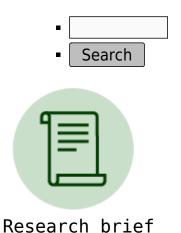
Research briefs



Reading and Spelling
Development Across Languages
Varying in Orthographic
Consistency: Do Their Paths
Cross?

By George K. Georgiou, Karin Landerl, George Manolitsis, Minna Torppa, Alain Desrochers, Peter F. de Jong & Rauno Parrila

Published Georgiou, G.K., Landerl, K.,

Manolitsis, G., Torppa, M., Desrochers, A., de Jong, P.F. & Parrila, R. (2020). Reading and spelling development across languages varying in orthographic consistency: Do their paths cross? Child Development, 91(2), e266-e279, DOI: 10.1111/cdev.13218



Research brief

Effectiveness of Treatment Approaches for Children and Adolescents with Reading Disabilities: A Meta-Analysis of Randomized Controlled Trials

By Katharina Galuschka, Elena Ise, Kathrin Krick & Gerd Schulte-Körne Published Galuschka, K., Ise, E., Krick,

K. & Schulte-Körne, G. (2014). Effectiveness of treatment approaches for children and adolescents with reading disabilities: A meta-analysis of randomized controlled trials. PloS ONE, 9(2), e89900, DOI: 10.1371/journal.pone.0089900



Research brief

The Role of Family on Pathways to Acquiring Early Reading Skills in Lusaka's Low-Income Communities

By Tamara Chansa-Kabali & Jari Westerholm

Published Chansa-Kabali, T. & Westerholm, J. (2014). The role of family on pathways to acquiring early reading skills in Lusaka's low-income communities. An

Interdisciplinary Journal on Humans in ICT Environments, 10(1), 5-21.



Ending the Reading Wars:
Reading Acquisition from
Novice to Expert

By Anne Castles, Kathleen Rastle & Kate Nation

Published Castles, A., Rastle, K. & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. Psychological Science in the Public Interest, 19(1), 5-51, DOI: 10.1177/1529100618772271



Research brief

Assisted Repeated Reading with an Advanced-level Japanese EFL Reader: A Longitudinal Diary Study

By Etsuo Taguchi, Greta Gorsuch, Miyoko Takayasu-Maass & Kirsten Snipp

Published Reading in a Foreign Language, 2012, 24(1), 30-55.



Research brief

Early Predictors of Phonological and Morphological Awareness and the Link with Reading: Evidence from Children with

Different Patterns of Early Deficit

By Anna J. Cunningham & Julia M. Carroll

Published Applied Psycholinguistics, 2013, 1-23. DOI: 10.1017/S0142716413000295



Research brief

Comparison of a Reading Fluency Intervention with and without Passage Repetition on Reading Achievement

By William J. Therrien, James F. Kirk & Suzanne Woods-Groves

Published Remedial and Special Education, 2012, 33(309), originally published

online 23 June 2011. DOI: 10.1177/0741932511410360



Research brief

Developing Reading Fluency in EFL: How assisted repeated reading and extensive reading affect fluency development

By Etsuo Taguchi, Miyoko Takayasu-Maass & Greta J. Gorsuch

Published Reading in a Foreign Language, 2004, 16(2), 70-96.



Research brief

Reading Fluency Instruction:

Moving Beyond Accuracy, Automaticity, and Prosody

By Timothy Rasinski

Published The Reading Teacher, 2006, 59(7), 704-706.



Research brief

<u>Assessment as a Strategy to</u> <u>Increase Oral Reading Fluency</u>

By Maria S. Murray, Kristen A. Munger & Sheila M. Clonan

Published Intervention in School and Clinic, 2012, 47(144), originally published online 7 October 2011. DOI: 10.1177/1053451211423812

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