

**Appendix One: SCRA Program Research References**

Bloom's Taxonomy (n.a.). "Bloom's Taxonomy questions".

<http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>

Supports comprehension instruction, demonstrating the stages of critical thinking necessary to achieve full comprehension; basis for developing instructional activities

Aligns to grade-level ELA content standards by supporting text analysis, comprehension, critical thinking, as well as the NM Literacy Framework reading components and NM Instructional Scope guidance on instructional design.

Brooke, E. (n.a.). "The critical role of oral language in reading instruction and assessment".

Lexia Learning. <https://www.lexialearning.com/resources/white-papers/oral-language>

Guidance on the oral language development component and its connection to reading (component 6). Aligns to grade-level ELA content standards by supporting communication skills, analysis of text, culturally responsive instruction, plus the NM Literacy Framework components regarding reading, listening, speaking, and writing.

Butler, S., Urrutia, K., Buenger, A. et al. (2010). "A review of the current research on vocabulary instruction". National Reading Technical Assistance Center.

<https://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf>

Guidance on effective vocabulary instruction and development. Aligns to grade-level ELA content standards reflecting the development of vocabulary strategies and reading comprehension, and the NM Literacy Framework reading components and instructional approaches and NM Instructional Scope guidance on instructional design.

Butler, S., Urrutia, K., Buenger, A., & Hunt, M. (2010). "A review of the current research on comprehension instruction". National Reading Technical Assistance Center.

<https://www2.ed.gov/programs/readingfirst/support/compfinal.pdf>

Guidance on comprehension instruction and development. Aligns to grade-level ELA content standards reflecting text analysis, comprehension, reading grade-level appropriate books, and critical thinking and communications., and the NM Literacy Framework reading components and instructional approaches and NM Instructional Scope guidance on instructional design.

Center on Teaching and Learning, (n.a.). "Big ideas in beginning reading: Phonemic awareness". University of Oregon College of Education.

[http://reading.uoregon.edu/big\\_ideas/pa/pa\\_sequence.php](http://reading.uoregon.edu/big_ideas/pa/pa_sequence.php)

Guidance on phonemic awareness instruction and development. Aligns to grade-level ELA content standards reflecting phonemic awareness and the NM Literacy Framework components for building the foundation for reading skills.

Commission on Reading of the National Council of Teachers of English. (2004). "On reading, learning to read, and effective reading instruction: An overview of what we know and how we know it". Author. <http://www2.ncte.org/statement/onreading/>

Guidance on reading development, instruction, and learning process. Aligns with the NM Literacy Framework guidance on reading instruction and literacy development and NM Instructional Scope guidance on instructional design.

Connecticut State Department of Education. (n.a.). "Instructional strategies that facilitate learning across content areas". Author. <http://www.sde.ct.gov/sde/lib/sde/pdf/>

curriculum/section7.pdf

Guidance on cross-curricular / cross-discipline reading instruction. Aligns with NM Literacy Framework emphasis on the application of reading and literacy skills across all content areas and NM Instructional Scope guidance on design for integrated instruction.

Dahlgren, M. (2008). "Oral language and vocabulary development: Kindergarten and first grade" (Presentation slides from the Reading First National Conference).

<https://www2.ed.gov/programs/readingfirst/2008conferences/language.pdf>

Guidance for early language development and instruction. Aligns with the NM ELA content standards for language development and vocabulary development and instruction, plus the NM Literacy framework focus on oral language and vocabulary instruction for early learners.

Dahlitz, M. (2016). "The triune brain". The Neuroscience of Psychotherapy Magazine.

<http://www.neuropsychotherapist.com/the-triune-brain/>

Guidance on developing the context and conditions for learning. Aligns with the NM Literacy Framework for designing effective environments for reading instruction and NM Instructional Scope guidance on instructional design, particularly regarding SEL.

Francis, E. (n.a.). "What exactly is Depth of Knowledge? (Hint: It's not a wheel!)" ASCD.

<http://edge.ascd.org/blogpost/what-exactly-is-depth-of-knowledge-hint-its-not-a-wheel>

Guidance on the use of DOK for instruction and assessment. Aligns with the NM Literacy Framework guidance on development effective learning environments, assessing student learning, and creating culturally and linguistically appropriate instructional activities, and the NM Instructional Scope guidance on use of inclass assessments.

Gould Boardman, A., Roberts, G., Vaughn, S., et al. (2008). "Effective instruction for adolescent struggling readers". Center on Education.

<https://wvde.state.wv.us/titlei/documents/AdolStrugglingReadersPracticeBrief.pdf>

Guidance on instruction for at-risk, struggling students. Aligns with the NM Instructional Scope guidance on instructional design and MLSS approaches for intervention design.

Herron, J. (2008). "Why phonics teaching must change". Educational Leadership. ASCD.

<http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Why-Phonics-Teaching-Must-Change.aspx>

Guidance on integrating phonics into a comprehensive approach to reading instruction. Aligns with ELA standards for phonics instruction and NM Literacy Framework approach to direct, systematic instruction

Hess, K. (2004). "Applying Webb's Depth-of-Knowledge (DOK) levels in reading". National Center for Assessment.

[https://www.nciea.org/sites/default/files/publications/DOKreading\\_KH08.pdf](https://www.nciea.org/sites/default/files/publications/DOKreading_KH08.pdf)

Guidance on the use of DOK for instruction and assessment in reading, Aligns with NM Instructional Scope on design and use of assessments.

Hudson, F., Lane, H. & Pullen, P. (2005). "Reading fluency assessment and instruction: What, why, and how?" Florida Center for Reading Research.

[http://www.fcrr.org/publications/publicationspdf/files/hudson\\_lane\\_pullen\\_readingfluency\\_2005.pdf](http://www.fcrr.org/publications/publicationspdf/files/hudson_lane_pullen_readingfluency_2005.pdf)

Guidance on fluency components and instruction. Aligns with NM Literacy Framework for

reading components and ELA content standards for grade-level reading proficiency.

Marzano, R. (2000). "Ten effective research-based instructional strategies" in R. Marzano What works in classroom instruction. ASCD.

[http://web.nmsu.edu/~susanbro/sc2/docs/research\\_based\\_strategies.pdf](http://web.nmsu.edu/~susanbro/sc2/docs/research_based_strategies.pdf)

Guidance on instructional planning and implementation. Aligns with NM Instructional Scope of effective instructional approaches and activities.

McLeod, S. A. (2012). "Zone of proximal development". Simply Psychology.

<https://www.simplypsychology.org/Zone-of-Proximal-Development.html>

Guidance on instructional planning and determining what students are able to learn - next steps. Aligns with NM Instructional Scope guidance on instructional design and delivery, in alignment with the Literacy Framework approach to increasing complexity of literacy skills.

Moats, L., & Tolman, C. (2009). "The development of phonological skills" in Moats & Tolman Language essentials for teachers of reading and spelling (LETRS). Sopris West.

<http://www.readingrockets.org/article/development-phonological-skills>

Guidance on phonological skills development and instruction. Aligns with NM Literacy Framework reading components and development of increasingly complex skills.

National Reading Panel. (2000). "Reports of the subgroups. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction". U.S. Department of Health and Human Services, National Institute of Child Health and Human Development.

<https://www.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

Guidance on reading components, effective instructional strategies, establishing effective and appropriate learning conditions. Forms the basis for the NM Literacy Framework, plus instructional design for reading instruction espoused by NM Instructional Scope.

National Reading Panel. (2000). "Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction". U.S. Department of Health and Human Services, National Institute of Child Health and Human Development. <https://www.nichd.nih.gov/publications/pubs/nrp/Pages/smallbook.aspx>

Guidance on reading components, effective instructional strategies, establishing effective and appropriate learning conditions. Forms the basis for the NM Literacy Framework, plus instructional design for reading instruction espoused by NM Instructional Scope.

NICHHD Early Child Care Research Network. (2005). "Pathways to reading: The role of oral language development in the transition to reading". American Psychological Association.

[http://psychology.cas2.lehigh.edu/sites/psychology.cas2.lehigh.edu/files/pathway\\_to\\_reading.pdf](http://psychology.cas2.lehigh.edu/sites/psychology.cas2.lehigh.edu/files/pathway_to_reading.pdf)

Guidance on integrating oral language development into reading instruction (component 6). Aligns with NM Literacy Framework foundational literacy and language development.

Oregon Department of Education (n.a.). "Depth of Knowledge (DOK) overview chart". Author.

<http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/depthofknowledgechart.pdf>

Guidance on the use of DOK for instruction and assessment in reading. Aligns with NM Instructional Scope guidance on instruction and use of in-class assessments.

- Rasinski, T. (2004). "Creating fluent readers". Educational Leadership. ASCD.  
<http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Creating-Fluent-Readers.aspx>  
Guidance on fluency instruction. Aligns with ELA content standards and NM Instructional Scope on instructional design.
- Rauth, J. & Stuart, R. (2008). "Sound instruction: Phonemic awareness in kindergarten and first grade" (Presentation slides from the 5th annual National Reading First Conference).  
[http://reading.uoregon.edu/big\\_ideas/pa/pa\\_sequence.php](http://reading.uoregon.edu/big_ideas/pa/pa_sequence.php)  
Guidance on phonemic development for young learners. Aligns with NM Literacy Framework reading components and NM Instructional Scope guidance on instructional design and literacy instruction for young students.
- Reading First in Virginia. (n.a.). "Reading First: A guide to comprehension instruction".  
University of Virginia.  
[http://www.readingfirst.virginia.edu/prof\\_dev/comprehension/introduction.html](http://www.readingfirst.virginia.edu/prof_dev/comprehension/introduction.html)  
Guidance on instructional design, model, and content. Aligns with NM Literacy Framework reading components and NM Instructional Scope guidance on effective learning environments.
- Rosenshine, B. (2012, spring). "Principles of instruction: Research-based strategies that all teachers should know". American Educator.  
<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>  
Guidance on instructional design for reading. Aligns with NM Instructional Scope on instructional design, assessment, and differentiation for learner needs.
- Semrud-Clikeman, M. (n.a.) "Research in brain function and learning". American Psychological Association. <http://www.apa.org/education/k12/brain-function.aspx>  
Guidance on creating appropriate learning conditions. Aligns with NM Instructional Scope guidance on instructional design, particularly on the effect of social-emotional skills on learning.
- Sweeny, S. & Mason, P. (2015). "Research-based practices in vocabulary instruction: An analysis of what works in grades prek–12". Massachusetts Reading Association.  
<https://www.massreading.org/wp-content/uploads/2015/08/vocabulary-paper-newletterhead.pdf>  
Guidance on vocabulary development and instruction. Aligns with NM Literacy Framework reading components and Instructional Scope guidance on providing effective instruction.
- Sweet, P. (2000). "Ten proven principles for teaching reading". National Education Association. [http://www.nea.org/assets/docs/HE/mf\\_10proven.pdf](http://www.nea.org/assets/docs/HE/mf_10proven.pdf)  
Guidance on instructional design, strategies, and activities. Aligns with NM Instructional Scope guidance on effective instructional strategies and learning environments.
- Willis, J. (2014). "The neuroscience behind stress and learning". Edutopia.  
<https://www.edutopia.org/blog/neuroscience-behind-stress-and-learning-judy-willis>  
Guidance on creating effective learning conditions. Aligns with NM Instructional Scope guidance on instructional environments, especially social-emotional skill development.