



Phone: 951-698-9556

• FAX: 951-698-7616 •

[www.nancyfetzter.com](http://www.nancyfetzter.com)

## Research-Based Strategies

Nancy Fetzter's Literacy Connections materials, methods, and philosophy were developed from the following research:

Adams, G. L., & Engelmann, S. (1996). *Research in Direct Instruction: 25 Years Beyond DISTAR*. Seattle, WA: Educational Achievement Systems.

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: Massachusetts Institute of Technology Press.

Allington, R.I., and Cunningham. P. M. (1994) *Classrooms that Work: They Can All Read and Write*. NY HarperCollins.

Cunningham, P. M. (1995) *Phonics They Use: Words for Reading and Writing*. 2d ed. New York: HarperCollins

Deshler, D. D., & Schumaker, J. B., (1989). An instructional model for teaching students how to learn. In J.L. Graden, J. E. Zins, & M.J. Curtis (Eds.) *Alternative Educational Delivery Systems: Enhancing Instructional outcomes for all students*. Pp. 391-411. Bethesda, MD: National Association of School Psychologists.

Findings & Determinations of the National Reading Panel Report  
[www.nichd.nih.gov/publications/nrp/findings.cfm](http://www.nichd.nih.gov/publications/nrp/findings.cfm)

Fountas, I. C., and Pinnell, G. S. (1996) *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemen.

Graham, S., & Perin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Hart, B. & Risley, T. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Brookes Publishing <http://www.reachoutandreadco.org/HartandRisley03.08.pdf>

Hirsch, E.D. Jr. "Reading Comprehension Requires Knowledge of Words and the World: Scientific Insights into the Fourth-Grade Slump and Stagnant Reading Comprehension"

Jones, B. F. (1986). Quality and equality through cognitive instruction. *Educational Leadership*, 43, 4-11

Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*: Association for Supervision and Curriculum Development <http://www.middleweb.com/MWLresources/marzchat1.html>

The NRP Report Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction - Summary Report (NRP Summary Report)

The NRP Report Teaching Children to Read: Reports of the Subgroups

Paris, S. G. (1986). Teaching children to guide their reading and learning. In T.E. Raphael (Ed.), *The contexts of school-based literacy*, Pp. 115-130. New York: Random House.

Pearson, P.D., & Dole, J. A. (1987). Explicit comprehension instruction: A review of research and new conceptualization of instruction. *Elementary School Journal*, 88 (2)

Put Reading First: The Research Building Blocks for Teaching Children to Read  
[www.nifl.gov/partnershipforreading/publications/reading\\_first1.html](http://www.nifl.gov/partnershipforreading/publications/reading_first1.html)

Reading: A Research-Based Approach By Jack M. Fletcher and G. Reid Lyon  
[www.nichd.nih.gov/crmc/cdb/approach.pdf](http://www.nichd.nih.gov/crmc/cdb/approach.pdf)

Reeves, D. "High Performance in High Poverty Schools: 90/90/90 and Beyond".  
<http://www.dinubausd.org/files/user/1/file/high%20performance%2090%2090%2090%20and%20beyond.pdf>

Roehler, L. R., Duffy, G. G., and Meloth, M. S. (1984). What to be direct about in direct instruction in reading: Content-only versus process-into-content. In Raphael, T. E. (Ed.), *The contexts of school-based literacy*, Pp. 79-95. New York: Random House

Schmoker, M. J. 2006. *Results Now: How We Can Achieve Unprecedented Improvements in Teaching And Learning*. Alexandria, VA: ASCD.

Stronge, J. H. 2007. *Qualities of Effective Teachers*, 2nd edition. Alexandria, VA: ASCD.

Daniel T. Willingham, "How Knowledge Helps," *American Education*. (Spring 2006) [http://archive.aft.org/pubs-reports/american\\_educator/issues/spring06/willingham.htm](http://archive.aft.org/pubs-reports/american_educator/issues/spring06/willingham.htm)

Willingham, Daniel T. "Why Don't Students Like School? Because the Mind is not Designed for Thinking" *American Educator*, (Spring 2009)

Vygotsky, Lev S. (1978). *Mind in society: Development of higher psychological processes*. Edited by Cole, M., John-Steiner, V., Scribner, S., Souberman, E. Cambridge, MA: Harvard University Press.