CEI
CREATIVE EDUCATION INSTITUTE®

A Results-based Assessment of Essential Learning Systems' Correlation to

INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

ASPIRE

Addressing the Four Domains

To determine an English Langauge Learner's (ELL) progress in English language acquisition, *No Child Left Behind's* (NCLB) Title III requires states to administer annual English language proficiency assessments to all ELL students in kindergarten through twelfth grades. The proficiency assessments show the students' progress in four domains:

+ Listening

+ Reading

+ Speaking

+ Writing

The educator's goal is to help the students reach a high level of proficiency in each domain as quickly as possible. *Texas English Language Proficiency Assessment System* (TELPAS) test results for 2011-12 revealed that 63% of ESL students advanced one proficiency level.

Since 1987, Creative Education Institute (CEI) has upheld its goal to develop learning solutions that are key to making differences … differences that can be measured by results. In line with that goal, CEI developed Essential Learning Systems (ELS). ELS is cross-platform software that uses a multidimensional, therapeutic approach to address the reading, language and learning development needs of students of all ages.

For many years, ELS has been effective in accelerating English language proficiency among many populations of students, including ELL. Developers designed ELS' individualized lessons to supplement teachers' efforts to prepare students to perform well on language proficiency assessments.

Listening

While listening may not be a separate school subject that is explicitly taught like reading and writing, it is a very large part of learning. After all, students spend almost 90 percent of their class time listening. They listen to the teacher, to other students, or to different forms of media. Listening is especially important to ELL students because it gives them experience communicating in English and allows them to become more proficient in the language. Like reading, it helps them to become more familiar with phonology, syntax, semantics, and text structure (Pearson and Fielding).

ELS begins to develop listening skills using multisensory instruction, which takes place in the SHARE tasks. The SHARE tasks serve as a warm-up and an introduction of the lesson words. Through this warm-up, students also begin to learn the vocabulary for the lesson. Although the focus of SHARE is the presentation and review of word patterns, SHARE includes vocabulary to make the words relevant and provide a basis for later learning. CEI recognizes that for ELL students, "a large recognition vocabulary will contribute a great deal to their classroom success, their social life, and to their continuing acquisition of the target language" (Krashen and Terrell).

The SHARE activities also exercise the visual, auditory and motor centers of the brain. This multi-sensory stimulation uses three modes to implant information:

+ During SHARE, ELS implants the sight-sound patterns of words by presenting information in one sensory mode.

+ The program then asks the student to recall the information using a second sensory mode.

+ Finally, the program asks the student to respond using a third sensory mode. As a result, students build memory, strengthen paths for processing, and develop immediate recall.

Multisensory instruction produces learning that is reflexive (Krashen and Terrell). Reflexive learning, which contributes to natural language acquisition, occurs automatically. This reflexive, easy learning is one sign of an adept reader. While most teachers encourage their students to understand the rules of language, ELS promotes reflexive learning. CEI's approach enables students with little grasp of English to succeed.

Once the students complete SHARE, they move on to the supporting tasks. ELS continues to develop listening skills in several of these activities, such as Word Match, Copy-Write and Quick Pick. Word Match builds both reading and listening vocabulary, which in turn build comprehension. Word Match has five versions to allow students to practice a variety of skills. Version 2 is predominantly auditory; it builds listening skills. The computer defines the lesson word and says a sentence with that word omitted. The student uses the arrow keys to highlight the correct word and presses ENTER to make the selection. If the student chooses the wrong word, the computer voice gives audible encouragement and prompts the student to try again. Students repeat definitions, sentences and corresponding words aloud as they complete Word Match.

In Copy-Write, the student practices taking dictation from auditory prompts. Copy-Write develops the student's listening and dictation skills, as well as his ability to call on memory. The student repeats the entire sentence spoken by the computer and then writes a specific word, phrase or sentence on paper when prompted.

Quick Pick is a fun exercise that builds listening skills, specifically discrimination and processing speed. The quick pace involved in selecting the words also enhances the student's hand-eye coordination. During Quick Pick, the student presses ENTER to hear the first word and see the first group of three words. The student then uses the arrow keys to highlight the spoken word and presses ENTER to make the selection. At the end of the exercise, the computer displays the student's current and best times for that number of words.

Two more exercises, Teacher Echo and Auditory Feedback help students with auditory discrimination and blending practice. During Teacher Echo, the teacher models the lesson words and the student repeats, or echoes, the teacher's proper pronunciations. Some sequences offer Auditory Feedback as an option to replace Teacher Echo. The Auditory Feedback tasks helps the student learn whether or not she is blending the phonemes to say each word correctly. When the task begins, the articulation model says each word. When the microphone icon appears on the screen, the student repeats the word. Once the student has finished recording, the program plays back both the model sound file and the student response, so the student can compare the two.

Depending on the parameters that the teacher selects, ELS can also develop listening skills by providing additional auditory support. Each activity begins with a set of instructions. If the teacher selected Read Instructions Aloud as a parameter, the computer voice will read the introduction so that students can hear the pronunciations of the graphemes, or letter combinations. Additionally, most of the tasks provide positive reinforcement that immediately lets students know whether or not an answer is correct. If the answer is correct, the computer voice praises students; if students respond incorrectly, the program reviews the concept to help the students understand their mistakes and encourages them to try again. Students receive praise and encouragement as they complete activities just as they would when working with the teacher. Developers deliberately structured ELS to ensure a supportive, non-threatening learning environment, or as Krashen and Terrell advocate, "a lowering of the affective filter of the students."

Speaking

One way to develop word identification skills is through repeated oral readings of simple texts (Samuels). The ELS program includes several tasks to help the students understand and speak both lesson and non-lesson words in context. Through repeated exposure to the lesson words, which are often components of larger non-lesson words, children learn to say — quickly, accurately and effortlessly — regular and irregular words in a variety of reading materials.

While CEI recommends that students repeat definitions, sentences and corresponding words aloud as they complete the different activities, the multisensory exercise See Say gives students their first opportunity to practice reading the words. After Look Listen See Say, See Hear Spell and Hear Spell, the computer prompts the students to use the Lesson Manual and read the words aloud to the facilitator.

In most sequences, students do Echo immediately after SHARE. Echo is a quick, simple exercise designed to boost recall and build reading fluency by helping students recall word patterns and recognize the words immediately. During the exercise, the computer sets the pace by saying and flashing each word. The student, matching that pace, speaks each word either before or after the computer as the teacher monitors. Echo challenges the student to retrieve each word from visual

and auditory memory and to respond verbally with increasing speed. A similar exercise, Quick Talk, builds recall endurance and develops fluency by teaching the student to decode a mixture of words rapidly. This exercise flashes the words without speech. As each word appears, the student says it aloud.

Some sequences also offer a Read Phrases activity. In those sequences, the Read Phrases prompt will appear and instruct the student to go read the phrases with the teacher. The student then reads the phrases from the Picture Reference/Answer Book. For students in Levels I and II, ELS also presents guided oral reading opportunities in the form of Fluency Passages. Students using the Fluency Passages learn to recognize and read the lesson words in short sentences.

Twenty-one days after a student has completed an entire non-mastery lesson, the computer prompts the student to do Long Term Recall. Long Term Recall (LTR) checks whether or not students are transferring the information they learn to long-term memory. To complete the task, the computer or facilitator times students as they read each segment of words aloud. Students pass if they read each segment within seven seconds. If they are unable to read each segment within that time, they complete review exercises to reinforce the patterns.

All ELS activities, because they are individualized, allow students' production to emerge in stages (Krashen and Terrell), so no ELL student is forced to speak or write before he or she is ready.

Reading

Reading is a crucial element in students' abilities to achieve in school. All subject areas are dependent on reading, and students who do not master the skill will continue to struggle over time (Thompson). The federal government based the No Child Left Behind blueprint for educational reform on a review of scientific research, specifically, a report that the National Reading Panel (NRP) issued in April 2000. The panel reviewed 100,000 studies to determine how students learn to read successfully. During its review, the panel found that five instructional approaches positively influenced students' reading skills. Those approaches are phonics instruction, phonemic awareness instruction, fluency instruction, vocabulary instruction and text comprehension instruction.

Phonics Instruction

The NRP extensively studied phonics instruction and its effects on beginning readers. In its report, the panel expounded the importance of phonics, saying "Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language." The NRP acknowledged about 41 phonemes and stated that the most effective phonics instruction comes through explicit and systematic phonics, which "provides practice with letter-sound relationships in a predetermined sequence (Partnership for Reading)."

ELS helps students explore the letter-sound relationships through the SHARE activities in each lesson. ELS provides over two hundred masterfully structured SHARE lessons to support student progress using multisensory learning. CEI used the majority of sight-sound combinations necessary for spoken and written English to create the ELS lessons. The program begins by forming words with simple patterns and then moves to more complex patterns:

c-v	consonant-vowel	as in "no"
v-c	vowel-consonant	as in "am"
c-v-c	consonant-vowel-consonant	as in "pan"
c-v-v-c	consonant-vowel- vowel-consonant	as in "pain"

Next, developers grouped the words and sequenced them into visual patterns based on the order in which speech naturally develops. The program first introduces plosive sounds, or sounds made with the lips, such as "p" and "b." It goes on to address the more difficult sounds, such as "k" and "g," that students produce with the tongue at the back of the mouth. According to sound patterns, developers then grouped ELS words into six levels:

Level I	Short vowels
Level II	Digraphs
Level III	Long vowels
Level IV	Initial consonant clusters
Level V	Final consonant clusters
Level VI	Triple consonant clusters

The NRP's report also found that beginning readers benefited from focused instruction on how to link graphemes and phonemes to form sound-symbol relationships and spelling patterns. ELS provides instruction and practice in spelling patterns through its See Hear Spell and Hear Spell activities.

In See Hear Spell, students see a word on the computer screen and then type, highlight, or write the word pattern that appeared. The facilitator can customize this activity by selecting the response mode and determining how long the student may study the word. Additionally, students may press the Spacebar to see and hear the word as many times as necessary. Supportive, positive feedback ensures that students can complete the task successfully.

ELS provides further practice in SHARE's Hear and Spell. Similar to a regular spelling test, the Hear Spell activity spells and says each lesson word, and the student types, highlights, or writes each word. Educators of the lab coach students to say the appropriate sounds as they respond.

Phonemic Awareness Instruction
During the past 25 years, research has identified the lack of phonemic awareness as one of the main causes of reading disabilities (Grossen; Fletcher, et. al; Lyon). Without phonemic awareness, students are unable to turn spelling into sounds; thus, they are unable to decode single words accurately and fluently. Many students entering the ELS program do not have adequate phonemic awareness. Studies (Torgesen and Mathes; Grossen) determined that as students with reading disabilities improved their phonemic awareness, they also strengthened their reading scores and reading growth.

ELS reinforces phonemic awareness by presenting a balance of print-based and other supplementary activities. In ELS, the SHARE exercises use multisensory instruction to implant phonemes and graphemes, the basic units of sound, in the brain so that it can retrieve and combine the phonemes to produce words. In addition, the ELS lesson word lists are linguistically structured to enhance the learning of phonemic awareness. This is done by highlighting the study of single phonemes through the use of a word list that is comprised of words that are of minimal phonemic contrast (example: cat, rat, fat, mat, sat).

As part of the ELS program, CEI publishes the Phoneme Awareness manual, which shows the phonemic makeup for each ELS lesson word in Levels I and II. CEI recommends that students use their index finger to track each phoneme as they say it aloud to segment or blend the words. Another ELS lesson task, Word Building, reinforces the information students learn in the *Phoneme Awareness* manual.

Fluency Instruction

Fluency occurs when students can read a text both rapidly and efficiently, and research shows word identification skills play an important role in developing fluency. Still, fluency is the most neglected reading skill of all (Allington). This is an unfortunate circumstance, as for ELL students, becoming fluent in English is an essential step toward long-term educational success. To make matters worse, studies show that it takes around six years for an ELL student to achieve that fluency. These statistics are rather surprising, considering that children need not read a great many words per minute to pass reading proficiency tests. For example, a second grader must read only 72 words per minute (Crawford et al.).

The NRP advocates developing fluency by practicing reading, especially guided, repeated oral reading. Additional studies show that fluent reading requires immediate recall and that teachers can develop word identification skills through oral readings of simple texts and modeling by a more fluent reader (Samuels).

Because ELS' instruction is prescriptive and individualized, it helps all students to read with accuracy and fluency. The program includes several tasks to help the students understand both lesson and non-lesson words in context. By working on ELS, children will be able to identify quickly, accurately and effortlessly, regular and irregular words in their reading materials. To help achieve that goal, the program incorporates several repeated, monitored oral-reading exercises.

Two of the SHARE exercises, Look Listen See Say and See Say, contribute to fluency development. During Look Listen See Say, the computer shows the lesson word, says the word, says the definition, uses the word in a sentence, and displays a picture. (Teachers can change the option to remove the sentence or the picture or both.) At the end of the sentence, the program asks students to repeat the lesson word aloud. During See Say, the student uses the Lesson Manual and reads the words aloud to the facilitator.

Fluent reading requires immediate recall. Echo is a quick, simple exercise that builds that instant recall and launches fluency by repeating the lesson words both visually and orally. Some sequences require the students to complete Teacher Echo, a form of Echo in which the student and facilitator work together, independent of the computer. Another immediate recall exercise is Quick Pick. During Quick Pick, the computer displays groups of three words. The computer then says a word, and the student uses the arrow keys to highlight the spoken word. At the end of the exercise the computer displays the student's current and best times for that number of words. Students receive are recognized for beating their best times.

ELS also affords guided oral reading opportunities. Some sequences require the students to read Fluency Passages. These guided oral passages are simple sentences used to help students learning the words in Levels I and II. Students using the Fluency Passages learn to recognize and read the lesson words in short sentences. CEI also incorporates guided oral reading procedures into the Quick Tales short stories, which are available in the program and in paper format.

Vocabulary Instruction

Because learning depends so much on language, vocabulary knowledge has a profound effect on a student's ability to learn. Students must have access to teachers and other educational tools in order to understand word meanings and apply those meanings to new concepts (Baker, Simmons and Kameenui). According to Dr. Wesley C. Becker, vocabulary knowledge is even more important to disadvantaged students because vocabulary deficiencies are a primary reason for their lack of educational success (1977).

How important is vocabulary and language to reading success? It is imperative. In a landmark study, Dr. Betty Hart and Dr. Todd Risley of the University of Kansas worked with 42 families. As soon as the children in these families turned ten months old, researchers began tracking the children's language development. For one hour each month, researchers visited the families and tape-recorded and transcribed by hand any conversations and actions that took place in front of the child. The researchers continued this pattern for two-and-a-half years.

After 1,300 hours of visits, researchers categorized every word the child heard, as well as the kinds of sentences the family members spoke to the child. While researchers found that all of the families completed the same types of activities with the children, there was one astounding difference: the number of words children heard! Children from each of the three groups attended kindergarten, but by that age, children in low-income homes heard 32 million fewer words than children from professional families.

Since language plays such a significant role in overall student success, Becker felt that vocabulary should be a focal point in the education of disadvantaged students. ELS addresses vocabulary in several contexts throughout the lesson. Look Listen See Say introduces the words used for all of the exercises in the lesson. This exercise presents the lesson word and provides a definition for the word. Additionally, teachers have the option of allowing the program to present the word in a context sentence or with a picture to further illustrate the word meaning during this task.

The *Picture Reference/Answer Book*, which is like a dictionary of all of the ELS lesson words, reinforces the information students learn in Look Listen See Say. The book includes a picture representing the word, a definition of the word and a sentence showing how to use the word in context. Students use the Picture Reference/Answer Book to check Copy-Write.

Word Match is a multifaceted, multisensory exercise that helps students learn the definitions of words. Students must transfer data to several sensory modes to complete the exercise correctly. ELS includes nine different versions of Word Match so that students can practice a variety of skills.

Clues is an excellent tool for vocabulary practice because it uses the words, phrases and definitions introduced in the lesson. The screen displays three possible word choices along with a cloze sentence, a sentence that contains a blank. Students respond by selecting the word that correctly completes the phrase or sentence. This exercise strengthens visual and auditory closure skills. The computer speech enhances comprehension by allowing students to hear the computer read the completed sentences. Seeing and hearing a word used within the context of a sentence facilitates one's ability to understand word meanings.

Text Comprehension Instruction

Research indicates that reading instruction should begin with specific decoding skills and strategies and then progress to high-level comprehension skills and strategies (Tarver). Program developers incorporated this principle as they determined the structure for the ELS lessons. Each lesson contains three portions: memory input, exercise of memory recall and application.

During the application portion of the lesson, students practice comprehension. The ELS program includes several activities that are specifically geared to promote the students' comprehension of both lesson and non-lesson words within different contexts. In these activities, the ELS program merges the strategies that the NRP found most effective when teaching students to comprehend text. These strategies include self-monitoring, using graphic or semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, incorporating prior knowledge and experience and promoting mental imagery.

Combining the comprehension strategies and using them flexibly helps students learn to adjust their strategies to accommodate the requirements of various texts. While the program uses these different strategies throughout different exercises, the wide variety of information covered in the Quick Tales stories necessitates the combination of all of the techniques. The exercise, which is available in the program and in paper copy, requires students to read short stories that include questions to help students increase their comprehension abilities.

The Quick Tales questions assess the students' abilities in a variety of categories — recalling details, sequencing, using contextual clues, understanding character motive, making inferences, drawing conclusions, predicting outcomes and determining the main idea to name a few. In addition to answering questions, students generate questions of their own, summarize portions of text, organize and clarify information within the text, make predictions about events discussed in the text and draw conclusions about the text.

Writing

Research by Jones and Christensen (1999) indicates that supplemental handwriting instruction improves not only a first grader's handwriting, but also the quality of the student's writing. In an eight-week study, students received just 10 minutes of handwriting practice a day. During this practice, the students learned how to form lower-case letters, to correct errors in they way they formed letters and to write the individual letters fluently. By the end of the eight weeks, students who received this additional exposure had much better handwriting and story writing abilities than students with no such practice.

CEI begins accommodating the writing needs of younger ELL students by offering Letter Recognition. Letter Recognition teaches students how letters function in writing and how the letters connect to the sounds in words. The program helps students associate the names of letters with their shapes, identify upper- and lower-case letters in printed materials and make letter/sound matches. Students learn the letters by tracing, copying and writing them. These tasks prepare students to pair letters with their sounds and show them that all words are made of sequences of patterns of letters.

Once students move on to ELS, they continue to develop their writing skills in both SHARE and Copy-Write. In SHARE, students can complete See Hear Spell and Hear Spell in the Write response mode. For See Hear Spell, the computer simultaneously flashes and says a word. For Hear Spell, the computer just spells the word; nothing appears on the screen. For either exercise, the student then writes the word on a piece of paper and presses Enter. When the student completes See Hear Spell or Hear Spell with the Write option, the educator must check the responses and manually enter the scores on the computer.

Copy-Write is the second writing task in ELS. In this exercise, the computer reads a sentence and then either says a word or phrase from the sentence or repeats the entire sentence. While younger students repeat the entire sentence spoken by the computer and then write the specific lesson word, more advanced students can choose to write the selected phrase or sentence on paper. When the students complete the exercise, they check their work against the *Picture Reference/Answer Book* and correct any mistakes they find. Correcting Copy-Write develops editing ability and helps students to find their own mistakes. Copy-Write also provides students practice in dictation and spelling and shows them how to use the words correctly in a sentence.

According to Susan Florio-Ruane and Timothy J. Lensmire, most educators think of writing as a tool that supports a child's language development by improving expressive abilities, strengthening understanding of written language and text, and preparing the child to become a literate adult (1990). Sadly, instruction often focuses only on lower-level writing skills, such as handwriting and spelling, with students having few actual opportunities to write (Palinscar and Klenk).

Students can use ELS to develop the more advanced writing skills as well. Two different worksheet activities ¾ Clues and Word building ¾ appear throughout ELS' Supporting Tasks. These activities reinforce certain skills the students learn on the program. While doing so, they not only provide additional handwriting practice, but also expose the students to writing for different purposes.

To help students generate thoughts, reflect on their own experiences, and organize the experiences in a logical manner, CEI created Quick Tales and CEI Journal. Quick Tales, which are available in the program and in paper copy, require students to read short stories that include questions to help students increase their comprehension abilities. After the comprehension questions for each lesson, students have the opportunity to answer one or two bonus questions. The bonuses require that students compose their own ideas or questions in a logical format. CEI Journal, found on CEI's website, provides daily story starters to help students develop writing skills. Taking their cues from the prompts, students have ample opportunities to follow the writing processes and communicate ideas to a variety of audiences.

Seeing the Results

To take full advantage of ELS' therapeutic nature, CEI recommends that students work on the program 45 minutes per day, five days a week. Since the ELS program combines the use of software and supplementary materials to improve students' reading ability, it is important to measure the changes that occur throughout the school year. To determine the extent of student achievement, CEI uses the *Diagnostic Screening Test: Reading* (DST:R), developed by Thomas D. Gnagey, Psy. D, and Patricia A. Gnagey, MS. An added benefit of these test scores is that educators can use them to guide their decisions about exiting a student from the ELL program and as one measurement in triangulating assessment results.

Methodology

The DST:R is an individually administered evaluation that provides information on a student's basic reading skills. Since facilitators administer a pre- and post-test, results show the gains each student made in basic reading skills and concepts while working on the ELS program. The DST:R is a quick, valid method for gathering information about a student's reading skills. Each subtest provides a grade level equivalent. Additionally, the test computes four major scores:
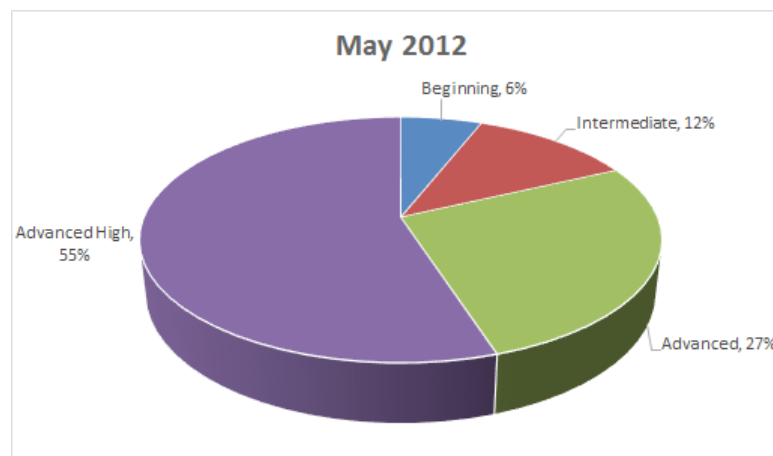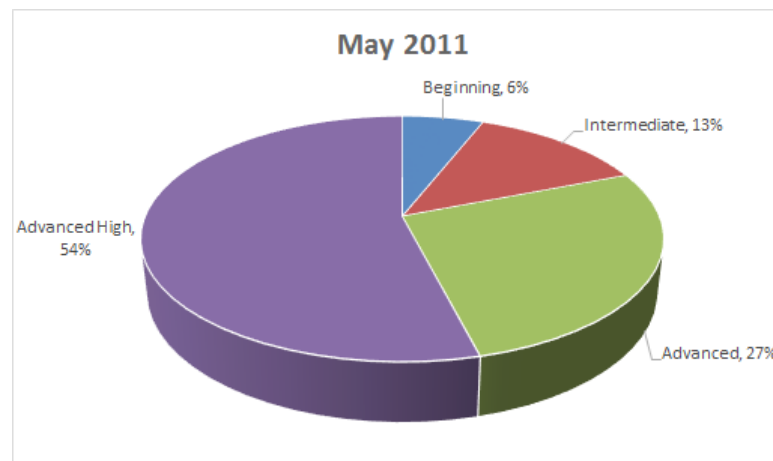
+ **Word Reading Comfort Level** — The level at which the student knows almost all of the words and reads each without assistance.

+ **Word Reading Instructional Level** — The level at which the student knows 85 to 90 percent of the words and therefore reads easily enough to gradually acquire new vocabulary and associated skills.

+ **Word Reading Frustration Level** — The level at which the student is unable to read so many of the words that he or she misses the essence of passages and finds the task of reading uncomfortable or unpleasant.

+ **Comprehension of Passages** — The level at which the student is able to understand and remember the facts and subtleties of passages. (Both reading and listening comprehension may be tested.)

Statistical Data

The Problem ... Low Gains on Reading Proficiency Tests

ELL students are not becoming proficient in the English language as quickly as educators had hoped. For example, the Texas Education Agency recently reported the results of the 2012 Texas English Language Proficiency Assessment System (TELPAS). See charts below:

Average gains for ESL populations, 2011 and 2012

May 2011

Beginning, 6%
Intermediate, 13%
Advanced High, 54%
Advanced, 27%

May 2012

Beginning, 6%
Intermediate, 12%
Advanced High, 55%
Advanced, 27%

The Solution … Acceleration

Recently, CEI conducted a study that included DST:R results for more than 3,232 ELL students who used the ELS program for a one-year period. These data are evidence of ELS' effectiveness in accelerating English language proficiency among ELL students.
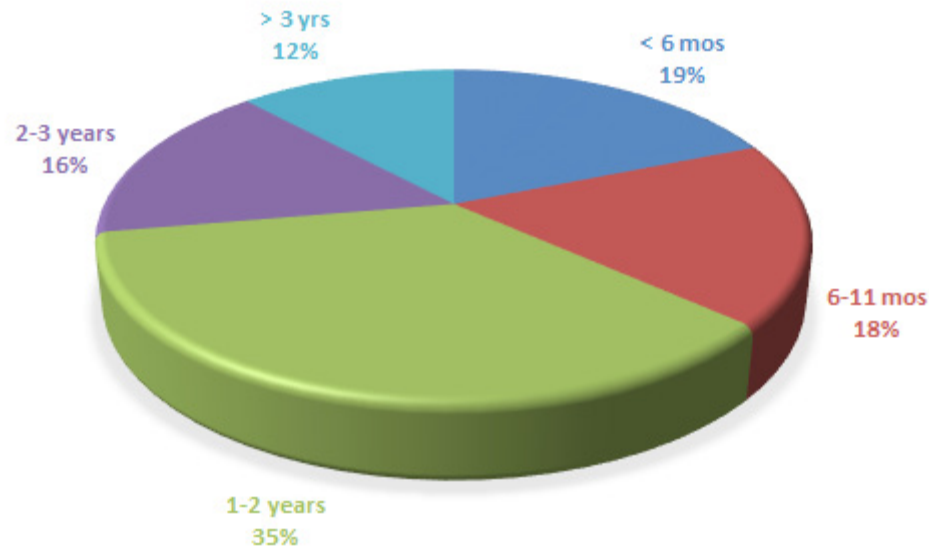
Average gain per year: 1.72 grade levels!
Over 28% of students gained 2-4 grade levels

References

Allington, Richard L. What Really Matters for Struggling Readers: Designing Research-Based Programs. New York: Addison-Wesley Educational Publishers, Inc., 2001.

Baker, Scott K., Simmons, Deborah C. and Kameenui, Edward J. "Vocabulary Acquisition: Synthesis of the Research." Technical Report No. 13. University of Oregon: National Center to Improve the Tools of Educators, 1995. <http://idea.uoregon.edu/%7Encite/documents/techrep/tech13.html>.

Becker, W.C. "Teaching Reading and Language to the Disadvantaged: What We Have Learned from Field Research." Harvard Educational Review 47 (1977) 518-543.

Crawford, L., S. Stieber and G. Tindal. "Using Timed Oral Readings to Predict Students' Performance on Statewide Achievement Tests." University of Oregon, 2000.

Fletcher, J.M., Shaywitz, S.E., Shankweiler, D.P., Katz, L., Liberman, I.Y., Stuebing, K.K., Francis, D.J., Fowler, A.E., and Shaywitz, B.A. "Cognitive Profiles of Reading Disability: Comparisons of Discrepancy and Low Achievement Definitions." Journal of Educational Psychology (March 1994): 6-23.

Florio-Ruane, S. and T.J. Lensmire. (1990) "Transforming Future Teachers' Ideas About Writing Instruction." Journal of Curriculum Studies 22 (1990) 277-289.

Grossen, B. "Thirty Years of Research: What We Know about How Children Learn to Read." Center for the Future of Learning, 1997. <http://www.cftl.org/30 years/30years.html>.

Hart, Betty Ph.D. and Todd R. Risley. Meaningful Differences in the Everyday Experience of Young American Children. Baltimore: Brookes Publishing Company, 1995

Jones, D. and C. Christensen. "The Relationship Between Automaticity in Handwriting and Students' Ability to Generate Written Text." Journal of Educational Psychology 91 (1999) 44-49.

Krashen, Stephen and Tracy Terrell. The Natural Approach: Language Acquisition in the Classroom. Hayward, CA: Alemany Press, 1983.

Lyon, G. Reid, Ph.D., ed. Frames of Reference for the Assessment of Learning Disabilities: New Views on Measurement Issues. Baltimore, MD: Paul H. Brookes Publishing Co., 1994.

National Center for Education Statistics, U.S. Department of Education. Overview of Public Elementary and Secondary Schools and Districts: School Year 2001–02. May 2003. 03 June 2003. <http://nces.ed.gov/pubs2003/overview03/>.

Palincsar, A. and L. Klenk. "Fostering Literacy Learning in Supportive Contexts." Journal of Learning Disabilities 4 (1992) 211-225.

Partnership for Reading: National Institute for Literacy; National Institute of Child Health and Human Development; and U.S. Department of Education. Put Reading First: The Research Building Blocks for Teaching Children to Read. 2001. <http://www.nifl.gov/nifl/partnershipforreading/publications/PFRbooklet.pdf>.

Pearson, P. David and Linda Fielding. Instructional Implications of Listening Comprehension Research. Urbana, Illinois: Center for the Study of Reading, 1983. ERIC ED 227 464.

Samuels, S.J. "The Method of Repeated Readings." The Reading Teacher 32 (1979) 403-408.

Tarver, Sara G. "Cognitive Behavior Modification, Direct Instruction and Holistic Approaches to the Education of Students with Learning Disabilities." Journal of Learning Disabilities 19 (1986): 369-377.

Thomas, Wayne and Virginia Collier. "A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement." Paper presented at the 1997 CABE Conference in San Diego, CA. <http://repositories. cdlib.org/crede/finalrpts/1_1_final/>.

Thompson, Loraine, ed. Stay in School: A Community Resource Handbook. Regina, Saskatchewan: SSTA Research Centre, 1991.

Torgesen, J.K., and P. Mathes. A Basic Guide to Understanding, Assessing, and Teaching Phonological Awareness. Austin, Texas: PRO-ED, 2000.