

# *the* RESEARCH *for*

## Merrill Reading Program

SRA's *Merrill Reading Program* focuses on the structure, pacing, and practice needed by at-risk readers. The program introduces words according to sound/spelling patterns, and highlights the word groups' similarities and differences. It places heavy emphasis on review and reinforcement.

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

### Vocabulary

This report includes research documentation that supports the vocabulary skills and instructional practices found in the *Merrill Reading Program*. Examples of cited research include, but are not limited to, the following:

- Gordon, J., Schumm, J.S., Coffland, C., & Doucette, M. (1992). Effects of inconsiderate vs. considerate text on elementary students' vocabulary learning. *Reading Psychology*, 13(2), 157-169.
- Jenkins, J.R., Matlock, B., & Slocum, T.A. (1989). Two approaches to vocabulary instruction: The teaching of individual word meanings and practice in deriving word meaning from context. *Reading Research Quarterly*, 24(2), 215-235.
- Leung, C.B. (1992). Effects of word-related variables on vocabulary growth repeated read-aloud events. In C.K. Kinzer & D.J. Leu (Eds.), *Literacy research, theory, and practice: Views from many perspectives: Forty-first Yearbook of the National Reading Conference* (pp.491-498). Chicago, IL: The National Reading Conference.
- Nagy, W., & Scott, J. (in press). Vocabulary processes. In M. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr, (Eds.). *Handbook of reading research* (Vol. 3). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ryder, R.J., & Graves, M.F. (1994). Vocabulary instruction presented prior to reading in two basal readers. *Elementary School Journal*, 95(2), 139-153.

### Comprehension

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

- Cross, D.R., & Paris, S.G. (1988). Developmental and instructional analyses of children's metacognition and reading comprehension. *Journal of Educational Psychology*, 80(2), 131-142.
- Miller, G.E., Giovenco, a., & Rentiers, K.A. (1987). Fostering comprehension monitoring in below average readers through self-instruction training. *Journal of Reading Behavior*, 19(4), 379-394.
- Palinscar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 2, 117-175.

### Phonics

This report includes research documentation that supports the phonics skills and strategies found in the *Merrill Reading Program*. Examples of cited research include, but are not limited to, the following:

- Bear, D.R., Invernizzi, M., Templeton, S., & Johnson, F. (2000). *Words their way: Word study for phonics, vocabulary and spelling instruction*. Upper Saddle River, NJ: Merrill.
- Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., & Mehta, P. (1998). The role instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37-55.
- Gillingham, A., & Stillman, B. (1979). *Remedial training for children with specific disability in reading, spelling, and penmanship*. New York, NY: Sackett & Williams Lithographing Co.

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