
the RESEARCH *for*

Reading for Understanding

SRA's *Reading for Understanding* improves students' overall level of reading comprehension while strengthening their inferential, critical thinking, and reasoning skills. The program uses self-paced exercises in graduated levels of difficulty to develop reading and problem-solving skills in grades 1–12.

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

Comprehension

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

- Baker, L., & Zimlin, L. (1989). Instructional effects on children's use of two levels of standards for evaluating their comprehension. *Journal of Educational Psychology*, 81(3), 340-346.
- Franklin, M.R., Roach, P.B., & Clary, E., Jr. (1992). Overcoming the reading comprehension barriers of expository texts. *Educational Research Quarterly*, 16(1), 5-14.
- Payne, B.D., & Manning, B.H. (1992). Basal reader instruction: Effects of comprehension monitoring training on reading comprehension, strategy use and attitude. *Reading Research and Instruction*, 32(1), 29-38.
- Pressley, M., Almasi, J., Schuder, T., Bergman, J., & Kurita, J.A. (1994). Transactional instruction of comprehension strategies: The Montgomery County, Maryland, SAIL program. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 10(1), 5-19.

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