“The one-third of entering kindergartners who don’t know all their letter names are likely to become the one-third of fourth graders reading below the basic level.” *What At-Risk Readers Need, Allington*

“Studies have shown that virtually every student could be reading on grade level by the end of 1st grade. (Mathes et al., 1996)” *What At-Risk Readers Need, Allington*

“We could change the futures of roughly one-half of the students who begin kindergarten at risk of becoming struggling readers by providing expert tutorial services; 1st grade teachers could do the same by providing expert tutorials of “very small” group lessons (with three of fewer students).” *What At-Risk Readers Need, Allington*

“When layered on top of 90 minutes of high-quality reading lessons, expert tutorials (Phillips & Smith, 2010; Vellutino, Scanlon, Sipay, etc al., 1996) or very small group reading instruction (Mathes et al., 2005) result in 98 percent of all 1st graders reading on level.” *What At-Risk Readers Need, Allington*

“Although paraprofessionals do provide some benefits, they don’t provide high-quality reading lessons to struggling readers (Boyd-Zaharias & Pate- Bain, 1998; Gerber, Finn, Achilles, & Boyd-Zaharias, 2001; Rowan & Guthrie, 1989).” *What At-Risk Readers Need, Allington*

“Dewitz, Jones and Leahy (2009) pointed out that although core reading programs do offer the same needed sets of skills and strategies, the way these programs are implemented in schools rarely matches how researchers implemented those skills. For example, no researched attempted to teach a skill, such as finding the main idea, in a single week; rather researchers typically scheduled many consecutive weeks of main idea lessons to foster growth of that ability.” *What At-Risk Readers Need, Allington*

“… engaging students in literate conversations with their peers is a powerful instructional strategy for fostering both short- and long-term reading comprehension (see Fall, Webb & Chudowsky, 2000; Malloy & Gambrell, 2011; Nystrand, 2006).” *Reading Moves: What Not to Do, Allington*

“…98 percent of the questions offered in a commercial reading series were low-level, literal questions (Allington & Weber, 1993). More recent research shows that this proportion seems to be holding true in core reading programs (Dewitz, Hones, & Leahy, 2009). *Reading Moves: What Not to Do, Allington*

“…Entrepreneurial enterprises continue to hold much more sway on daily practice than do research activities (Shannon & Edmondson, 2010).” *What Really Matters When Working with Struggling Readers, Allington*

“… no research indicated that decodable texts were necessary or useful in eginning reading instruction (Allington & Woodside-Jiron, 1998; Hoffman, Sailors, & Patterson, 2002). Research conducted later (Jenkins, Peyton, Sanders, & Vadasy, 2004) found that decodable texts and predictable texts produced the same reading outcomes for first graders…” *What Really Matters When Working with Struggling Readers, Allington*

“… having children attempt to pronounce nonsense words might undermine their use of cross-checking and other self-regulating strategies when they finally move on to actual texts (Pressley, 2002; Walmsley, 1978).” *What Really Matters When Working with Struggling Readers, Allington*

“… instruction in letter-sound relationship is of little value or utility unless the child is interested in using those letter-sound relationships to read or write (Adams, 1990). Inventive writing provides just that motivation…” *What Really Matters When Working with Struggling Readers, Allington*

“Since Betts (1946) first established the criteria for optimum text difficulty, there have been a number of studies validating the potential power of engaging children in reading where their accuracy is high.” *What Really Matters When Working with Struggling Readers, Allington*

“… the design of reading lessons differs for good and poor readers in that poor readers get more work on skills in isolation, whereas good readers get assigned more reading activity (Allington, 1980; 1983; 2002; Allington & McGill-Franzen, 1989; Collins, 1986; Cummins, 2007; Valli & Chambliss, 2007’ Vaughn & Linan-Thompson, 2003).” *What Really Matters When Working with Struggling Readers, Allington*

“We’ve known for two decades that when classroom reading lessons are meaning focused, struggling readers improve more than when lessons are skills focused (Knapp, 1995). *What Really Matters When Working with Struggling Readers, Allington*

 “… we have hundreds of correlational studies reporting that better readers spend more time engaged in silent reading of self-selected books (see Krashen, 2004) for a review of these studies)….” *What Really Matters When Working with Struggling Readers, Allington*