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Photo Library

SRA's *Photo Library* helps visual learners build vocabulary and oral language skills using original photographs. Each photo is identified in eleven key languages, including English, Spanish, Vietnamese, Hmong, Cantonese, Korean, Haitian Creole, Arabic, Russian, Tagalog, and Khmer.

Vocabulary

Reading vocabulary and translating vocabulary into speech is critical to reading achievement and is supported by the National Reading Panel research. The report, published December 2000 by The National Institute of Child Health and Human Development NIH Pub. No. 00-4754, Chapter 4, pages 4-15 supports the importance of vocabulary in reading – both in print recognition and in translation into oral language. This program implements strategies supported by the following research:

- Gipe, J. P., & Arnold, R. D. (1979). Teaching vocabulary through familiar associations and contexts. Journal of Reading Behavior, 11(3), 281-285.
- Heise, B. L., Papalewis, R., & Tanner, D. E. (1991). Building base vocabulary with computer-assisted instruction. Teacher Education Quarterly, 18(1), 55-63.
- 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.
- McKeown, M. G., Beck, I. L., Omanson, R.C., & Perfetti, C. A. (1983). The effects of long-term vocabulary instruction on reading comprehension: A replication. Journal of Reading Behavior, 15(1), 3-18.
- Medo, M. A., & Ryder, R. J. (1993). The effects of vocabulary instruction on readers' ability to make causal connections. Reading Research and Instruction, 33(2), 119-134.
- Wu, H.-M., & Solman, R. T. (1993). Effective use of pictures as extra stimulus prompts. British Journal of Educational Psychology, 63(1), 144-160.

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