



LXDRESEARCH
AT CHARLES RIVER MEDIA

Laprea Education

Research Foundation & Logic Model



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DEMONSTRATES A RATIONALE

LXD Research Recognition for Laprea Education



This product has been rigorously evaluated and is hereby acknowledged for meeting the educational impact criteria of the Every Student Succeeds Act (ESSA), warranting a **Level 4** for "**Demonstrating a Rationale.**" This recognition is based on its proven effectiveness in enhancing grade-level learning outcomes.

REVIEWED BY THE LXD RESEARCH EXPERT REVIEW PANEL

Rachel Schechter, Ph.D.
Founder of LXD Research

June 15, 2026

DATE

Educators search for high-quality research and evidence-based interventions to strengthen grant applications, to support comprehensive and targeted schools, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

Educational programs document their evidence of design, effectiveness, and impact in order to be eligible for federal funding. While there is no singular authority that determines a program's tier, the Department of Education's Office of Educational Technology provides standards to assess the varying levels of strength of research for education products.

The categories for ESSA Evidence are: strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness, or demonstrates a rationale to be effective (Tier 4).

This product meets the requirements for Tier 4:

- ✓ Documentation of how the product's design relates to intended outcomes, with corresponding academic, published research
- ✓ Describes the product's features and outcomes in a logic model
- ✓ A study is planned and/or currently underway
- ★ A third-party research organization has reviewed the documentation for ESSA validation



When product designers leverage learning sciences to design their programs, educators can better target instruction, and students' skills soar. Through interviews with the product designers, an evaluation of their research-informed activities, and a planning of an efficacy study, this product meets the criteria for LXD Research's ESSA Tier 4 Evidence.

– Rachel Schechter, Ph.D., Founder of LXD Research

What is Laprea Education?

Laprea Education is an educational publishing company dedicated to helping every child become a confident, capable reader. Founded by a classroom teacher with more than two decades of experience, the company is committed to making it easier for educators to bring structured literacy and the Science of Reading to life.



Every Child, Every Reader

Laprea Education prioritizes student learning by creating research-based literacy materials that support reading development, build confidence, and foster long-term engagement with reading.



Driven by Innovation

With current classroom practitioners on its team, Laprea Education innovates from the classroom outward, developing solutions that are transparent, accountable, and designed to support meaningful outcomes for students.



Making Every Moment Count

Laprea Education develops resources designed to address the evolving needs of today's classrooms, providing educators with practical tools and support to promote student success.



Science of Reading Alignment

Laprea Education develops literacy resources grounded in the Science of Reading and structured literacy principles. Its offerings include foundational reading curricula, decodable texts, classroom tools, and professional learning supports that help educators implement evidence-based literacy instruction.

Key resources include *Structured Literacy with E.A.S.E.*, a foundational reading program informed by the Science of Reading, and *Developing Decoders*, a collection of skill-aligned decodable texts that provide opportunities for students to apply phonics skills in connected text. Together, these resources support systematic, explicit instruction that promotes reading proficiency and literacy development.

Laprea Education Logic Model

PROBLEM STATEMENT

Early readers need opportunities to apply phonics skills in connected text, but many students do not have regular access to decodable books that match what they have been taught. When texts do not align with students' phonics knowledge, students are more likely to guess at words, become frustrated, and miss opportunities to build automatic word recognition (Mesmer, 2005). Research shows that decodable texts, which align with taught phoneme–grapheme correspondences, support blending practice, build confidence, and promote word reading automaticity (Adams, 1990; Blevins, 2021). Laprea's Developing Decoders addresses this problem by providing a wide range of engaging, skill-aligned fiction and nonfiction decodable books across multiple collections, giving students meaningful reading practice that supports confidence, fluency, and reading success.

RESOURCES

What resources are or could be available?

All Resources

- All resources are grounded in the Science of Reading
- All books written by authors trained in systematic phonics

Decodable Text Collections

- Green Fiction Collection – 220 titles (6 copies each) + 12 anthologies (Multi-grade K–2) written to align with UFLI's scope and sequence and provide multiple books for every lesson within their curriculum from Lessons 7-128
- Green Nonfiction Collection – 195 titles (6 copies each) (Multi-grade K–2) written to align with UFLI's scope and sequence
- Yellow Fiction and Nonfiction Collection – 164 titles (6 copies each) (Grades K–3)
- Orange Fiction and Nonfiction Collection – 70 decodable chapter books (fiction & nonfiction) written to align with UFLI's scope and sequence and based on syllable types (Primarily Grades K–3+)

STRATEGIES AND ACTIVITIES

What will the activities, events, and such be?

Teachers

- Teachers select and assign decodable texts from grade-level collections (Kindergarten, 1st, 2nd) and multi-grade collections (Green, Orange, Yellow) based on the phonics scope and sequence
- Teachers use the All-Access digital library to assign texts by specific phonics skill
- Teachers implement lesson plans aligned to Scarborough's Reading Rope to support decoding, language, and comprehension
- Teachers group students based on decoding ability and reading performance
- Teachers monitor student reading accuracy, fluency, and independence during decodable text reading
- Teachers use digital tools (listen, record, replay) to assess and support fluency development
- Teachers provide targeted small-group or intervention instruction using aligned decodable texts

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RESOURCES (CONT.)

What resources are or could be available?

Instructional Supports

- Lesson plans for every book aligned to Scarborough's Reading Rope
- Progress monitoring and printable materials to support instruction

Digital Resources

- Annual digital access plan with unlimited titles and materials
- All-Access Pass with access to 1,000+ decodable books aligned to popular phonics scopes and sequences
- Monthly digital access to 30 titles per month with supporting materials

Teacher Tools

- Teacher reporting dashboard
- Students can log in from home to continue reading practice and family engagement, supporting consistent at-home reading routines
- Progress monitoring and printable materials to support instruction
- Search feature that allows teachers to search by skill to find appropriate texts
- Professional learning resources such as blogs and webinars on using decodable texts

Student Learning Features

- Interactive Digital Reader for students
- Digital self-grading quizzes connected to each text
- Comprehension activities aligned to the language comprehension strand of Scarborough's Reading Rope
- Each student has a personalized dashboard showing assigned books and reading activity

STRATEGIES AND ACTIVITIES (CONT.)

What will the activities, events, and such be?

Students

- Students read decodable texts that align with taught phoneme–grapheme correspondences
- Students apply decoding strategies to read unfamiliar words in connected text
- Students engage in repeated reading to build fluency and automaticity
- Students use the digital interactive reader to listen, record, and replay their reading
- Students read both fiction and nonfiction texts to build engagement and background knowledge
- Students practice reading independently and in small groups using assigned texts
- Students use synchronized highlighting and audio modeling to support orthographic mapping and fluency
- Students self-monitor by recording and replaying their own reading
- Students complete digital comprehension activities tied to each book
- Students engage with both fiction and nonfiction texts to build content knowledge in science, social studies, and life topics
- Students apply previously taught high-frequency words in connected text to build automaticity

Families

- Families support reading practice using assigned print or digital decodable books
- Families encourage repeated reading to build fluency and confidence
- Families access and use teacher-provided guidance to reinforce decoding strategies at home
- Families support consistent reading routines using materials aligned to classroom instruction

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OUTPUTS

What are the initial products of these activities?

Teachers

- Teachers gain a clear understanding of students' decoding abilities through observation of reading accuracy and fluency
- Teachers align instruction to phonics scope and sequence using skill-based decodable texts
- Teachers generate usage and progress data through the teacher dashboard, including books read, comprehension quiz performance, and time on task
- Teachers create customized, skill-aligned libraries for individual students or small groups
- Teachers implement structured literacy practices using lesson plans and instructional supports
- Teachers use reading data and digital tools to form groups and adjust instruction
- Teachers provide targeted small-group instruction based on student reading performance

Students

- Students read decodable texts that match their current phonics knowledge
- Students demonstrate improved accuracy when decoding words in connected text
- Students demonstrate growth in irregular high-frequency word recognition
- Students build content knowledge and academic vocabulary through nonfiction texts across science, social studies, and life topics
- Students show increased fluency through repeated reading and use of digital tools
- Students apply decoding strategies when encountering unfamiliar words
- Students expand content knowledge and academic vocabulary

Families

- Families increase consistency of home reading routines
- Families support repeated reading and fluency development
- Families reinforce decoding strategies using teacher guidance
- Families participate in supporting consistent reading routines at home
- Families access decodable texts through the school-to-home portal
- Families hear documented reading growth through student recordings shared at conferences

SHORT-TERM AND INTERMEDIATE OUTCOMES

- Students will receive reading practice aligned to their current phonics skills
- Students will improve decoding accuracy when reading connected text
- Students will increase fluency through repeated reading and use of digital supports
- Students will improve reading comprehension through both the provided text-based and inference-based comprehension activities provided

SHORT-TERM AND INTERMEDIATE OUTCOMES (CONT.)

- Students will rely less on guessing and more on phoneme–grapheme knowledge
- Students will demonstrate increased confidence and engagement during reading tasks
- Teachers will more effectively group students and differentiate instruction based on reading performance
- Teachers gain confidence and self-efficacy implementing structured literacy aligned to all strands of Scarborough's Reading Rope
- Teachers reduce planning time by using ready-made lesson plans, prep pages, and a digital library organized by skill

LONG-TERM OUTCOMES AND IMPACTS

- Students will become proficient, independent readers with strong decoding and fluency skills
- Improved decoding, fluency, and language comprehension translate to gains on state reading assessments and universal screeners (DIBELS, Acadience, NWEA MAP, or comparable)
- Students will develop confidence, motivation, and positive reading identities
- Early, consistent use of decodable texts reduces the need for Tier 2 and Tier 3 intervention
- Teachers will consistently implement effective, research-based literacy instruction aligned to the Science of Reading

ASSUMPTIONS

- Teachers consistently assign decodable texts that match the phonics scope and sequence
- Students receive regular and consistent opportunities to practice reading decodable texts
- Classrooms have laptops or tablets available as well as reliable internet
- Headphones and microphones are provided for independent digital reading and recording

Foundational Research Summary

Product Background & Overview

Laprea Education's decodable ecosystem was developed in response to the growing body of research supporting structured literacy and the Science of Reading. Educators and literacy researchers recognized that many beginning readers needed more opportunities to apply newly learned phonics skills in connected text. Traditional leveled readers often required students to rely on guessing strategies rather than decoding. Developing Decoders book collections and accompanying resources were designed to bridge the gap between explicit phonics instruction and authentic reading experiences by providing students with cumulative, skill-aligned decodable books that reinforce taught phonics patterns while supporting confidence and comprehension. Laprea Education provides large collections of engaging, skill-aligned fiction and nonfiction decodable books, allowing teachers to assign connected text that matches taught phonics skills while still supporting engagement and comprehension. The collections are organized according to systematic phonics progressions, allowing students to encounter taught grapheme-phoneme correspondences cumulatively across texts as their decoding skills develop.

At the center of the ecosystem is the Developing Decoders collection that provides decodable fiction and nonfiction books aligned to systematic phonics scopes and sequences and structured literacy practices. The product focuses on helping beginning readers and struggling readers develop decoding accuracy, fluency, vocabulary, comprehension, and confidence through connected-text reading practice. The ecosystem extends beyond decodable books to include digital reading tools, fluency supports, vocabulary activities, comprehension resources, teacher lesson plans, and implementation materials that support multiple strands of skilled reading development. Collections include the Green Fiction Collection, Green Nonfiction Collection, Yellow Collection, and Orange Collection, providing educators with hundreds of decodable texts aligned to systematic phonics instruction and structured literacy practices.

Digital supports within the ecosystem include audio modeling, synchronized highlighting, record-and-replay functionality, and picture-free passages that promote independent reading practice and fluency development. Instructional materials incorporate lesson plans aligned to Scarborough's Reading Rope (2001) designed to strengthen both word recognition and language comprehension. By combining these digital and instructional resources with decodable texts, Laprea Education's ecosystem provides educators with a comprehensive framework for supporting literacy development across diverse learning environments.

Systematic Phonics Alignment

Research consistently identifies systematic phonics instruction as an essential component of effective early literacy instruction. Systematic phonics instruction provides explicit opportunities for students to learn the relationships between letters and sounds and apply those relationships while reading connected text. De Graaff and colleagues (2009) found that systematic phonics instruction produced stronger reading outcomes than less structured instructional approaches. Similarly, Ehri and colleagues (2001) reported that systematic phonics instruction contributed to improvements in word recognition, spelling, and overall reading achievement. Vadasy and Sanders (2010) further demonstrated that supplemental phonics-based instruction improved literacy outcomes for students at risk for reading difficulties, including language-minority learners.

Laprea Education's decodable ecosystem reflects these findings through texts that are intentionally aligned to cumulative phonics progressions and systematic scopes and sequences, including collections written to align to the University of Florida Literacy Institute (UFLI) scope and sequence. Developing Decoders books provide students with opportunities to

practice previously taught phonics patterns and irregular high-frequency words within connected text. Multiple texts aligned to individual skills provide repeated opportunities for application and reinforcement. This instructional design supports the development of accurate and efficient decoding skills while promoting successful reading experiences and ensuring that students encounter taught grapheme-phoneme correspondences cumulatively across a carefully sequenced progression of texts.

2) Phonological Awareness

Students orally blend and segment words containing the focus phonics skill.

Blending Phonemes EX: Say /k/ /ur/ /l/. What is the word? (curl)

/f/ /ur/ (fur)

/b/ /ur/ /n/ (burn)

Segmenting Phonemes EX: Say the sounds you hear in hurt. (/h/ /ur/ /t/)

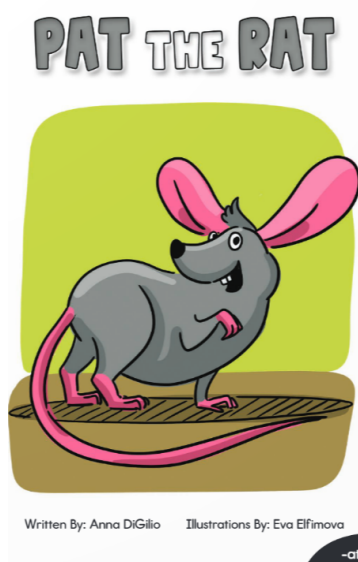
nurse (/n/ /ur/ /s/)

surf (/s/ /ur/ /f/)

Connected Decodable Text Practice

Research supports the importance of providing beginning readers with opportunities to apply newly acquired decoding skills during connected-text reading. Decodable texts allow students to focus attention on the application of phonics knowledge while reducing demands associated with unfamiliar orthographic patterns. Cheatham and colleagues (2014) found that students who engaged in independent practice with carefully designed texts demonstrated stronger reading performance and literacy development. Menon and Hiebert (2005) reported that first-grade

students who read controlled texts outperformed peers using literature-based anthologies on measures of vocabulary, comprehension, and word recognition. More recently, Pugh and colleagues (2023) emphasized the importance of aligning text characteristics with instructional goals and students' developmental reading needs. This emphasis on instructional alignment is supported by Cognitive Load Theory, which suggests that when texts are matched to previously taught phonics skills, students devote less working-memory capacity to figuring out individual words and can allocate more attention to constructing meaning from text (Sweller, 1988; Baddeley, 2012). Orthographic Mapping provides an additional explanation for the effectiveness of decodable reading practice. Students form connections among spellings, pronunciations, and meanings through repeated opportunities to successfully apply taught grapheme-phoneme correspondences in connected text, allowing words to become stored in long-term memory for automatic retrieval (Ehri, 2014). As these connections strengthen over time, students develop increasingly automatic word recognition, which contributes to fluent and skilled reading (Kilpatrick, 2015).



Students have multiple opportunities for connected reading practice through Laprea Education's Developing Decoders collection, which includes decodable fiction and nonfiction texts aligned to specific phonics skills. After learning a targeted phonics pattern, students apply their decoding skills while reading connected texts within the same instructional sequence. For example, students practicing short-vowel CVC patterns may read titles such as *Pat the Rat*, *Sam and Pam*, *The Bag*, and *Hen in the Pen*, providing immediate opportunities to apply newly learned skills in meaningful reading contexts. Multiple texts aligned to each instructional target support whole-group instruction, small-group intervention, and independent practice while reinforcing the transfer of phonics knowledge to authentic reading.

The design of Laprea Education's decodable collections reflects principles described by Menon and Hiebert (2005). Word selection is guided by the phonics scope and sequence, emphasizing high-frequency words and phonetically regular patterns. As students progress through the collections, text complexity increases through the gradual introduction of new vocabulary, longer texts, and additional phonics patterns. This cumulative design supports the development of decoding proficiency while maintaining access to meaningful and comprehensible text.

Repeated Reading and Fluency Practice

Reading fluency develops through repeated practice with appropriately challenging texts. Fluent reading supports automatic word recognition, improves reading rate and accuracy, and frees cognitive resources for comprehension. Mesmer (2009) found that decodable and carefully scaffolded texts contribute to improved reading accuracy and fluency among beginning readers. Repeated reading opportunities allow students to strengthen word recognition and build confidence while reading.

Developing Decoders incorporates several features designed to promote fluency development, including audio read-aloud supports, synchronized highlighting, repeated-reading opportunities, recording and playback tools, and multiple texts aligned to the same phonics skill. These features encourage students to reread texts and monitor their progress while developing automaticity.



Interactive digital-reader features further support fluency development by allowing students to listen to modeled reading, read aloud independently, record and replay their own reading, and engage in self-monitoring. These supports encourage repeated reading and provide students with opportunities to track growth in accuracy, expression, and fluency over time.

Integration of Decoding and Language Comprehension

Developing skilled readers requires both accurate word recognition and strong language comprehension. Scarborough's Reading Rope framework (2001) illustrates how these two strands work together and become increasingly integrated as reading proficiency develops. Effective literacy instruction therefore provides opportunities for students to build decoding skills alongside vocabulary, oral language, and comprehension. This dual focus is supported by intervention research. Bowyer-Crane and colleagues (2008) found that phonology- and decoding-based interventions improved word-reading outcomes, while oral-language interventions strengthened broader language skills. Their findings suggest that literacy instruction is most effective when it addresses both word recognition and language comprehension.

Alphabet

1-10: a /a/, m /m/, s /s/, t /t/, p /p/, f /f/, i /i/, n /n/ (focus on short a)

1-10: a /a/, m /m/, s /s/, t /t/, p /p/, f /f/, i /i/, n /n/ (focus on short i)

11: nasalized a

12-14: o /o/, d /d/, c /k/

15-17: u /u/, g /g/, b /b/

18: e /e/

19: VC & CVC Practice (all)

20-21: -s /s/, -z /z/

22-27: k /k/, h /h/, r /r/, l /l/

28-31: w /w/, j /j/, y /y/, x /ks/

32-34: qu /kw/, v /v/, z /z/

Developing Decoders aligns with Scarborough's Reading Rope by supporting both strands of reading development. The program combines decodable text practice with comprehension questions, vocabulary instruction, oral language activities, and discussion opportunities. Lesson plans pair decoding practice with language-comprehension supports, including vocabulary instruction, background knowledge development, and comprehension activities. This integration helps students strengthen

both word recognition and language comprehension simultaneously. These features allow students to apply decoding skills while simultaneously building vocabulary, background knowledge, and comprehension.

(A) Vocabulary

Let's discuss some important words that have to do with the book. (You might choose to have students write or draw to depict their responses.)

1. Before reading, we defined the word **mischievous**. How does this word tie into our reading? (This book is about raccoons. Raccoons are mischievous animals.)
2. Raccoons are very brainy. Use the glossary to define **brainy**. (smart and good at solving problems)

Knowledge Building Through Fiction and Nonfiction Texts

Students' reading comprehension is strongly influenced by their background knowledge and vocabulary development (Smith et al., 2021). Knowledge-building literacy instruction has been shown to positively affect both vocabulary acquisition and reading comprehension (Cervetti et al., 2016). In addition, exposure to informational texts in the primary grades helps students develop academic language and prepares them for future reading demands (Shanahan et al., 2010).



Developing Decoders supports these literacy goals by including both fiction and nonfiction texts that expose students to a variety of topics, vocabulary, and ideas while maintaining controlled phonics patterns. The availability of both narrative and informational texts allows students to build background knowledge while continuing to practice newly acquired decoding skills. By providing opportunities to engage with diverse content through decodable texts, the program supports knowledge building, vocabulary growth, and reading comprehension development.

Conclusion

In conclusion, Laprea Education's Developing Decoders decodable books reflect research-based practices grounded in structured literacy and the science of reading. The design of Laprea Education's decodable ecosystem aligns with a substantial body of research supporting systematic phonics instruction, connected-text reading practice, repeated reading opportunities, fluency development, language comprehension, and knowledge building (Bowyer-Crane et al., 2008; Cheatham et al., 2014; de Graaff et al., 2009; Ehri et al., 2001; Mesmer, 2009; Shanahan et al., 2010).

The decodable ecosystem integrates carefully controlled decodable texts with digital reading supports, fluency tools, vocabulary development activities, comprehension resources, and teacher-guided instructional materials. These components provide students with opportunities to apply newly learned decoding skills in meaningful reading contexts while simultaneously developing oral language, vocabulary knowledge, background knowledge, and reading comprehension. The inclusion of both fiction and nonfiction texts, along with Scarborough's Reading Rope-aligned instructional resources, supports a comprehensive approach to literacy development that extends beyond foundational word recognition skills.

The research foundation underlying Laprea Education's decodable ecosystem supports its use as a tool for helping students develop the knowledge and skills associated with proficient reading. Through evidence-based instruction and meaningful reading practice, the ecosystem is designed to improve reading accuracy, fluency, comprehension, and confidence while providing educators with resources that support effective literacy instruction across diverse learning environments.



Continued access to high-quality decodable texts and instructional supports has the potential to strengthen literacy outcomes and contribute to long-term academic success for a wide range of learners.

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