



The Woodcock-Muñoz Foundation

# RESEARCH BRIEF

## DOCTORAL DISSERTATION ABSTRACT

### THE RELATIONSHIPS BETWEEN ACHIEVEMENT IN BASIC READING AND LANGUAGE AND ACHIEVEMENT IN READING COMPREHENSION ACROSS THE SCHOOL YEARS

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## **Abstract**

The purpose of this study was to examine the relationship between achievement in basic reading, sound awareness, and oral language and achievement in reading comprehension during the school years. The goal was to identify particular aspects of oral language and basic reading skills that are important for reading comprehension, and to examine patterns of these relationships across age and grade levels for potential differences across time.

This study examined the relationships of Basic Reading, Sound Awareness, and Language (Oral Expression and Listening Comprehension) with Reading Fluency and Reading Comprehension, as measured by WJ III ACH. The strength of the relationships of Reading Fluency and Reading Comprehension with Basic Reading (particularly Letter-Word Identification) decreased across age and grade groups, although Basic Reading continues to be significantly associated with both Reading Fluency and Reading Comprehension across all age and grade groups.

The relationships examined in this study differed across groups, with some shifts in relationships observed only in the oldest age and grade groups. This finding implies that future studies of these relationships should include a similarly wide range to allow for consideration of shifts across, and even beyond, the school years.

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