



The Critical Role of Word Reading as a Predictor of Response to Intervention

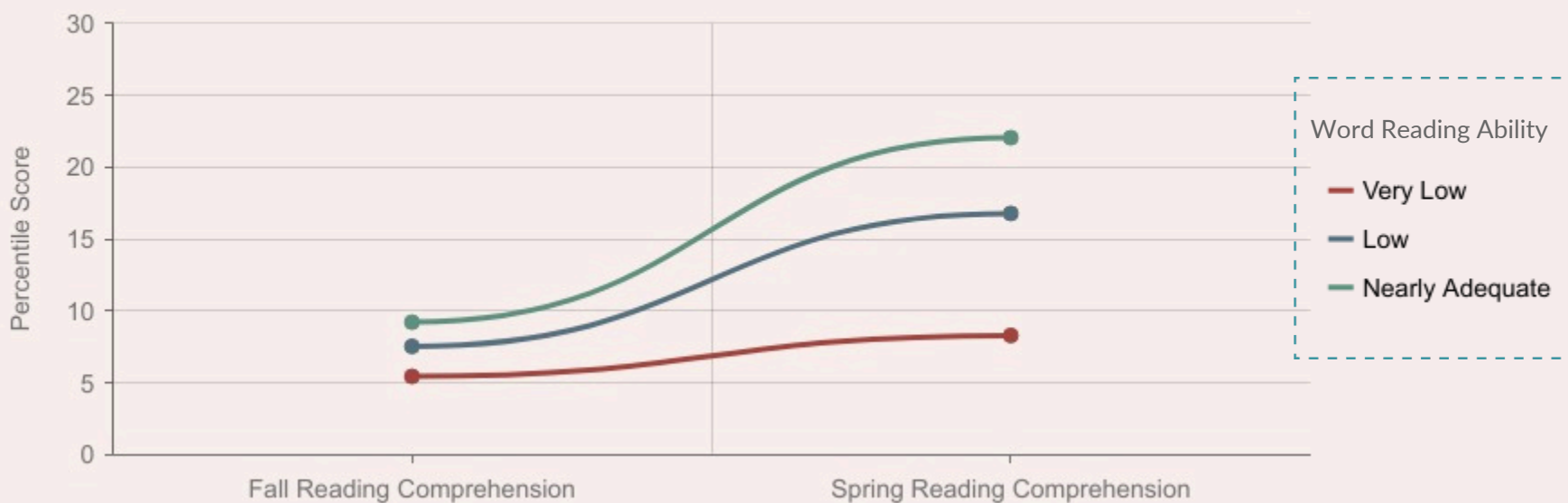
Adapted from

Vaughn, S., Capin, P., Scammacca, N., Roberts, G., Cirino, P., & Fletcher, J. M. (2019). The Critical Role of Word Reading as a Predictor of Response to Intervention. *Journal of learning disabilities*, 22219419891412. Advance online publication. <https://doi.org/10.1177/0022219419891412>

Differing levels of word reading performance at pretest predict fourth-grade struggling readers' response to reading interventions

Pre-Post Mean Gates-MacGinitie Reading Comprehension Percentile Scores by Word Reading Cluster

Adapted from Figure 2



Conclusions:

Word reading is a critical predictor of response to intervention for students with significant comprehension problems in the upper elementary grades.



Students with the most substantial word reading problems may require more intensive and individualized treatments than students with greater word reading performance to show meaningful progress in reading.



Low word reading should be considered a "trigger" for additional assessment and highly intensive intervention.

More research is needed to determine why certain academic measures predict word reading proficiency group membership.