

Research briefs

-
-



Research brief

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.



Research brief

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

Assessment as a Strategy to Increase Oral Reading Fluency

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

Page

[≤](#) [1](#) [2](#) ... [8](#) [9](#) [10](#) ... [12](#) [13](#) [≥](#)