







was delivered under the assumption that it would be in the same language as the core reading program.

As expected, the Vaughn, Cirino, et al.. (2006) parallel investigation is very similar to the previous two studies. It has all the strengths of the preceding two studies, discussed above. In addition to those strengths, it also reports clustering scores for all groups. This confirmed that the groups of students were, in fact, independent of one another, which indicates that the use of an ANCOVA was indeed appropriate for this investigation. A significant limitation that was mentioned by the authors was the fact that some of the comparison students actually received additional reading instruction, on top of the core reading program. This may have increased the post-intervention scores of the comparison group,

Mathes, P.G., Pollard-Durodola, S. D., Cardenas-Hagan, E., Linan-Thompson, S. & Vaughn, S. (2007). Teaching struggling readers who are

**Appendix A: Summary of outcome measures across the four studies.**

		English study by Vaughn, Mathes, et al. (2006)	English study by Vaughn, Cirino, et al. (2006)	Spanish study by Vaughn, Linan-Thompson, et al. (2006)	Spanish study by Vaughn, Cirino, et al. (2006)
<i>Letter Naming</i>	Letter-name identification				
	Rapid letter naming				
<i>Phonological processing</i>	Letter-sound identification				
	Phonological awareness composite				
	Nonword repetition				
<i>Language Related</i>	Listening comprehension				
	Picture vocabulary				
	Verbal analogies				
	Oral language composite				
<i>Reading/Writing</i>	Letter-word identification				
	Word attack				
	Dictation				
	Passage comprehension				
	Word reading efficiency				
	DIBELS BOY <sup>1</sup>				
	DIBELS EOY <sup>2</sup>				
	Spelling				

**Note: Shaded areas indicate that after the intervention, the experimental group results were significantly higher than the comparison group on that outcome measure. Slashes indicate that the particular outcome measure was not used in that study.**

<sup>1</sup>Dynamic Indicators of Basic Early Literacy Skills Beginning of Year Story

<sup>2</sup>Dynamic Indicators of Basic Early Literacy Skills End of Year Story