

Closing the gaps through Project I-CARE: A School-based Management Intervention and Innovation Program of Bubug Elementary School- Department of Education- Philippines towards learner development

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Abstract

School leadership entails looking into school issues and challenges. The school-based management being implemented by the Department of Education in the Philippines has given public school heads the power to address identified gaps in their respective schools of jurisdiction by implementing interventions that are instrumental in creating solutions and outcome. This article discusses qualitatively an intervention that has been implemented to address the reading issues of pupils of Bubug Elementary School of the Department of Education in the Philippines. It is dubbed as I-CARE which centrally revolves on three core domains of reading development, such as: cognitive, affective and psychomotor. These three domains are intertwined in the delivery the program through varied activities carefully designed for this purpose. The implementation has improved the identified pupils' fluency as marked by their observable confidence in reading.

Keywords: Reading Intervention, innovation, School-based management, cognitive, affective, psychomotor

1. INTRODUCTION

The Department of Education has its mandate to enforce development programs cognizant to the current demands of the 21st century education. As the forefront for national development, the Department initiates a top-down move to mobilize its entire work force to provide Filipino learners an equal access to their full potentials as members of a society that gears toward globalization. This is clearly provided in Ded Ed order #18 s. 2017 which makes mandatory in the department the strengthening of a collective effort to discharge quality education for a quality life. Thus far, the Department has created and enforced intervention programs for all levels whose impacts are yet to be seen.

Bubug Elementary school caters to diverse learners from diverse families. This espouses the fact that learners are of different reading readiness and comprehension levels. The recent PHIL- IRI Assessment supported this phenomenon as it yielded a diverse result where pupils fell into different categories, if not a greater majority falling under the frustration level in English. That was something strange as all efforts from the end of the teachers had been exerted to achieve all the goals under the core competencies in English. In effect, the administration was alarmed considering that the requisites had been in place, and thereby poised to rethink its position on the linguistic development of the pupils and to revisit its co-curricular program as the threat extremely demanded for a greater intervention. As a result, the school has enforced remediation sessions for identified learners with their respective teachers for a couple of months towards the end of the last school year, but signs show that the immediate intervention seemed futile given a short course of time for its implementation.

This I-CARE which stands for (Integrating, Cognitive, Affective Reading Engagement) Project was thus conceived with the main goal to address the obtaining gaps specifically the low reading performance of the identified learners in English by integrating relevant and innovative reinforcements such as this.

2. OBJECTIVES

The project aims to:

- a. Improve recognition and comprehension abilities of the pupils in the intermediate level;
- b. Develop critical thinking skills for higher learning opportunities in life;
- c. Provide opportunities to understand, appreciate and live up to virtues and morals along the process of engaging in worthwhile reading experiences through the Reading Center;
- d. Optimize pupils' confidence to act and express in any desirable form their thoughts, feelings and opinions on certain reading materials;
- e. Ingrain the value of love for reading;
- f. Maximize the use of the Reading Center as an extension of the classroom

3. LITERATURE

Ideas, practices and thoughts about reading, reading problems and reading interventions are explored to expound on the dire need to assess and impose innovative programs that help to understand and alleviate issues on reading difficulties. This part sheds on light on some salient points.

Importance of Intervention program

According to Shafiuddin, Sana (2013) hundreds of early reading programs are working for struggling readers throughout the world. Research is ongoing in this field and many programs are being created or improved. Some effective programs have been proven as successful, and three such programs will be discussed: The Response to Intervention (RTI) model of instruction, The Contextualized Approach to Language and Literacy Instruction (Project CALL), and the Peers Early Education Partnership (PEEP) in the United Kingdom. The Individuals with Disabilities Education Act of 2004 developed the RTI model in order to help find learning disabilities in students and to intervene them in enhancing their literacy development. Samuels (2009) states that the RTI model is an early childhood reading program designed to test all students, help readers with difficulties 3-5 times a week, and to perform evaluations once a month to see their progress in reading. The RTI

framework has three tiers or levels, and each level gets more intense as it goes higher. The first tier is the beginning level of instruction which is addressed to all students in the classroom, which most students happily respond to. The second tier is provided for those students who were tested and require intervention. The teacher uses intervening approaches in the curriculum, mostly in small groups of students. Around 10% to 15% of all students are involved in this level. The third level of intervention is used for students who still have difficulty even after receiving the second level of instruction. This tier includes "assessment-based", "intensive", and "individualized" learning. Around 5% to 10% students receive this instruction at least once (van Kraayenoord, 2011).

Effects and impacts of intervention programs

Busick (2013) says that positive results have been shown by many studies on various reading interventions in the early elementary levels. A lot of support for interventions can be found in looking through several peer-reviewed journal articles. No interventions in the studies show a negative impact on students, although the demographics, interventions, research methods, and quality of the articles vary. In fact, many interventions show a positive effect on all types of students, especially those who are struggling readers. "It is easier to prevent reading difficulties in the early grades before they emerge than to try and remediate them after they become entrenched and intractable" (Coyne, Zipoli, & Ruby, 2006, p. 166).

Response to Intervention models has been found to increase school-aged student achievement relative to control conditions with an effect size of 1.02-1.54 (Tran, Sanchez, Arellano, & Swanson, 2011). Tran et al. (2011) synthesized various English articles with studies written in English to help identify common characteristics of intervention responders and low responders. One review by Burns, Appleton, & Stehouwer (2005) suggested the number of students in the United States with learning disabilities was reduced to two percent from the government reported five percent. The RTI may reduce the number of special education services. The students used in the studies were from diverse backgrounds, but school aged (6.5 years to 10.08 years of age) and determined to be at-risk of disabilities. All students were receiving tier 1 or tier 2 intervention, but the interventions used varied. A weak correlation was found in the meta-analysis of the differences between responders and low-responders (post-test compared to pre-test) due to substantive changes in performance from intervention. The meta-analysis also suggested students without disabilities respond greater to intense intervention than students with learning disabilities. The effect size was 1.44, but a pre-test was not considered. Not all tests in the studies were the same or administered the same, so that is something to consider.

Strategies that work for the intervention

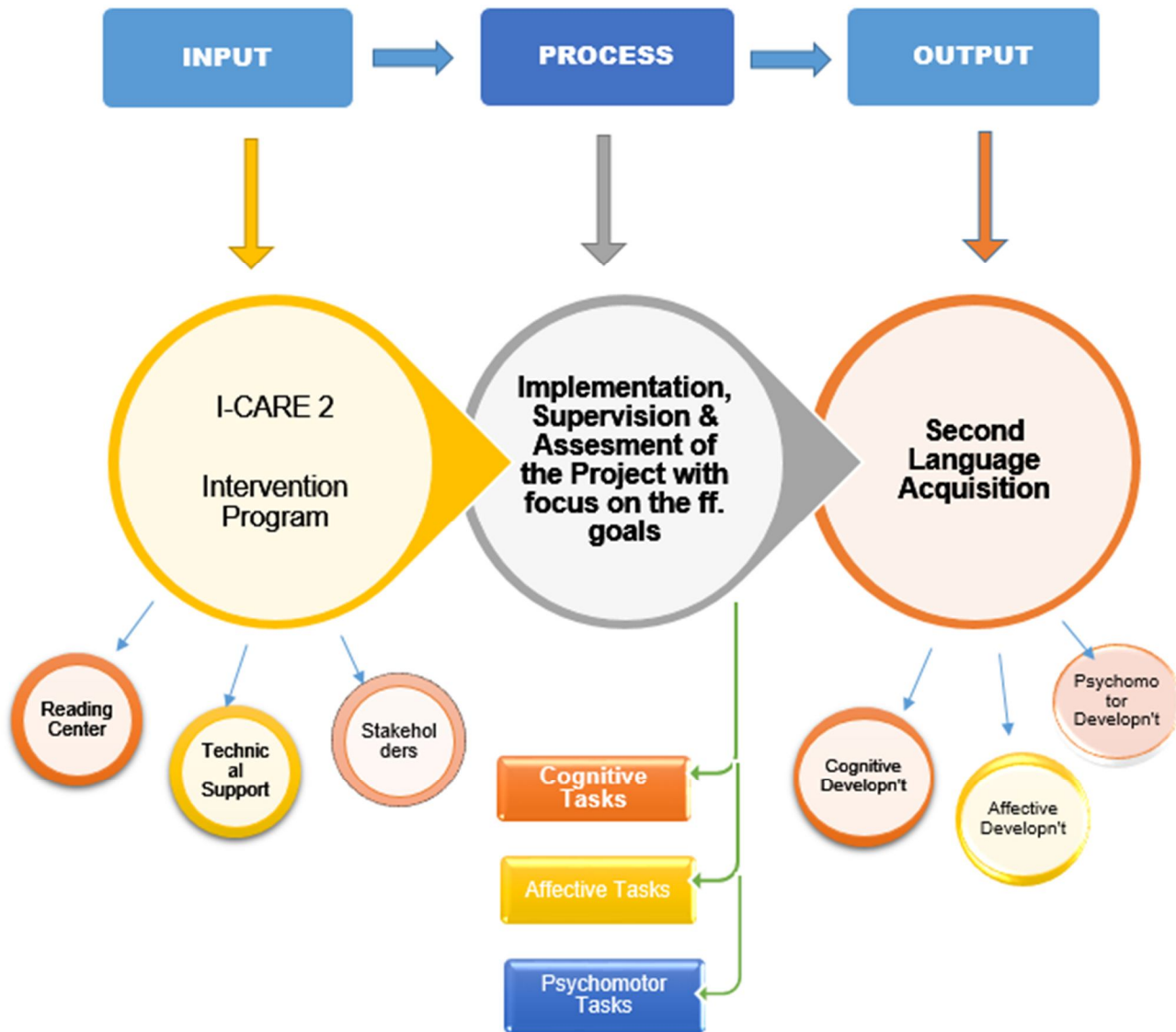
A variety of reading intervention strategies seem to be effective on students. More research is needed before anyone can determine which intervention strategies work best. The READ 180 program has also had positive effects on students. Dialogic reading, decoding instruction, a combination of bottom-up and top-down strategies, and SEM-R are known strategies that have produced positive results. The effects of teacher delivered read-aloud interventions on pre-school age to third graders were studied with a synthesis and meta-analysis of various studies (Swanson et al., 2011). All participants had to be at-risk for reading difficulties due to low achievement in phonemic awareness, vocabulary, or letter identification, lacking exposure to literacy, low socioeconomic status, reading disabilities in the family history, or low reading achievement historically in the school. The study needed to take place in a preschool, daycare, or school and with a design such as treatment-comparison, multiple treatment, single-group, or single subject research. The intervention needed to include read alouds and have one or more dependent measures assessed

and published in a journal. Out of the 29 studies synthesized totaling 2,025 students receiving intervention treatment or used as comparison, 18 of these studies were used for further meta-analysis. The interventions implemented by teachers, paraprofessionals, or researchers were vocabulary, dialogic, repeated reading, limited, or other. The number of sessions varied as well as the size of the student population in each study. The diverse study designs lead Swanson et al. (2011) to believe the synthesis and meta-analysis are more reliable and credible.

How can strategies be effective to teach reading to all students?

The reading intervention strategies that were researched seem to provide little to significant positive effects on all students. The many types of readers and reading difficulties may contribute to the lack of significant positive effects on all students. A landmark theory by Gibson and Levin (1975) focused on the psychology of reading and the variety of readers and types of reading. Some intervention strategies seem to work better with certain types of students, but no detriment to students has been found. The studies by Kim, Caposto, Harty, and Fitzgerald (2011) as well as Gustafson et al. (2011) are two studies that show positive effects on students that have no reading difficulties. With an empirical strategy, Scholastic's READ 180 program was analyzed on fourth through sixth grade students from a mid-sized urban district in southeastern Massachusetts. The students took the Massachusetts Comprehensive Assessment System (MCAS) and 95% were not proficient (Kim et al., 2011). Trained observers came to watch the teachers hold their READ 180 classes during school as well as at the after school program to check fidelity of the study. Measuring the effectiveness of the program on vocabulary, reading comprehension, spelling, and oral reading fluency on fourth through sixth grade participants, Intent-to-Treat (ITT) estimates and Treatment-on-the-Treated (TOT) estimates were used by the researchers.

4. CONCEPTUAL FRAMEWORK



5. METHODOLOGY

5.1 Process

In every learning process whether it's formal or informal, Reading takes center stage as the key factor for any success. In a linguistic context where reading gaps exist, an intervention to control the imbalance and to pre-empt failure is highly encouraged for a number of reasons. According to Nunan (2005), reading intervention impacts to greater motivation of readers at different levels for which he advocates a task-based system that is engaging in all sense. He cited that is it only then that full language acquisition will work effectively with respect to vocabulary and semantics which constitutes linguistic competence as a whole.

Substantially, it really is a given fact that linguistic competence starts from the ability to read and to comprehend. This is exemplified in the findings of Thompson (2010) which establishes that linguistic abilities are dependent on the learners' initiative to learn and the ability to comprehend and to respond to tasks. Thus far, this ICARE2 project is a new breed of conglomerated ideas from valued experiences of proponents and experts in the field whose contributions are recorded in publications and in peer reviewed journals. Relatively, this brainchild is anchored on well- founded linguistic theories and beliefs and on the set of feedback from a legitimate reading assessment which in the long solidified into visions and goals.

Taking to task, the proponent has in custody the mandate to impose upon herself the leadership to gather and formulate strategic action under the auspices of all stakeholders especially the teachers whose report on the reading performance of their respective pupils hugely propelled the passion to design this innovation.

With the acronym INTEGRATING COGNITIVE and AFFECTIVE READING EFFICACY through ENGAGEMENTS, this project highlights three major areas which includes, but not limited to:

1. *Cognitive Tasks*

Centering on the development of the mind, this part enables the identified Frustration Readers to acquire full grasp of WORDS by starting them off with *word recognition stage*. Pre -determined difficult words will come to play. In this stage, the teachers will facilitate pronunciation drills and word recognition strategies in order to make these identified frustration readers in every grade level read in full recognition. Once they do, the second stage follows which is called *meaning recognition stage*. In this stage, the words will be used by the teachers in sentences and will be shown to them as *meaning identification task*. This task will tickle higher - order thinking as independently decoding of meanings of those words through context clues is deemed. At a successful rate, they will be asked by their teachers to use the words in their own sentences. This is now where language acquisition starts to prosper as there is an ability to operationally use the words at their own. Further exploration shall follow as they engage with their peers through related tasks such as, reading stories at the Reading Center.

2. *Affective*

Centering on the development of the heart, this part enables appreciation on what they read. After going through the *word recognition stage and the meaning identification task*, the readers will be engaged in an actual reading experience with story books at the Reading Center. These books contain the words learned in the word recognition level at

the Cognitive part. This is now where they get to see and appreciate morals and learn values in the story which they can use in life situations.

3. Engagement (Psychomotor)

Going through part 1 and 2, the frustration readers are ready to make actions based on what they understand in the reading material that they read. They may be given tasks to act, draw or speak about their feelings toward the story that they read. This stage will develop their confidence and bodily skills in expressing themselves in various ways.

ICARE2 is a child friendly intervention in the sense that it promotes self –learning using visual motivations and discovery approach through the Reading Center and the guidance of the concerned teachers. It runs through a linear model which touches the core linguistic structure of words, sentences and paragraphs. It also exemplifies the interface of basic syntax and semantics which is an essential aspect of comprehension in any level of reading engagement.

Bubug Elementary School has put up a Reading Center, a supplementary hub of the school library, containing reading materials such as story books, magazines and the like. These reading resources carefully chosen to suit up with the ability of the pupils to understand and to assimilate ideas primarily serves as the main tool for this intervention, and through the commitment of the respective teachers of the intermediate levels.

5.2 Action Plan

Input	Objectives	Persons Involved	Materials	Monitoring and Evaluation
Story 1: A Rescued Project	Cognitive: <ol style="list-style-type: none"> Pronounce words correctly; Deduce meanings of unfamiliar words; through context ; Use unfamiliar words in sentences; Identify the main idea of the story; Recognize supporting details of the main idea. 	Subject Teacher and Pupils	Story Copy, downloaded materials, paper and pen,	Checking of attendance, observation, test taking
	Affective: Cite morals exemplified in the story.	Pupils and Teacher concerned		
	Psychomotor: Perform a role play on the theme of the story	Pupils and Concerned teacher	Props , costumes	
Story 2: Shades of History	Cognitive: <ol style="list-style-type: none"> Recite words with correct intonation Analyze selected words and phrases through contexts Write sentences applying analyzed words and phrases Discuss the plot of the story 	Subject Teacher and Pupils	Downloaded materials, story copy, pen , paper	Checking of attendance, observation, test taking

	e. Describe the characters of the story			
	Affective: Determine good and bad situations in the story	Subject Teacher and Pupils		
	Psychomotor: Draw/ sketch significant events in the story according to the plot.	Subject Teacher and Pupils	Cartolina, pen , pencil, colors	
Story 3: As Easy as 1,2,3	Cognitive : a. Read selected vocabulary words correctly; b. Decode the synonyms of identified vocabulary words ; c. Share authentic experiences using the identified vocabulary words; d. Make inferences and conclusions	Subject Teacher and Pupils	Downloaded materials, story copy, pen , paper	Checking of attendance, observation, Comprehension Test
	Affective: Relate the message of the story to real life situations	Subject Teacher and Pupils		
	Psychomotor: Interpret the message of the story through a skit	Subject Teacher and Pupils	Skit props	
Story 4: Monticello: A Mountain Top Treasure	Cognitive: a. Master pronunciation of selected words b. Widen vocabulary through context analysis c. Express feelings using analyzed vocabulary d. Understand cause and effect relationship	Subject Teacher and Pupils	Downloaded materials, story copy, pen , paper	Checking of attendance, observation, Comprehension Test
	Affective: Appreciate life virtues through the lesson of the story	Subject Teacher and Pupils		
	Psychomotor: Present a skit featuring honesty in labor	Subject Teacher and Pupils	Skit props	
Story 5: Talent on Parade	Cognitive: a. Recognize phonologically unfamiliar words through guided reading b. Decode meanings of	Subject Teacher and Pupils	Downloaded materials, story copy, pen , paper	Checking of attendance, observation, Comprehension Test

	<p>identified words through clues and cues</p> <p>c. Make inferences based on a given situation in the story.</p> <p>d. Interpret information given</p>			
	Affective: Appreciate talents as an asset for life	Subject Teacher and Pupils		
	Psychomotor: showcase special talent in a production	Subject Teacher and Pupils		
Story 6: Drawing On a New Friendship	<p>Cognitive:</p> <p>a. Read identified words with proper accent</p> <p>b. Text analyze identified words to grasp meanings</p> <p>c. Cite positive impressions on friendship using the analyzed words in</p> <p>d. Recognize patterns of organization in the story</p> <p>e. Determine author’s point of view</p>	Subject Teacher and Pupils	Downloaded materials, story copy, pen , paper	Checking of attendance, observation, Comprehension Test
	Affective: Appreciate the value of friendship in one’s life			
	Psychomotor: Sketch one important friend in life and support with an oral presentation		Sketch pad , colors, pencil	
Story 7: Animal Play	<p>Cognitive:</p> <p>a. Read vocabulary words with proper accent</p> <p>b. Express opinions using unlocked vocabulary words</p> <p>c. Identify conflicts in the story</p> <p>d. Recognize comparison and contrast in the story</p>	Subject Teacher and Pupils	Downloaded materials, story copy, pen , paper	Checking of attendance, observation, Comprehension Test
	Affective: Appreciate the importance of unity and cooperation in life			
	Psychomotor: Perform a skit with animal characters to showcase unity and cooperation			

5.3 Scheme of Implementation

Stage 1. Reading and Identification of Vocabulary words by the teachers

Each grade is assigned a set of story books to engage with. The teachers will first read the sets of stories in the story books to be used for this innovation and they will list down at least 15 vocabulary words per story which will be discussed to the pupils before they proceed with the tasks at the Reading Center.

Stage 2: Schedule and Pattern of Activities

Story	Cognitive Tasks	Affective Tasks	Psychomotor Tasks
Story 1-7	<p>Every <u>Monday and Tuesday</u> @4-5 PM</p> <ol style="list-style-type: none"> 1. Word Recognition/ Pronunciation drills 2. Meaning Identification 3. Sentence construction 4. Reading Phase 5. Comprehension check-up (Worksheets will be provided to be answered) <ul style="list-style-type: none"> • <i>Activities 1-3 will be done at the classroom, 4-9 at the Reading center, 10 @ the classroom</i> 	<p>Every <u>Wednesday</u> 4-4.30PM</p> <ol style="list-style-type: none"> 6. appreciation of morals 7. Association 8. Analogy 9. Resolution 	<p>Every <u>Friday</u> 4-4.30PM</p> <p>Any of the following activities</p> <ol style="list-style-type: none"> 10. Re-enactment (Drama/role-play) 11. Debate 12. Drawing /sketching/painting 13. Speech

5.4 Assessment and Monitoring Strategy

The evaluation and assessment of the pupils undergoing the program are left to the authority of the concerned teachers since they are in a better platform to so do, however their feedback shall in effect constitute the overall evaluation of the program. As to the implementation and supervision, the Head Teacher will monitor the timeline through which the program runs and the commitment of teachers in meeting the pupils in their designated areas, in preparing for the needed materials and the like.

The matrix below shows a monitoring tool for assessment.

Indicator	Strategy	Concerned Person
Pupils' Performance	Formative and Summative tests	Teacher
Teachers' performance	Observation / feedback / meetings / reports	Head Teacher
School Readiness/ preparedness	Ocular inspection / Purchase of provisions	Head Teacher
External Support	Solicitation / communication / Meetings	Stakeholders/ Teachers and Head Teacher

6 CONCLUSION

Intervention program is an important tool for improvement in schools. Nowadays, more and more problems in schools are arising as a result of strong factors beyond the control of educators. One is reading problems among pupils. This is becoming a universal concern that needs immediate attention. While it can be difficult to distinguish students who are struggling to have grips with reading, it's important that educators fuel all of efforts into doing just this, as reading intervention is key in helping pupils to become good readers - or at least reasonable ones. Such corrective approaches have been proven to be widely successful - children who may otherwise have gone unnoticed and been left disadvantaged by their reading difficulties are given the support and help they need. So, what are the main structures of reading intervention?

Though it has many different elements and can be used differently to cater to the needs of individual pupils, reading intervention is essentially observing someone who finds reading difficult, and helping them either on their own or in a small group of people with similar problems. A variety of techniques are used to address the main issues the pupil is having, mainly through looking at the main concepts they need to grasp to be able to read well: phonemic awareness, phonics, comprehension and a knowledge of different words. Timely reading intervention programs are the most common type of reading intervention as it is thought by many academic professionals that if one is able to target reading problems early, then the greater the chance is that they will benefit.

The situation at hand may effectively be expounded by 'The Matthew Effect', (Stanovich, 1986) which is a "rich get richer whilst the poorer get poorer" occurrence. Fundamentally, the "rich" who acquire adequate literacy skills early on in life can use these to develop important life skills, whereas those who are unable to improve these skills early on will fall further. Also, many children

who tussle with their education may join rural schools that may suffer from geographical isolation, poverty which can both affect student's achievement. A lack of capitals to support teachers for a varied range of teaching methods may also have an adverse effect on student's academic progress. One of the problems a student may experience as a consequence of being unable to read properly is a blow to their confidence. Trying to catch up with the typical group but being unable to do this can cause grave emotional stress. To address this, one of the major goals of reading intervention is to reinstate the self-reliance of the weak reader. This is tedious but can be done. It demands patience from the teacher, as well as the skill to teach the student at their own pace. Everybody learns at diverse speeds, and the magnificence of acquiring information gradually is that it's more likely to be remembered.

Reading interventions can also be provided to children whose first language is not English, which helps to conquer language barriers by helping students, by improving their facility and consciousness of English. They can occur inside and outside classroom surroundings, but all forms of programs exist exclusively for increasing student's reading levels. Pupils who will be well suited for reading intervention programs are usually suggested to teachers who specialize by their own regular teachers. A range of assessments could also be used to assess their performance.

Intervention is also an important system of growing children's reading speed, which can benefit them by teaching them to read faster, while still holding large amounts of significant information. Also, by refining their reading facility, pupils gain the aptitude to read easily and more competently which can be a gain to all parts of their education. Most intervention programs are concentrated on the individual, and the exact areas where they are experiencing trouble. The part of the teacher is to study the exact areas where concerns are rising, and, look at the best means of teaching the student on how to manage these.

There are some diverse kinds of reading intervention programs that can be incorporated into everyday classroom settings. Some of these are structured reading programs outside of class time, private coaching, making changes to the way the teacher teaches the class, perhaps their methods are unfitted for pupils who are struggling. Providing alternative learning texts such as audio and visual texts can also be supportive along with special computer reading programs which students use in scheduled sessions to improve early reading skills and strategies which can contribute to a student's long term reading ability. It specifically looks at developing key reading skills such as phonological awareness and knowledge of phonetics in order to teach students to recognize words quickly and competently. The incorporation of different skills and knowledge allows students to practice comprehending words as they read them. By learning these skills and approaches from an early age, the pupils will succeed as readers and learners.

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