategies that are effective for students with specific learning needs are also effective for mainstream students who are also struggling to learn to read. The focus of some of this research on a particular strand or sub-strand can provide deeper insights. The literature reviews and references cited by these authors can also be a fruitful source of other relevant evidence.

Search Method

The search focused on the A+ Education, ERIC, and APA PsycInfo databases with supplementary searches in Education Research Complete and the British Education Index.

The search was restricted to the publication date range from 2005 to 2020. The starting date was chosen on the basis of 2005 being the year of publication of the extensive seminal work, *Teaching Reading: Literature Review* (Rowe 2005).

In the education databases, the search was restricted by the education level of elementary or primary education. In APA PsycInfo, the compulsory age levels were used to restrict results to include the F-6 education levels.

The evidence terms used as row headings in the Evidence Map matched the thesaurus terms available in the selected databases well, with only a few variations:

- Phonological Awareness / Phonemic Awareness / Metalinguistics
- Phonics
- Verbal Fluency / Reading Fluency / Language Fluency
- Vocabulary
- Reading comprehension
- Oral language / Oral communication / Oral reading

To focus on the relevant types of research, searches were also limited by the following subject terms related to the column headings where possible:

- Reviews

- Meta-analysis
- Research
- Randomized Controlled Trials
- Pretests / Posttests

Evidence Map

The evidence guide map provides some sample citations illustrating the different types of reading instruction evidence available by broad topics. This is not prescriptive, definitive, or hierarchical. It includes a range of evidence of variable quality as an indication of what is broadly available.

Integrated Big 6

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
	Centre for Education Statistics and Evaluation 2017, <i>Effective Reading Instruction in the Early Years of School</i> , NSW Department of Education, https://www.cese.nsw.gov.au/images/stories/PDF/Effective_Reading_Instruction_AA.pdf	Puzio, K, Colby, GT 2013, 'Cooperative learning and literacy: a meta-analytic review', <i>Journal of Research on Educational Effectiveness</i> , vol. 6, no. 4, pp. 339–360, https://doi.org/10.1080/19345747.2013.775683	Duke, J & Whitburn, B 2020, Neoliberal-ableism and inclusive literacy education, paradox of, in M. Peters, (ed.) <i>Encyclopedia of Teacher Education</i> , Springer, Singapore	Campbell, S & Neumann, M 2020, 'A 21st Century approach to emergent literacy: No flashcards in preschool please!', <i>EduResearch Matters</i> , https://www.aare.edu.au/bl/og/?p=5076
		Suggate, SP 2016, 'A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension	Förster, N, Kawohl, E, Souvignier, E 2018, 'Short- and long-term effects of assessment-based differentiated reading instruction in general	Ridings, L & Vukovic, R 2020, 'Early years literacy and numeracy', <i>Teacher School Improvement</i> , Episode 22, https://www.teachermagaz

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
		interventions', <i>Journal of Learning Disabilities</i> , vol. 49, no.1, pp. 77–96, http://doi.org/10.1177/0022219414528540	education on reading fluency and reading comprehension', <i>Learning and Instruction</i> , vol. 56, pp. 98–109. https://doi.org/10.1016/j.learninstruc.2018.04.009	ine.com.au/articles/school-improvement-episode-22-early-years-literacy-and-numeracy
			Gregory, E 2008, <i>Learning to read in a new language: making sense of words and worlds</i> , http://doi.org/10.4135/9781446214077	Snow, P 2017, 'The Snow Report: Balanced Literacy: An instructional bricolage that is neither fish nor fowl', <i>The Snow Report</i> , http://pamelasnow.blogspot.com/2017/05/balanced-literacy-instructional.html http://pamelasnow.blogspot.com/2017/05/balanced-literacy-instructional.html
			Louden, W, University of Western Australia, Graduate School of Education, Western Australia Department of Education and Training 2008, <i>Teaching for growth: effective teaching of</i>	Soiferman, LK 2016, <i>Literature-based vrs. controlled-vocabulary approach for beginning readers</i> , Online Submission, 1 January, https://eric.ed.gov/?id=ED571529

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
			<i>literacy and numeracy</i> , Graduate School of Education, University of Western Australia, Perth, W.A.	
			Stahl, KAD & McKenna, MC 2006, <i>Reading research at work: foundations of effective practice</i> , Guilford Publications, New York.	

Phonological awareness (includes phonemic awareness)

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
Alquraini, TA & Rao, SM 2019, 'Developing and sustaining readers with intellectual and multiple disabilities: a systematic review of literature', <i>International Journal of Developmental Disabilities</i> ,	Ehri, LC 2005, 'Learning to read words: theory, findings, and issues', <i>Sci Stud Read</i> , vol. 9, pp. 167–188, https://doi.org/10.1207/s1532799xssr0902_4	Abrami, P, Borohkovski, E & Lysenko, L 2015, 'The Effects of ABRACADABRA on reading outcomes: a meta-analysis of applied field research', <i>Journal of Interactive Learning Research</i> , vol. 26, no. 4, pp. 337–367,	Fielding-Barnsley, R 2010, 'Australian pre-service teachers' knowledge of phonemic awareness and phonics in the process of learning to read', <i>Australian Journal of Learning Difficulties</i> , vol. 15, no. 1, pp. 99–110,	Baker, SK 2018, How we learn to read: the critical role of phonological awareness, National Center on Improving Literacy, https://improvingliteracy.org/brief/how-we-learn-read-critical-role-phonological-awareness

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
https://doi.org/10.1080/20473869.2018.1489994		http://www.editlib.org/p/147396	https://doi.org/10.1080/19404150903524606	
	Ross, KM & Joseph, LM 2019, 'Effects of word boxes on improving students' basic literacy skills: a literature review', <i>Preventing School Failure</i> , vol. 63, no.1, pp. 43–51, http://doi.org/10.1080/1045988X.2018.1480006	Piasta, SB & Wagner, RK 2010, 'Developing early literacy skills: a meta-analysis of alphabet learning and instruction', <i>Reading Research Quarterly</i> , vol. 45, no. 1, pp. 8–38, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2910925/	James, M 2014, 'The Honey Ant Readers: an innovative and bold approach to engaging rural Indigenous students in print literacy through accessible, culturally and linguistically appropriate resources', <i>Australian and International Journal of Rural Education</i> , vol. 24, no. 1, pp. 79–89, http://www.spera.asn.au/school/publications/journals/15/57	
		Melby-Lervåg, M, Lyster, S-AH, Hulme, C 2012, 'Phonological skills and their role in learning to read: a meta-analytic review', <i>Psychological Bulletin</i> , vol. 138, no. 2, pp. 322–352,	Kelly, PR, Gomez-Bellenge, F-X, Chen, J & Schulz, MM 2008, 'Learner outcomes for English language learner low readers in an early intervention', <i>TESOL Quarterly: A Journal for</i>	

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
		https://doi.org/10.1037/a0026744	<i>Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect</i> , vol. 42, no. 2, pp. 235–260.	
		Melby-Lervåg, M 2012, 'The relative predictive contribution and causal role of phoneme awareness, rhyme awareness, and verbal short-term memory in reading skills: a review', <i>Scandinavian Journal of Educational Research</i> , vol. 56, pp. 101–118, https://doi.org/10.1080/00313831.2011.621215	Quach, J, Goldfield, S, Clinton, J, Serry, T, Smith, L & Grobler, A 2019, <i>MiniLit: learning impact fund evaluation report: an early literacy intervention delivered to improve student reading outcomes</i> , Independent report prepared by the Murdoch Children's Research Institute and the University of Melbourne for Evidence for Learning https://evidenceforlearning.org.au/assets/MiniLit/E4L-MiniLit-Evaluation-Report-FINAL-revised.pdf	

Phonics

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
Hill, D 2016, 'Phonics based reading interventions for students with intellectual disability: a systematic literature review', <i>Journal of Education and Training Studies</i> , vol. 4, no. 5, pp. 205–214, https://eric.ed.gov/?id=EJ1098568	Ewing, R 2018, <i>Exploding some of the myths about learning to read: a review of research on the role of phonics</i> , New South Wales Teachers' Federation, Surry Hills, NSW, https://www.alea.edu.au/documents/item/1869	Stuebing, KK, Barth, AE, Cirino, PT, Francis, DJ & Fletcher, JM 2008, 'A response to recent reanalyses of the National Reading Panel report: effects of systematic phonics instruction are practically significant', <i>Journal of Educational Psychology</i> , vol. 100, no. 1, pp. 123–134, https://doi.org/10.1037/0022-0663.100.1.123	Dehaene, S 2009, <i>Reading in the brain: the new science of how we read</i> , Penguin Viking, New York, NY.	Hornsby, D 2018, 'Some of the important issues related to the current phonics debate', <i>Professional Educator</i> , October 2018, pp. 18–21, https://www.austcolled.com.au/wp-content/uploads/2018/10/Prof-Ed-Special-Edition-Oct-2018-1.pdf
Torgerson, C, Brooks, G, Gascoine, L & Higgins, S 2019, 'Phonics: reading policy and the evidence of effectiveness from a systematic "tertiary" review', <i>Research Papers in Education</i> , vol. 34, no. 2, pp. 208–238,	Ehri, LC 2014, 'Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning', <i>Scientific Studies of Reading</i> , vol. 18, no. 1, pp. 5–21, http://doi.org/10.1080/10888438.2013.819356		Hempenstall, K 2008, 'Corrective reading: an evidence-based remedial reading intervention', <i>Australasian Journal of Special Education</i> , vol. 32, no. 1, pp. 23–54.	

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
http://doi.org/10.1080/02671522.2017.1420816				
Torgerson, C, Brooks, G & Hall, J 2006, <i>A systematic review of the research literature on the use of phonics in the teaching of reading and spelling</i> , Research Report RR71, DfES Publications.			Johnston, R & Watson, J 2005, <i>The effects of synthetic phonics teaching on reading and spelling attainment, a seven year longitudinal study</i> , https://www.researchgate.net/publication/301477015 The effects of synthetic phonics teaching on reading and spelling attainment a seven year longitudinal study	
Torgerson, C 2007, 'The quality of systematic reviews of effectiveness in literacy learning in English: a 'tertiary' review', <i>Journal of Research in Reading</i> , vol. 30, no. 3, pp. 287-315, https://doi.org/10.1111/j.1467-9817.2006.00318.x			Johnston, RS, McGeown, S & Watson, JE 2012, 'Long-term effects of synthetic versus analytic phonics teaching on the reading and spelling ability of 10 year old boys and girls', <i>Reading & Writing</i> , vol.25, pp. 1365–1384, https://doi.org/10.1007/s11	

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
			145-011-9323-x	
			McGeown, SP & Medford, E 2014, 'Using method of instruction to predict the skills supporting initial reading development: insight from a synthetic phonics approach', <i>Reading & Writing</i> , vol. 27, pp. 591–608, https://doi.org/10.1007/s11145-013-9460-5	
			Stark, HL, Snow, PC, Eadie, PA & Goldfeld, SR 2016, 'Language and reading instruction in early years' classrooms: The knowledge and self-rated ability of Australian teachers', <i>Annals of Dyslexia</i> , vol. 66, no. 1, pp. 28-54, https://doi.org/10.1007/s11881-015-0112-0	

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
			Wheldall, K, Bell, N, Wheldall, R, Madelaine, A & Reynolds, M 2019, 'Performance of Australian children on the English Phonics Screening Check following systematic synthetic phonics instruction in the first two years of schooling', <i>Australian Journal of Learning Difficulties</i> , vol. 24, no. 2, pp. 131–145, https://doi.org/10.1080/19404158.2019.1635500	

Fluency

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
Hudson, A, Koh, PW, Moore, KA, & Binks-Cantrell, E 2020, 'Fluency interventions for elementary students with	Begeny, JC, Levy, RA & Field, SA 2018, 'Using small-group instruction to improve students' reading fluency: an evaluation of	Chard, DJ, Ketterlin-Geller, LR, Baker, S, Doabler, C, & Apichatabutra, C 2009, 'Repeated reading	Kilpatrick, DA, 2015, <i>Essentials of assessing, preventing, and overcoming reading</i>	Samuels, SJ 2012, 'Reading fluency: its past, present, and future', in T. Rasinski, C Blachowicz, & K Lems (eds.), <i>Fluency</i>

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
reading difficulties: a synthesis of research from 2000–2019', <i>Education Sciences</i> , vol. 10, no. 3, pp. 52, https://doi.org/10.3390/educsci10030052	the existing research', <i>Journal of Applied School Psychology</i> , vol. 34, no. 1, pp. 36–64.	intervention for students with learning disabilities: status of the evidence', <i>Exceptional Children</i> , vol. 75, no. 3, pp. 263–281.	<i>difficulties</i> , Wiley, Hoboken, NJ.	<i>instruction: research-based best practices</i> , 2nd ed., pp. 3–16, Guilford Press.
	Kim, MK, Bryant, DP, Bryant, BR & Park, Y 2017, 'A synthesis of interventions for improving oral reading fluency of elementary students with learning disabilities', <i>Preventing School Failure</i> , vol. 61, no. 2, pp. 116–125.		Mostert, WG, 2012, 'Dreams to reality: Closing the reading achievement gap with a focus on fluency', <i>Practically Primary</i> , vol. 17, no. 3, pp. 16–19.	
	Mraz, M, Nichols, W, Caldwell, S, Beisley, R, Sargent, S & Rupley, W 2013, 'Improving oral reading fluency through readers theatre', <i>Reading Horizons</i> , vol. 52, no. 2, pp. 163–180.			

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
	Stevens, EA, Walker, MA & Vaughn, S 2017, 'The effects of reading fluency interventions on the reading fluency and reading comprehension performance of elementary students with learning disabilities: a synthesis of the research from 2001 to 2014', <i>Journal of Learning Disabilities</i> , vol. 50, no. 5, pp. 576–590, http://doi.org/10.1177/0022219416638028			

Vocabulary

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
Cheung, A & Slavin, RE 2005, 'Effective reading programs for English language learners and other language-minority students', <i>Bilingual Research Journal</i> , vol. 29,	Christ, T & Wang, XC 2011, 'Closing the vocabulary gap? A review of research on early childhood vocabulary practices', <i>Reading Psychology</i> , vol. 32, no. 5,	Elleman, AM, Lindo, EJ, Morphy, P, Compton, DL 2009, 'The impact of vocabulary instruction on passage-level comprehension of school-age children: a meta-	Apthorp, H, McKeown, M, Igel, C, Clemons, T, Randel, B & Clark, T 2011, 'Proximal effects of robust vocabulary instruction in primary and intermediate grades', 1 January,	Dougherty Stahl, KA & Bravo, MA 2010, 'Contemporary classroom vocabulary assessment for content areas', <i>Reading Teacher</i> , vol. 63, no. 7, pp. 566–578.

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
no. 2, pp. 241–267, https://doi.org/10.1080/15235882.2005.10162835	pp. 426–458, https://doi.org/10.1080/02702711.2010.495638	analysis', <i>Journal of Research on Educational Effectiveness</i> , vol. 2, no. 1, pp. 1–44, https://doi.org/10.1080/19345740802539200	Society for Research on Educational Effectiveness, https://eric.ed.gov/?id=ED517844	https://doi.org/10.1598/RT.63.7.4
Dongjing, H 2020, 'Multiple input modes to enhance vocabulary development: a systematic review', <i>International Forum of Teaching & Studies</i> , vol. 16, no. 1, pp. 38-44, http://americanscholarspress.us/journals/IFST/pdf/IFOTS-1-2020/IFOTS-V16n1-art5-2020.pdf	Ford-Connors, E & Paratore, JR 2015, 'Vocabulary instruction in fifth grade and beyond: sources of word learning and productive contexts for development', <i>Review of Educational Research</i> , vol. 85, no. 1, pp. 50–91, http://doi.org/10.3102/0034654314540943		Fletcher, J, Grimley, M, Greenwood, J & Parkhill, F 2012, 'What are the school-wide strategies that support sustained, regular and effective instructional reading programmes for 10-13-year-old students? A New Zealand experience', <i>Teachers and Teaching: Theory and Practice</i> , vol. 18, no. 4, pp. 399–416, https://doi.org/10.1080/13540602.2012.696043	Willingham, DT, 2006, 'How knowledge helps', <i>American Educator</i> , vol. 30, no. 1, pp. 30-37, https://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps
	Hairrell, A, Rupley, W & Simmons, D 2011, 'The state of vocabulary research', <i>Literacy Research and Instruction</i> , vol. 50, no. 4, pp. 253–		Neuman, SB, Dwyer, J 2009, 'Missing in action: vocabulary instruction in pre-k', <i>The Reading Teacher</i> , vol. 62, pp. 384–392,	

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
	271, http://doi.org/10.1080/19388071.2010.514036		https://doi.org/10.1598/RT.62.5.2	
	Roessingh, H 2018, 'Listening to our students: THEIR stories', <i>LEARNing Landscapes</i> , vol. 11, no. 2, pp. 287–301, https://eric.ed.gov/?id=EJ1245376		Pullen, PC, Tuckwiller, ED, Ashworth, K, Lovelace, SP & Cash, D 2011, 'Implementing intensive vocabulary instruction for students at risk for reading disability', <i>Learning Disabilities Research & Practice</i> , vol. 26, no. 3, pp. 145–157, https://doi.org/10.1111/j.1540-5826.2011.00334.x	
			Silverman, R 2007, 'A comparison of three methods of vocabulary instruction during read- alouds in Kindergarten', <i>The Elementary School Journal</i> , vol. 108, pp. 97– 113. https://doi.org/10.1086/525549	

Reading Comprehension

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
<p>Lee, SH & Tsai, S-F 2017, 'Experimental intervention research on students with specific poor comprehension: a systematic review of treatment outcomes', <i>Reading & Writing</i>, vol. 30, no. 4, pp. 917–943, https://doi.org/10.1007/s1145-016-9697-x</p>	<p>Guthrie, JT, McRae, A & Klauda, SL 2007, 'Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading', <i>Educational Psychologist</i>, vol. 42, no. 4, pp. 237–250.</p>	<p>Berkeley, S, Kurz, LA, Boykin, A & Evmenova, AS 2015, 'Improving reading comprehension using digital text: a meta-analysis of Interventions', <i>International Journal for Research in Learning Disabilities</i>, vol. 2, no. 2, pp. 18–43, http://www.iarld.com/wp-content/uploads/2016/02/IJRLD-vol-2-issue-2.pdf</p>	<p>Chambrè, SJ, Ehri, LC & Ness, M 2020, 'Phonological decoding enhances orthographic facilitation of vocabulary learning in first graders', <i>Reading & Writing</i>, vol. 33, no. 5, pp. 1133–1162, https://doi.org/10.1007/s1145-019-09997-w</p>	<p>Davis, DS 2013, 'Multiple comprehension strategies instruction in the intermediate grades: three remarks about content and pedagogy in the intervention literature', <i>Review of Education</i>, vol. 1, no. 2, pp. 194–224, http://doi.org/10.1002/rev3.3005</p>
<p>Rigney, AM, Hixson, MD & Drevon, DD 2020, 'Headsprout: a systematic review of the evidence', <i>Journal of Behavioral Education</i>, vol. 29, no. 1, pp. 153–167, http://doi.org/10.1007/s10864-019-09345-6</p>		<p>El Zein, F, Solis, M, Vaughn, S & McCulley, L 2014, 'Reading comprehension interventions for students with Autism Spectrum Disorders: a synthesis of research', <i>Journal of Autism and Developmental Disorders</i>, vol. 44, no. 6,</p>	<p>Hutchinson, JM, Whiteley, H, Smith, CD & Connors, L 2003, 'The developmental progression of comprehension-related skills in children learning EAL', <i>Journal of Research in Reading</i>, vol. 26, no. 1, pp. 19-32,</p>	<p>Woolley, G 2010, 'Developing reading comprehension: combining visual and verbal cognitive processes', <i>Australian Journal of Language and Literacy</i>, vol. 33, no. 2, pp. 108–125, https://www.alea.edu.au/documents/item/1049</p>

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
		pp. 1303–1322, https://doi.org/10.1007/s10803-013-1989-2	https://doi.org/10.1111/1467-9817.261003	
Wright, TS & Cervetti, GN 2017, 'A systematic review of the research on vocabulary instruction that impacts text comprehension', <i>Reading Research Quarterly</i> , vol. 52, no. 2, pp. 203–226.		Graham, S & Hebert, M 2011, 'Writing to read: a meta-analysis of the impact of writing and writing instruction on reading', <i>Harvard Educational Review</i> , vol. 81, no. 4, pp. 710–744, https://doi.org/10.17763/haer.81.4.t2k0m13756113566	Mullis, IVS, Martin MO & Gonzalez, EJ 2004, <i>PIRLS: international achievement in the processes of reading comprehension: results from PIRLS 2001 in 35 countries</i> , International Study Center, Lynch School of Education, Boston College, Chestnut Hill, Mass., https://timssandpirls.bc.edu/pirls2001i/pdf/Processes.pdf	
Cisco, BK & Padron, Y 2012, 'Investigating vocabulary and reading strategies with middle grades English language learners: a research synthesis', <i>RMLE Online: Research in Middle Level</i>		Hebert, M, Bohaty, JJ, Nelson, JR & Brown, J 2016, 'The effects of text structure instruction on expository reading comprehension: a meta-analysis', <i>Journal of Educational Psychology</i> ,	O'Day, J 2009, 'Good instruction is good for everyone--or is it? English language learners in a balanced literacy approach', <i>Journal of Education for Students Placed at Risk</i> , vol. 14, no.	

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
<p><i>Education</i>, vol. 36, no. 4, https://eric.ed.gov/?id=EJ989796</p>		<p>vol. 108, no. 5, pp. 609–629.</p>	<p>1, pp. 97–119.</p>	
		<p>Murphy, PK, Wilkinson, IAG, Soter, AO, Hennessey, MN & Alexander, JF 2009, 'Examining the effects of classroom discussion on students' comprehension of text: a meta-analysis', <i>Journal of Educational Psychology</i>, vol. 101, no. 3, pp. 740–764.</p>	<p>Seidenberg, MS & McClelland, JL 1989, 'A distributed, developmental model of word recognition and naming', <i>Psychological Review</i>, vol. 96, no. 4, pp. 523–568, http://doi.org/10.1037/0033-295X.96.4.523</p>	
		<p>Sencibaugh, JM 2005, <i>Meta-Analysis of reading comprehension interventions for students with learning disabilities: strategies and implications</i>, Online Submission,</p>	<p>Tannenbaum, K, Torgesen, J & Wagner, R 2006, 'Relationship between word knowledge and reading comprehension in third grade children', <i>Scientific Studies of Reading</i>, vol.</p>	

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
		https://eric.ed.gov/?id=ED493483	10, no. 4, pp. 381-398, https://doi.org/10.1207/s1532799xssr1004_3	
		Spencer, M & Wagner, RK 2018, 'The comprehension problems of children with poor reading comprehension despite adequate decoding: a meta-analysis', <i>Review of Educational Research</i> , vol. 88, no. 3, pp. 366–400, https://doi.org/10.3102/0034654317749187	Verhoeven, L 2000, 'Components in early second language reading and spelling', <i>Scientific Studies of Reading</i> , vol. 4, no. 4., pp. 313-330, https://doi.org/10.1207/S1532799XSSR0404_4	
			Weih, TG 2005, <i>Reading traditional literature guides story writing</i> , no. 2, pp. 16–27, https://eric.ed.gov/?id=ED554547	

Oral language

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
<p>Malec, A, Peterson, SS, Elshereif, H 2017, 'Assessing young children's oral language: recommendations for classroom practice and policy', <i>Canadian Journal of Education</i>, vol. 40, no. 3, pp. 362-392, https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3119</p>	<p><i>Oral language interventions: Australasian research summary</i>, n.d., Evidence for Learning, https://www.evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/australasian-research-summaries/oral-language-interventions</p>	<p>Kane, M, Connell, JE & Pelligchia, M 2010, 'A quantitative analysis of language interventions for children with autism', <i>Behavior Analyst Today</i>, vol. 11, no. 2, pp. 128–144, http://doi.org/10.1037/h0100696</p>	<p>Hill, S & Launder, N 2010, 'Oral language and beginning to read', <i>Australian Journal of Language and Literacy</i>, vol., 33, no. 3. pp. 240-254.</p>	<p>Hill, S 2010, 'Oral Language Play and Learning', <i>Practically Primary</i>, vol. 15, no. 2, pp. 4-6, https://www.alea.edu.au/documents/item/1038</p>
	<p>August, D & Shanahan, T (eds.) 2006, <i>Developing literacy in second-language learners: report of the National Literacy Panel on Language-Minority Children and Youth</i>, Executive Summary, 1 January, Lawrence Erlbaum Associates, London,</p>	<p>Spencer, M & Wagner, RK 2018, 'The comprehension problems of children with poor reading comprehension despite adequate decoding: a meta-analysis', <i>Review of Educational Research</i>, vol. 88, no. 3, pp. 366–400, https://doi.org/10.3102/0034654317749187</p>	<p>Lathouras, M, Westerveld, MF & Trembath, D 2019, 'Longitudinal reading outcomes in response to a book-based, whole class intervention for students from diverse cultural, linguistic and socio-economic backgrounds', <i>Australian Journal of Learning Difficulties</i>, vol.</p>	<p>Howitt, C & Blake, E 2009, 'Young children, oral Language and 3-D mind maps', <i>Practically Primary</i>, vol. 14, no. 3, pp. 28-32, https://www.alea.edu.au/documents/item/1039</p>

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
	http://www.cal.org/content/download/2243/29073/version/3/file/developing-literacy-in-second-language-learners-executive-summary.pdf		24, no. 2, pp.147–161, https://doi.org/10.1080/19404158.2019.1640755	
		Cole, MW 2013, “Rompiendo el Silencio”: meta-analysis of the effectiveness of peer-mediated learning at improving language outcomes for ELLs’, <i>Bilingual Research Journal</i> , vol. 36, no. 2, pp. 146–166, https://doi.org/10.1080/15235882.2013.814609	Fettes, M 2013, ‘Orality for all: an imaginative place-based approach to oral language development’, <i>Language Awareness</i> , vol. 22, no. 1, pp. 17–38, http://doi.org/10.1080/09658416.2011.652633	

Systematic review	Literature review	Meta-analysis	Original research	Professional opinion
			<p>Peterson, SS, McIntyre, LJ & Glaés-Coutts, L 2018, 'Collaborative action research in Northern Canadian rural and Indigenous schools: learning about young children's oral language in play contexts', <i>Educational Action Research</i>, vol. 26, no. 5, pp. 787–802, https://doi.org/10.1080/09650792.2017.1402686</p>	
			<p>Snow, P, 2016, 'Elizabeth Usher Memorial Lecture: language is literacy Is language—positioning speech-language pathology in education policy, practice, paradigms and polemics,' <i>International Journal of Speech-Language Pathology</i>, vol.18, no. 3, pp. 216–228, https://doi.org/10.3109/17549507.2015.1112837</p>	

