

Literature Review Sources by Pillar

Problem of Practice (POP): There is a lack of knowledge of whether a difference exists between growth in reading fluency in grades K-3 when reading is monitored on a frequent and individual level and grades 4-10 when standardized tests indicate data.

Pillar 1: Lack of a Continuity of Reading Curriculum Spanning K-12		
Title	Source	Main Idea
1. Bridging the pedagogical gap: Intersections between literary and reading theories in Secondary and Postsecondary Literacy instruction	Eckert, L. S. (2008). Bridging the pedagogical gap: Intersections between literary and reading theories in Secondary and Postsecondary Literacy instruction. <i>Journal of Adolescent & Adult Literacy</i> , 52(2), 110–118. https://doi.org/10.1598/jaal.52.2.2	This article discusses the difference between college professors expectations of high school prep for college and high school teachers perception based on the emphasis of reading skills and intervention.
2. Articulation of CUT scores in the context of the next-generation assessments	Kannan, P., & Sgammato, A. (2017). Articulation of CUT scores in the context of the next-generation assessments. <i>ETS Research Report Series</i> , 2017(1), 1–17. https://doi.org/10.1002/ets2.12162	This is a review of the methodology employed by writers of standardized tests to establish the vertical CUT scores that determine what level creates the range of below basic to advanced.
3. Formative, informative, and summative assessment: The relationship among curriculum-based	Marchand, G. C., & Furrer, C. J. (2014). Formative, informative, and summative assessment: The relationship among curriculum-based measurement of reading, classroom engagement, and reading performance.	This study explored the relationships among formative curriculum-based measures of reading(CBM-R), student engagement as an extra-academic indicator of student motivation, and

measurement of reading, classroom engagement, and reading performance	<i>Psychology in the Schools</i> , 51(7), 659–676. https://doi.org/10.1002/pits.21779	summative performance on a high-stakes reading assessment.
Pillar 2: Lack of RTI Universality and Best Practices		
Title	Source	Main Idea
4. Evidence-based reading instruction for secondary students with reading difficulties within multitiered systems of support	Capin, P., Hall, C., Stevens, E. A., Steinle, P. K., & Murray, C. S. (2022). Evidence-based reading instruction for secondary students with reading difficulties within multitiered systems of support. <i>TEACHING Exceptional Children</i> , 004005992210796. https://doi.org/10.1177/00400599221079643	This is a review of and comparison of statistical information related to best practices and data-driven-decision-making when it comes to secondary students who need intensive help with reading comprehension.
5. Planning for Adolescent Tier 3 Reading Instruction	Wilson, J. A., Faggella-Luby, M., & Wei, Y. (2013). Planning for adolescent tier 3 reading instruction. <i>TEACHING Exceptional Children</i> , 46(1), 26–34. https://doi.org/10.1177/004005991304600104	A review of methodology for implementing Tier 3 interventions with adolescents, this article offers an examination of what does and doesn't work.
6. Using RTI in secondary schools: A training manual for successful implementation	Callender, W. A. (2014). <i>Using RTI in secondary schools: A training manual for successful implementation</i> . Corwin, a SAGE Company.	This is a book, if approved, that has a specific chapter for RTI with upper grade level students. (I have included an alternate source at the bottom in case you would prefer only peer-reviewed articles.)

7. Remediating reading difficulties in a response to intervention model with secondary students (Alternative source if the book in (6) is not an acceptable source)	Pyle, N., & Vaughn, S. (2012). Remediating reading difficulties in a response to intervention model with secondary students. <i>Psychology in the Schools</i>, 49(3), 273–284. https://doi.org/10.1002/pits.21593	The efficacy of an enhanced primary (Tier 1), secondary (Tier 2), and tertiary (Tier 3) intervention, and an individualized, intensive reading intervention (Tier 4) are discussed, as well as the logistics of implementing an RtI model with secondary students.
Pillar 3: Testing Procedures and Time		
Title	Source	Main Idea
8. Evaluating the effectiveness of a state-mandated benchmark reading assessment: Mclass reading 3D (text reading and comprehension)	Snow, A. B., Morris, D., & Perney, J. (2018). Evaluating the effectiveness of a state-mandated benchmark reading assessment: Mclass reading 3D (text reading and comprehension). <i>Reading Psychology</i>, 39(4), 303–334. https://doi.org/10.1080/02702711.2017.1422302	This is a review of the data resulting from two different standardized high-stakes test utilizes as diagnostic tests at the primary level.
9. Latent Profiles of Reading and Language and Their Association With Standardized Reading Outcomes in Kindergarten Through Tenth Grade	Foorman, B. R., Petscher, Y., Stanley, C., & Truckenmiller, A. (2016). Latent profiles of reading and language and their association with standardized reading outcomes in kindergarten through tenth grade. <i>Journal of Research on Educational Effectiveness</i>, 10(3), 619–645. https://doi.org/10.1080/19345747.2016.1237597	This review of long-term data explains the possibility that while older students can be categorized between high, medium, and low categories of reading ability, readers at the lower grade levels must be divided in sub-groups and

		heterogeneity for effective remediation.
10. Fluency interventions for elementary students with reading difficulties: A synthesis of research from 2000–2019	Hudson, A., Koh, P. W., Moore, K. A., & Binks-Cantrell, E. (2020). Fluency interventions for elementary students with reading difficulties: A synthesis of research from 2000–2019. <i>Education Sciences</i> , 10(3), 52. https://doi.org/10.3390/educsci10030052	The main purpose of the use of this information is the extended time given to collecting data and the ability to interpret growth and regression of students reading from kindergarten through graduation.