
the RESEARCH *for*

Specific Skill Series

SRA's *Specific Skill Series* teaches and reinforces reading comprehension skills. The program builds reading proficiency by targeting specific skills using short reading passages and formatted exercise questions.

The National Reading Panel research fully supports the fundamental concepts and instructional design of the *Specific Skill Series*. 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 practice found in the *Specific Skill Series*. Examples of cited research include, but are not limited to, the following:

- Lysynchuk, L.M., Pressley, M., & Vye, N.J. (1990). Reciprocal teaching improves standardized reading-comprehension performance in poor comprehenders. *Elementary School Journal*. 90(5), 469-484.
- Paris, S.G., Cross, D.R., & Lipson, M.Y. (1984). Informed strategies for learning: A program to improve children's reading awareness and comprehension. *Journal of Educational Psychology*. 76(6), 1239-1252.
- Stevens, R.J., Slavin, R.E., & Farnish, A.M. (1991). The effects of cooperative learning and instruction in reading comprehension strategies on main idea identification. *Journal of Educational Psychology*, 83(1), 8-16.
- Tregaskes, M.R., & Daines, D. (1989). Effects of metacognitive strategies on reading comprehension. *Reading Research and Instruction*. 29(1), 52-60.

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