

# Introduction

The quantity and quality of research in reading that focuses on beginning reading instruction has led scholars to a high degree of consensus about what should be included in a beginning reading program (see *A Research-Based Framework for Houghton Mifflin Reading, Grades K-3*). While there is less high-quality research and fewer syntheses of research focusing on reading instruction in grades 4-8, there is considerable evidence to guide decision making for reading/literacy instruction in the upper grades.

The purpose of this document is to summarize the major conclusions that can be drawn from existing research in reading/literacy and use this as a basis for developing a framework for a reading/literacy program in grades 4-8. The framework which evolved from this review is presented in an outline below.

## **The Framework for *Houghton Mifflin Reading, Grades 4-8***

### **Foundations for Learning to Read: Oral Language**

### **Decoding Skills: Word Identification and Fluency**

### **Developing Reading Comprehension**

1. Prior Knowledge, Background, and Vocabulary
2. Strategic Reading
3. Vocabulary Development

### **Writing, Spelling, and Grammar**

### **Motivation, Independent Reading and Writing, and Home Connections**

Conclusions drawn in each area of the framework are discussed in the sections which follow. Connections are made to grades K-3 where appropriate to show how research supports continuous development from the primary levels. Representative quotations taken directly from high quality research and/or research syntheses provide supporting evidence for the conclusions presented.