

Article Review

Complete APA bibliographic reference:

Denton, C. A., Vaughn, S., & Fletcher, J. M. (2003). Bringing research-based practice in reading intervention to scale. *Learning Disabilities Research & Practice*, 18 (3), 201-211.

Three to five descriptor terms that best describe the topic:

Main: Research-based practice, intervention, reading achievement, students with special needs, socioeconomic status

Type of Article:

Other: Literature Review

Levels:

Kindergarten, Lower Elementary (1-3), Upper Elementary (4-5), Middle School (6-8), High School (9-12)

Briefly stated major purpose of the article:

The purpose of the article is to discuss research-based components of effective reading instruction for struggling readers, including learning disabled and economically disadvantaged students, as well as suggest obstacle to apply research to classroom practice.

Discussion article – summarize the major points in 1- 4 sentences:

Although researchers have reached consensus on the essential components of effective reading instruction for students who struggle with learning to read, implementation and maintenance of effective instruction proves difficult to accomplish for a variety of reasons. Researchers have identified phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency as critical components of reading instruction for all children. They have also recognized the importance of teacher decision-making in tracking student progress and providing interventions that target the specific needs of particular students. Researchers also point to the importance of differentiated instruction for struggling readers that is more systematic, intensive, and explicit. Only through pre-service and in-service programs that teach and reinforce these understandings, can schools begin to address the needs of “at-risk” students in a response to intervention model.