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# *the* RESEARCH *for*

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## All-STAR Phonics & Word Studies

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SRA's *All-STAR Phonics & Word Studies* provides instruction students need when they encounter unfamiliar words. The program focuses on teaching students decoding strategies such as sense clues, structural or morphemic analysis, and sound/spelling clues to sound out words.

The National Reading Panel research fully supports the fundamental concepts and instructional design of *All-STAR Phonics & Word Studies*. The report was published in December, 2000 by The National Institute of Child Health and Human Development NIH Pub. No. 00-4754.

### Phonics

This report includes research documentation that supports the phonics skills and strategies found in *All-STAR Phonics & Word Studies*. Examples of cited research include, but are not limited to, the following:

- Dykstra, R. (1968). The effectiveness of code- and meaning-emphasis in beginning reading programs. *The Reading Teacher*, 22, 17-23.
- Haskell, D., Foorman, B., & Swank, P. (1992). Effects of three orthographic/phonological units on first-grade reading. *Remedial and Special Education*, 13, 40-49.
- Stahl, S.A., Duffy-Hester, A.M., & Stahl, K.A.D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 35, 338-355.
- Tunmer, W., & Hoover, W. (1993). Phonological recoding skill and beginning reading. *Reading and Writing: An Interdisciplinary Journal*, 5, 161-179.

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