
the RESEARCH *for*

Dolch Beginning and Remedial Reading

SRA's *Dolch Beginning and Remedial Reading* program builds important reading skills for beginning, remedial, at-risk, and ESL students. Using a set of 95 common nouns and 220 basic sight vocabulary words, the program builds a foundation for students to achieve proficiency.

The National Reading Panel research fully supports the fundamental concepts and instructional design of *Dolch Beginning and Remedial Reading*. The report was published in December, 2000 by The National Institute of Child Health and Human Development NIH Pub. No. 00-4754.

Fluency

This report includes research documentation that supports the fluency practice found in *Dolch Beginning and Remedial Reading*. Examples of cited research include, but are not limited to, the following:

- Allington, R. L. (1983). Fluency: The neglected reading goal in reading instruction. *The Reading Teacher*, 36, 556–561.
- Buswell, G. T. (1922). *Fundamental reading habits: A study of their development*. Supplementary Educational Monographs, No. 21. Chicago: University of Chicago Press.
- Schreiber, P. A. (1980). On the acquisition of reading fluency. *Journal of Reading Behavior*, 12, 177–186.

Comprehension

This report includes research documentation that supports the comprehension skills practice found in *Dolch Beginning and Remedial Reading*. Examples of cited research include, but are not limited to, the following:

- Durkin, D. (1993). *Teaching them to read* (6th ed.). Boston, MA: Allyn & Bacon.
- Mier, M. (1984). Comprehension monitoring in the elementary classroom. *Reading Teacher*, 37(8), 770-774.
- Pressley, M. (1998). *Reading instruction that works: The case for balanced teaching*. NY: The Guilford Press.

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