Works Cited

Justiz, J.M. (2004). *Effective fluency instruction and progress monitoring*. The University

 of Texas Center for Reading and Language Arts College of Education, The University of

 Texas at Austin.

Manyak, P., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O’Farrell, J., Irvine-McDermott, E., Baumann, J.F., & Blachowicz, C.L.Z. (2014). Four practical principles for enhancing vocabulary instruction, *The Reading*

 *Teacher, 68*.10.1002/trtr.1299

Panas, T. (2014). *The effects of reading and self-graphing on the reading fluency and*

*comprehension of third grade students with special needs*. Rowan University.

Richek, M.A. (2005). Words are wonderful: Interactive, time efficient strategies to teach meaning

vocabulary, *The Reading Teacher, 58*(5) 414-423.

Stevens, E.A., Walker, M.A., & Vaughn, S. (2016). The effects on reading fluency interventions on

 the reading fluency and reading comprehension performance of elementary students with learning

 disabilities: A synthesis of the research from 2001 to 2014. *Journal of Learning Disabilities, 50* (5),

576-590. https://doi.org/10.1177/0022219416638028

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities:

Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research*

 *in early literacy* New York, NY: Guilford Press.

Strickland, W.D., Boon, R.T., & Spencer, V.G. (2013). The effects of repeated reading on the fluency and

 comprehension skills of elementary-age students with learning disabilities (LD), 2001-20011: A review of

 research and practice. *Learning Disabilities: A Contemporary Journal 11*(1), 33. <https://files.eric.ed/gov/>

 fulltext/EJ1014304.pdf

 Vacca, R.T., Vacca, J.A.L., & Mraz, M. (2014). *Content Area Reading: Literacy and Learning Across*

 *The Curriculum* (11th ed.). Upper Saddle River: Pearson.

Research Articles:

Justiz – could not locate works

Panas – could not locate works

Richek, M.A. (2005). <https://www.jstor.org/stable/20205501>

Scarborough, H.S. (2001). <https://johnbald.typepad.com/files/handbookearlylit.pdf>