

Knowledge Matters Campaign

Key Research on Effective Practices for Older Students who Lack Solid Foundational Skills

Bhattacharya, A. (2006). Syllable-based reading strategy for mastery of scientific information. *Remedial and Special Education*, 27(2), 116–123.

<https://doi.org/10.1177/07419325060270020201>

Bhattacharya, A., & Ehri, L. C. (2004). Graphosyllabic analysis helps adolescent struggling readers read and spell words. *Journal of Learning Disabilities*, 37(4), 331–348.

<https://doi.org/10.1177/00222194040370040501>

Kearns, D. M. (2020). Does English have useful syllable division patterns? *Reading Research Quarterly*, 55(S1), S145–S160. <https://doi.org/10.1002/rrq.342>

Kearns, D. M., & Whaley, V. M. (2019). Helping students with dyslexia read long words: Using syllables and morphemes. *TEACHING Exceptional Children*, 51(3), 212–225.

<https://doi.org/10.1177/0040059918810010>

Toste, J. R., Capin, P., Williams, K. J., Cho, E., & Vaughn, S. (2019). Replication of an experimental study investigating the efficacy of a multisyllabic word reading intervention with and without motivational beliefs training for struggling readers. *Journal of Learning Disabilities*, 52(1), 45–58. <https://doi.org/10.1177/0022219418775114>

Toste, J. R., Williams, K. J., & Capin, P. (2017). Reading big words: Instructional practices to promote multisyllabic word reading fluency. *Intervention in School and Clinic*, 52(5), 270–278.

<https://doi.org/10.1177/1053451216676797>

