REFERENCES

REFERENCES

Almaguer, I. (2005, Fall). Effects of dyad reading instruction on the reading achievement of hispanic third-grade english language learners. *Bilingual Research Journal, 29*(3), 509-526. Retrieved from http://www.brj.asu.edu/content/ vol29\_no3/art1.pdf

Carbo, M. (2008). *Research on the carbo reading styles program*. Retrieved February 12, 2009, from <http://www.nrsi.com/research.php>

Davidson, M., & Myhe, O. (2000, Fall). Measuring reading at grade level. *Educational Leadership, 57*(5), 25-28.

Elfrieda, H. H., & Fisher, C. W. (n.d.). *Text matters in developing fluent reading*. Retrieved February 12, 2009, from <http://scholar.google.com/scholar?q=Text+Matters+in+Developing+Fluent+Readers&hl=en&um=1&ie=UTF-8&oi=scholart>

Field, G. B., Ph.D. (2007). *The effect of using renzulli on student achievement: an investigation of internet technology on reading fluency and comprehension*. Retrieved February 12, 2009, from <http://www.gifted.uconn.edu/siegle/Dissertations/Gara%20Field.pdf>

Herron, J. (2008, September). Why Phonics Teaching Must Change. *Educational Leadership, 66*(1), 77-81.

Hewson, K., & Adrian, L. (2008, October). Reaching the Forgotten 10 Percent. *Educational Leadership, 66*(2), 75-76.

Huener, T. A. (2009, April). Small-group intervention for ELLs. *Educational Leadership, 66*(7), 90-91.

Juel, C., & Deffes, R. (2004, March). Making words stick. *Educational Leadership, 61*(6), 30-34. Retrieved from <http://vnweb.hwwilsonweb.com.proxy.wichita.edu/hww/results/results_single_ftPES.jhtml>

Liben, D. M., & Liben, M. (2004, March). Our journey to reading success. *Educational Leadership, 61*(6), 58-61.

Lubliner, S., & Scott, J. A. (2008). The nature of word learning. In *Nourishing vocabulary: balancing words and learning* (pp. 7-12). Thousand Oaks, CA: Corwin Press: A Sage Company.

Lyon, G. R., Fletcher, J. M., Torgesen, J. K., Shaywitz, S. E., & Chhabra, V.
     (2004, March). Preventing and remediating reading failure: a response to
     Allington. *Educational Leadership, 61*(6), 86-88.

Martens, P. (1997, December). What miscue analysis reveals about word recognition and repeated reading: a view through the "miscue window". *Language Arts, 74*(8), 600-610. Retrieved from ERIC database.

McMaster, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005, Summer). Responding to nonresponders: an experienmental field trial of identification and intervention methods. *Exceptional Children, 71*(4), 445-463.

National Reading Panel Report (2000). Retrieved on March 1, 2010 from National Reading Panel website: <http://www.nationalreadingpanel.org/Publications/summary.htm>

Osborn, D. F. (2007, March). *Developing oral reading fluency: effects of daily use of word walls and daily independent silent reading on oral reading fluency development of second grade students*. Retrieved February 12, 2009, from <http://www.gifted.uconn.edu/siegle/Dissertations/Gara%20Field.pdf>

Pearson, (2008). *What is reading comprehention?* Retrieved October 21, 2008, from wps.prehnhall.com/chet\_carin\_teaching\_10/20/5278/1351334.cw//index.html

Penner-Wilger, M. (2008, February). *Reading fluency: a bridge from decoding to comprehension*. Retrieved February 9, 2009, from AutoSkill website: <http://www.autoskill.com/pdf/fluency_research.pdf>

Pransky, K. (2009, April). There's more to see. *Educational Leadership, 66*(7), 74-78.

Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008, May). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research & Practice, 23*(2), 63-69. Retrieved from <http://www3.interscience.wiley.com.proxy.wichita.edu/cgi-bin/fulltext/119408774/main.htm>

Roundy, A. R., & Roundy, P. T. (2009). The effect of repeated reading on student fluency: does practice always make perfect? *International Journal of Social Sciences, 4*(1), 54-59. Retrieved from <http://www.waset.org/ijss/v4/v4-1-8.pdf>

Scholastic. (2008). *What is reading comprehension?* Retrieved October 21, 2008, from <http://lesson-plan-help.suite101.com/print>

Schwanenflugel, P. J., Kuhn, M. R., Morris, R. D., & Bradley, B. A. (2006). *The Development of Fluent and Automatic Reading: Precursor to Learning*  *from Text*. Retrieved February 9, 2009, from Data Research and Development Center website: http://www.drdc.uchicago.edu/ communityproject.phtml?projectID=60

Shaywitz, S. E., & Shaywitz, B. A. (2004, March). Reading disability and the brain. *Educational Leadership, 61*(6), 6-11.

Strecker, P. M. (2007, May/June). Tertiary intervention: using progress
     monitoring with intensive service. *Teaching Exceptional Children, 39*(5),
     50-57.

Tomlinson, C. A. (1999). *The Differentiated Classroom* (chap. 7, par. 4). Retrieved from <http://www.ascd.org>

Tomlinson, C. A. (2008, November). The goals of differentiated instruction. *Educational Leadership, 66*(3), 26-30.

U.S. Census Bureau (2010). Retrieved March 1, 2010 from U.S. Census Bureau website:

 <http://factfinder.census.gov/servlet/SAFFFacts?_event=Search&gov_>

United States Department of Education. (2001). *No Child Left Behind* [Any information needed about NCLB]. Retrieved February 6, 2008, from ED.gov website: <http://www.ed.gov/nclblanding.jhtml>

Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Watkins, & Watkins, C., Dr. (2000). Why fluency matters. In *Ravenscourt books fluency research*. Retrieved March 1, 2009, from <https://www.sraonline.com/download/DI/Research/Reading/fluencyresearch.pdf>