

**Supplemental Material S3. Study information.**

Group	Reference	<i>N</i>	Age	Lang	Outcome	Intervention	Setting (Provider)	Outcome	Design (Quality)
DHH	Ertmer, Leonard, & Pachuilo (2002)	2	3;0–7;6	BiBi	SPer, SPro, RL, EL	Individualized rehabilitation plan	C (SLP)	Children require different strategies to develop their listening, speech, and language skills	COR (NA)
	Hnath-Chisolm (1997)	17	4–8	Mono, BiBi	SPer	Speech perception training using words vs sentences	NS (NS)	Improvements in speech perception and generalization from more to less complex stimuli	EGC (58.3)
	Kosky & Boothroyd (2003)	6	8.1–12.4	BiBi	SPer, SPro	/s/-/ʃ/ discrimination and production tasks	C (Re)	Improvement in target consonants and some generalization to untrained consonants	COR (NA)
	Lew, Purcell, Doble, & Lim (2014)	3	2;6–3;1	Mono	SPer	SPEAK-intervention	C (SLP)	Speech perception and production, and receptive and expressive vocabulary improved	SCR (81.8)
	Massaro & Light (2004a)	7	8–13	Mono	SPer, SPro	Baldi: Speech toolkit	E (Re)	Improvement of perception and production of targeted sounds but poor retention of gains	COR (NA)
	Rochette & Bigand (2009)	6	Mean 9	BiBi	SPer	Sounds in hand	C (So)	Accuracy and processing time in non-linguistic tasks improved	COR (NA)
	Roman, Rochette, Triglia, Schon, & Bigand (2016)	19	4.8–11.6	Mono	SPer	Sounds in hand	C (So)	Significant gains in identification, discrimination, and auditory memory tasks, but not auditory scene analysis	EGC (62.5)
	Silva, Comerlatto Junior, Balen, & Bevilacqua (2012)	17	6–12;7	Mono	SPer	Auxiliary Software for the Rehabilitation of Hearing Disorders (SARDA)	C (So)	Improved speech perception performance in quiet and noise	COR (NA)
	Wu, Yang, Lin, & Fu (2007)	10	5.87–10.88	Mono	SPer	Computer-assisted speech training	H (So)	Significant improvements in subjects' vowel, consonant, and tone recognition performance	COR (NA)
	Bacsfalvi (2010)	3	15–18	BiBi, BiML	SPro	Ultrasound for /r/	C/H (SLP)	All participants learned to position their tongues to produce /r/ and one was able to produce /r/ accurately	SCR (86.4)
	Bacsfalvi, Bernhardt, & Gick (2007)	3	18	Mono	SPro	Electropalatography and ultrasound	C/E (Re)	Changes in vowel production noted for all speakers, mostly towards the target	COR (NA)

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	Bernhardt, Gick, Bacsfalvi, & Ashdown (2003)	4	16–18	Mono, BiBi, BiML	SPro	Electropalatography and ultrasound	C (SLP)	Significant improvement in production of the target sounds	COR (NA)
	Cason, Hidalgo, Isoard, Roman, & Schon (2015)	14	Mean 8.7	Mono	SPro	Musical rhythmic priming	C (SLP)	Rhythmic primes that matched sentence phonological structure were associated with improvements in production	COR (NA)
	Crawford (1995)	2	10–11	BiBi	SPro	Electropalatography	C (Re)	Improved intelligibility for the trained consonants (initial voiced velar stops)	COR (NA)
	Martin, Hirson, Herman, Thomas, & Pring (2007)	1	Mean 18;5	BiBi	SPro	Electropalatography	C (Re)	Improved production of target sounds (/t/, /d/), generalization to non-target words, and improved intelligibility	COR (NA)
	Oller Darelid, Hartelius, & Lohmander (2016)	1	20	Mono	SPro	Electropalatography	H (So)	Improved production of /g/ immediately after intervention and 24 months later	SCR (81.8)
	Paatsch, Blamey, Sarant, and Bow (2006)	21	5;9–12;2	Mono	SPro, RL	Speech production vs vocabulary training	E (Ed)	No significant improvement in speech production from either method and only vocabulary training lead to improved vocabulary skills	CRO (79.2)
	Panteleimidou, Herman, & Thomas (2003)	1	8;9	BiBi	SPro	Electropalatography	C (Re)	Significant improvement in production of the target /k/ and generalization to untrained /g/	SCR (63.6)
	Smith & Wang (2010)	1	4	BiBi	SPro, MA	Visual phonics and modified Fountas and Pinnell kindergarten phonics curriculum	E (Re)	Improved phonological awareness skills and consonant production accuracy	COR (NA)
	Spaai, Derksen, Hermes, & Kaufholz (1996)	12	6;3–12;0	Mono	SPro	Intonation meter	E (SLP)	11-12yr old children performed best when the Intonation Meter was used. 6-7yr old children performed similarly whether the device was present or not.	SCR (77.3)
	Bailey & Weippert (1992)	2	6;1–6;9	BiBi	RL	PAWS, GARFIELD, PRINTSHOP	E (Ed)	Students learned new signs	COR (NA)
	Barker (2003)	19	8–14	Mono	RL	Baldi: Vocabulary tutor	E (So)	Immediate and longer term increases in receptive vocabulary were observed	COR (NA)

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	Cannon, Easterbrooks, Gagne, & Beal-Alvarez (2011)	26	5–12	BiBi	RL	LanguageLinks: Syntax assessment and intervention	E (So)	Improvements in comprehension of targeted morphosyntax structures	COR (NA)
	Douglas (2016)	22	3;8–6;7	Mono	RL, EL	Data-driven instruction	E (Ed)	Improvement in language and expressive vocabulary, but not receptive vocabulary	EGC (91.7)
	Fung, Chow, & McBride-Chang (2005)	28	5;2–9;1	Mono	RL	PEER sequence dialogic reading	H (Pa)	Children receiving this intervention showed the greatest gains in receptive vocabulary	EGC (79.2)
	Im & Kim (2014)	5	NS	BiBi	RL, EL	Writing associated with hands-on scientific activities	E (Ed)	Improvement in written language content and grammaticality	EGC (50.0)
	Ingvalson, Young, & Wong (2014)	19	4–7	Mono	RL, EL	Earobics	E (Ed)	Significant gains on expressive and composite language measures	EGC (62.5)
	Lund & Schuele (2014)	5	3;1–5;9	Mono, SpBi	RL, EL	Rapid word learning task	C (Re)	Receptive rapid word-learning performance improved	SCR (90.9)
	Massaro & Light (2004b)	8	6;11–11;0	Mono, SpBi	RL, EL	Baldi: Language wizard/player	C (Re)	Knowledge and production of trained vocabulary increased and was retained	SCR (95.5)
	Messier & Wood (2015)	18	4–9	Mono	RL, EL	Electronic storybooks vs traditional storybooks	H (Pa)	Receptive and expressive vocabulary gains from both treatments but immediate and delayed expressive vocabulary gains greatest for electronic storybook intervention	COR (NA)
	Richels, Bobzien, et al. (2016)	3	3;8–4;11	Mono	RL, EL	Strategic and Interactive Writing Instruction (SIWI)	E (Ed, Pr)	Improved accuracy in answering wh- questions	SCR (100.0)
	Salies & Starosky (2008)	1	10	BiBi	RL, EL	Board games	C (Ed, Ps, SLP, )	Board game playing offers an opportunity to practice a range of linguistic structures	COR (NA)
	Trussell & Easterbrooks (2014)	5	4;6–6;6	BiBi	RL	Enhanced storybook interaction	E (Ed)	The impact of the intervention on receptive vocabulary varied across children	SCR (100.0)
	van Staden (2013)	64	6;3–11;8	BiBi	RL, EL, R	Sign language and multi-sensory coding	E (Ed)	Improvements in sight word reading, word recognition, vocabulary, and reading comprehension	EGC (75.0)

Group	Reference	N	Age	Lang	Outcome	Intervention	Setting (Provider)	Outcome	Design (Quality)
	Encinas & Plante (2016)	3	4;8–5;4	Mono, SpBi, BiML	EL	Enhanced conversational recast	C (Re)	Improved elicited and spontaneous use of targeted morphemes	SCR (86.4)
	Justice, Swanson, & Buehler (2008)	3	5;4–8	Mono	EL	Narrative-based language intervention	NS (Re)	Improvement in narrative quality and expressive syntax	SCR (50.0)
	Lederberg, Miller, Easterbrooks, & Connor (2014)	58	Mean 4;6	Mono, BiBi	EL, MA, R	Foundations for literacy	E (Ed)	Gains in phonological awareness, letter–sound knowledge, and expressive vocabulary	EGC (91.7)
	Richels, Schwartz, Bobzien, & Raver (2016)	3	3;7–4;4	Mono	EL	Repeated reading and structured instruction	E (Ed)	Children acquired target vocabulary and morphosyntactic forms	SCR (100.0)
	Robertson, von Hapsburg, & Hay (2017)	16	1;11–3;6	Mono, BiBi	EL	Infant vs adult directed speech	C (NS)	Explicit instruction needed to learn novel words	CRO (66.7)
	White & Tripoli (1996)	4	12	BiML	EL	Compact Language Drills (CLDs)	E (Ed)	Significant improvement in children’s ability to use irregular verbs correctly	SCR (68.2)
	Gilliver, Cupples, Ching, Leigh, & Gunnourie (2016)	30	Mean 4;9	Mono	MA	Explicit phonological awareness teaching	C (So)	Improvement in overall phonological awareness skills	EGC (75.0)
	Miller, Lederberg, & Easterbrooks (2013)	5	3;8–5;11	Mono, BiBi	MA	Foundations for literacy	E (Re)	Explicit instruction improved phonological awareness	SCR (90.9)
	Syverud, Guardino, & Selznick (2009)	1	7	Mono	MA, R	Teach your child to read in 100 easy lessons	E (Re)	Improvements in phoneme-grapheme correspondence, phonological awareness, and nonsense word reading	COR (NA)
	Trezek, Wang, Woods, Gampp, & Paul (2007)	20	5;0–8;8	BiBi	MA, R, W, Sp	LACES and visual phonics	E (Ed)	Improved performance on spelling, writing, and phonological awareness measures, but less progress than expected for hearing children of the same age	COR (NA)
	Werfel, Douglas, & Ackal (2016)	9	4;11–5;8	Mono, SpBi, BiBi	MA	Modified intensive phonological awareness program	E (Ed)	Most students performed changed from low to within or above the developmental range	COR (NA)

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	Andrews, Winograd, & DeVille (1994)	7	11;1–12;10	BiBi	R	American Sign Language summary technique	E (Ed)	Technique improved the quality and quantity of retell and comprehension of morals from fables	CRO (66.7)
	Beal-Alvarez, Lederberg, & Easterbrooks (2012)	1	4.75	BiBi	R	Foundations for literacy and visual phonics	E (Ed)	The child learned and retained all grapheme-phoneme correspondence taught	SCR (100.0)
		3	4.3–4.6	BiBi	R	Foundations for literacy and visual phonics	E (Ed)	Children learned and maintained all grapheme-phoneme correspondence that were taught	SCR (100.0)
	Benedict, Rivera, & Antia (2015)	3	9.2–10.8	Mono, SpBi, BiBi	R	Comprehension, check, and repair strategy	E (Ed)	Increased use of strategic reading behaviors by all students and some students showed decreased non-strategic behavior and increased reading comprehension	SCR (100.0)
	Bergeron, Lederberg, Easterbrooks, Miller, & Connor (2009)	5	3;10–7;10	Mono, BiBi	R	Children’s early intervention	E (Ed)	All children learned and most maintained the taught phoneme-grapheme correspondences	SCR (95.5)
		5	3;10–4;5	Mono	R	Children’s early intervention and foundations for literacy	E (Ed)	All children learned and maintained previously unknown phoneme-grapheme correspondences	SCR (95.5)
	Cambra (1994)	10	11–14	Mono	R, W	Intervention for written narratives	E (SLP)	Some changes in written narrative skills observed for some participants	COR (NA)
	Celo & Vian (2016)	15	5;8–7;0	BiBi	R, W	Intramorphic method	E (Ed)	Gains observed in reading, but not writing, skills	EGC (62.5)
	Charlesworth, Charlesworth, Raban, & Rickards (2006)	24	5;9–9;2	Mono, BiBi	R, W	Reading recovery	E (Ed)	Improvements in all areas of reading and writing measures, except for letter identification	COR (NA)
	Gillespie & Twardosz (1997)	18	4–11	BiBi	R	Group storybook reading	E (Pe)	Children were able to read books more independently	EGC (79.2)
	Guardino, Syverud, Joyner, Nicols, & King (2011)	6	7–12	Mono	R	Teach your child to read in 100 easy lessons	E (Ed)	Some participants showed improvement in word decoding	SCR (72.7)
	Haptonstall-Nykaza & Schick (2007)	21	4–14	BiBi	R, Sp	Instruction using lexicalized fingerspelt words	NS (Re)	This method led to better recognition and writing of words	CRO (75.0)

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	Mich, Pianta, & Mana (2013)	NS	8–14	BiBi	R	Logic-based web tool for deaf children (LODE)	E (So)	Simplifying the text and providing illustrations lead to greater reading comprehension	EGC (29.2)
	Nakeva von Mentzer et al. (2013)	48	5–7	Mono, SpBi, BiBi	R	Graphogame (Swedish)	H (So)	Phoneme-grapheme correspondence improved with children with weaker skills improving the most	EGC (87.5)
	Reitsma (2009)	11	6;8–9;7	BiBi	R, Sp	Custom software for reading and spelling	E (So)	Improvements in reading word knowledge and spelling	CRO (75.0)
	Rudner et al. (2015)	12	7;2–12;6	BiBi	R	Omega-is-d1	E (So)	Improved reading performance	COR (NA)
	Schimmel, Edwards, & Prickett (1999)	48	Elementary school	BiBi	R	Reading program with five elements	E (Ed)	Gains in word reading and teacher ratings of reading skills	COR (NA)
	Schirmer & Schaffer (2010)	19	6;3–12.5	BiBi	R	Guided reading	E (Ed)	Modest improvements in reading levels	SCR (81.8)
	Trezek & Hancock (2013)	127	7;2–19;8	BiBi	R	Corrective reading-decoding A and visual phonics	E (Ed)	Improvements and generalization of skills in identifying phonemes-graphemes in isolation, phoneme-grapheme blending, and word reading	COR (NA)
	Trezek & Malmgren (2005)	22	11.1–15.4	BiBi	R	Decoding A curriculum, visual phonics, Baldi, pictorial glossary	E (Ed)	Acquisition and generalization of the target phonic skills	COR (NA)
	Trezek & Wang (2006)	13	5;5–7;11	BiBi	R	Direct instruction reading mastery I and visual phonics	E (Ed)	Improvements in word reading, pseudoword decoding, and reading comprehension	COR (NA)
	Trussell & Easterbrooks (2015)	3	9;3–10;2	BiBi	R	Morphographic analysis instruction	E (Ed)	Improved skills in dissecting words and determining the meaning of affixes	SCR (100.0)
	Wang & Paul (2011)	22	7–11	Mono, BiBi	R	Cornerstones approach	E (Ed)	Mixed findings of the efficacy of the Cornerstones approach compared to typical practice	CRO (95.8)
	Wang, Spychala, Harris, & Oetting (2013)	3	3;11–4;7	Mono, BiBi	R	Reading mastery 1	E (Ed)	Use of explicitly taught phonemic awareness and phonics skills and reading skills at or above age level when tested 2-3 years later	COR (NA)

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	Berent, Kelly, Schmitz, & Kenney (2009)	24	Mean 20	BiBi	W	Visual input enhancement (essay enhancement)	E (Ed)	Improvement in targeted grammatical constructions were achieved and maintained	EGC (50.0)
	Dostal & Wolbers (2016)	23	4th–6th grade	Mono, BiBi	W	Strategic and Interactive Writing Instruction (SIWI)	E (Ed)	Students applied and generalized genre-specific knowledge	COR (NA)
	Mander, Wilton, Townsend, & Thomson (1995)	14	Mean 7.6–8.4	Mono	W	Word process writing for written language	E (Ed)	Improved teacher rated quality of writing	COR (NA)
	Schirmer & Ingram (2003)	6	10–12	BiBi	W	Teacher mediated online chat	E (Ed)	Sporadic increases in the use of the target construction (conjunctions)	SCR (68.2)
		8	High school	BiBi	W	Teacher mediated online chat	E (Ed)	Improved use of target vocabulary (descriptors)	SCR (63.6)
	Wolbers (2008)	16	7–14	BiBi	W	Morning message	E (Ed)	Significant gains in word identification, editing/revising skills, and use of genre-specific traits and contextual language	COR (NA)
	Wolbers, Dostal, & Bowers (2012)	29	Mean 13.2	BiBi	W	Strategic and Interactive Writing Instruction (SIWI)	E (Ed)	Statistically significant gains in writing length, sentence complexity, and sentence awareness	COR (NA)
DML	Cannon, Fredrick, & Easterbrooks (2010)	4	10–12	BiML	R	Pre-teaching reading vocabulary	E (Ed)	Correct signing of target words increased with pre-teaching	SCR (90.9)
	Guardino, Cannon, and Eberst (2014)	5	14–22	BiML	R	Pre-teaching reading vocabulary	E (Ed)	Reading of target vocabulary words improved	SCR (95.5)
ML	Bekman, Aksu-Koc, & Erguvanli-Taylan (2011)	185	6;0–6;11	SpBi	RL, EL	Summer pre-school school readiness program	E (Ed)	Significant changes in expressive syntax, narrative comprehension skills, but not receptive vocabulary	EGC (87.5)
	Bernhard, Winsler, Bleiker, Ginieniewicz, & Madigan (2008)	325	3–5	SpBi	RL, EL	Early authors program	E (Ed)	3-5yr old children showed greater gains in language development than controls	EGC (75.0)
	Caesar & Nelson (2014)	19	2;8–5;2	SpBi	RL, MA, R	Supporting the Acquisition of Language and Literacy through	E (Ed)	Significant improvements in alphabetic and print knowledge but not receptive language or phonological awareness	EGC (91.7)

Group	Reference	N	Age	Lang	Outcome	Intervention	Setting (Provider)	Outcome	Design (Quality)
						School–Home Activities (SALSA)			
	Cohen, Kramer-Vida, & Frye (2012a)	72	3–5	Mono, SpBi	RL	Dialogic reading	E (Ed, Pe)	Children’s word knowledge increased	COR (NA)
	Cohen, Kramer-Vida, & Frye (2012b)	72	3;4–5;4	Mono, SpBi	RL	Dialogic reading	E (Ed, Pe)	Improvement in vocabulary knowledge	COR (NA)
	Gorman, Brice, & Berman (2012)	30	Mean 4;3	SpBi	RL, EL, MA	Reading Acquisition Program for Spanish Speakers (RASPA)	C (SLP)	Gains in phonological awareness and receptive and expressive vocabulary	EGC (79.2)
	Mendez, Crais, Castro, & Kainz (2015)	42	Mean 4.3	SpBi	RL	Informed vocabulary instructional strategies	E (SLP)	The bilingual approach showed greatest gains in English, Spanish vocabulary and gains in Spanish vocabulary were maintained	EGC (100.0)
	Motsch & Schutz (2012)	180	3–6	Mono, SpBi	RL, EL	Language route	E (Ed)	All children’s language improved with the greatest improvement for children with the weakest language skills at baseline	COR (NA)
	Silverman (2007)	72	Mean 6	Mono, SpBi	RL, EL	Multidimensional Vocabulary Program (MVP)	E (Ed)	Increases in receptive and expressive vocabulary	COR (NA)
	Spycher (2009)	39	K	Mono, SpBi	RL, EL	Intentional vs implicit vocabulary approach	E (Ed)	The intentional vocabulary approach was associated with greater gains in receptive and expressive vocabulary	EGC (83.3)
	Tong, Lara-Alecio, Irby, Mathes, & Kwok (2008)	534	Mean 5;7	SpBi	RL, EL	Story Telling for English Language and Literacy Acquisition (STELLA), Santillana intensive English curriculum, and academic oral language	E (Ed)	Students in intervention programs showed greater and faster gains in English expressive vocabulary and listening comprehension	EGC (95.8)

Group	Reference	N	Age	Lang	Outcome	Intervention	Setting (Provider)	Outcome	Design (Quality)
	Townsend & Collins (2009)	37	11;0–15;2	SpBi	RL, EL	Language workshop	E (Re)	Growth in knowledge of academic vocabulary	EGC (100.0)
	Troia (2004)	191	5;11–13;3	SpBi	RL, EL, MA, R	Fast ForWord Language	E (So)	Sight word reading improved more for intervention than control students. Examining only the students with the weakest pre-intervention language skills showed intervention-related gains in expressive language and pseudoword decoding	EGC (100.0)
	Vadasy & Sanders (2016)	100	K	SpBi	RL, R, Sp	Explicit vocabulary vs explicit vocabulary and spelling	E (Pe)	Both interventions showed gains in receptive vocabulary, word reading, and spelling	EGC (100.0)
	Vadasy, Nelson, & Sanders (2013)	140	K	SpBi	RL, R	Connections	E (Pe)	Gains in receptive vocabulary, word reading, and word comprehension were maintained six months after intervention	EGC (87.5)
	Cruz de Quiros, Lara-Alecio, Tong, & Irby (2012)	72	Mean 8.44	SpBi	EL	Story reTelling English Language and Literacy Acquisition (STELLA)	E (Ed)	STELLA intervention showed greatest gains in use of story elements	EGC (87.5)
	Lesaux, Kieffer, Kelley, & Harris (2014)	2082	6th grade	SpBi	EL	Academic Language Instruction for All Students (ALIAS)	E (Ed)	Students improved their vocabulary knowledge, morphological awareness, comprehension of expository texts, and standardized measures of written language.	EGC (95.8)
	Petersen, Thompsen, Guiberson, & Spencer (2016)	73	5;11–9;8	SpBi	EL	Story champs	E (NS)	Improved use of causal subordination and story grammar in both languages	EGC (87.5)
	Tsybina & Eriks-Brophy (2010)	12	1;10–3;6	SpBi	EL	Dialogic book-reading intervention	H (Pa, Re)	Production of the target words in English, Spanish following intervention and maintained 6 weeks after intervention	EGC (83.3)
	Al-jasser (2008)	40	18–20	SpBi	MA	Top-up listening 3 with additional emphasis on	E (Re)	Additional emphasis on English phonotactic rules was associated with significant gains in word segmentation skills	EGC (66.7)

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						English phonotactic rules			
	Armand, Sirois, & Ababou (2008)	107	Mean 6;5	SpBi	MA	Cross-linguistic phonological awareness	E (Ed, Pe)	Only a significant difference for time. Intervention and maturation effects could not be separated	EGC (62.5)
	Lam & Sheng (2016)	111	4–7	SpBi	MA	Morphemic compounding and derivation tasks	NS (Re)	Cross-linguistic influences on morphological awareness observed	EGC (62.5)
	Swanson, Hodson, & Schommer-Aikins (2005)	68	11;11–14;9	SpBi	MA, R	Phonological awareness, orthographic rules, comprehension strategies	E (SLP, Pe)	Improvements in phonological awareness and word attack, word identification, word comprehension, and passage comprehension	EGC (91.7)
	Zhang (2016)	109	4th grade	SpBi	MA	Instruction on English derivational morphemes	E (Ed)	Gains in morphological awareness in English and Malay	EGC (79.2)
	Amendum, Amendum, & Almond (2013)	1	K–1st grade	SpBi	R	ENRICH	E (Ed)	Intervention allowed the child to read at grade level	COR (NA)
	Baker et al. (2017)	78	1st grade	SpBi	R	GraphoGame (Spanish)	E (So)	Some cross-linguistic transfer in decoding skills from Spanish to English were observed	EGC (87.5)
	Bui & Fagan (2013)	49	5th grade	SpBi	R	Integrated Reading Comprehension Strategy (IRCS) and IRCS Plus	E (Ed)	Similar improvements in word recognition, reading comprehension, and story retell for both interventions	EGC (79.2)
	Calhoun, Al Otaiba, Cihak, King, & Avalos (2007)	76	Mean 6.5	SpBi	R	Peer-Assisted Learning Strategies (PALS)	E (Ed)	Significant improvements in reading skills of children in a two-way immersion education program	EGC (100.0)
	Carlo et al. (2009)	254	5th grade	SpBi	R	Word analysis and vocabulary learning strategies	E (Ed)	Improvement in word knowledge and depth of knowledge, polysemy, and reading comprehension	EGC (75.0)
	Cirino et al. (2009)	111	Mean 6.6	SpBi	R, Sp	Proactive reading (English)	E (Ed)	Intervention effects observed for oral language, decoding, spelling, fluency, and comprehension	EGC (87.5)
		104	Mean 6.6	SpBi	R, Sp	Lectura proctiva (Spanish)	E (Ed)	Intervention effects observed for decoding, spelling, fluency, and comprehension	EGC (87.5)

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	Dalton, Proctor, Uccelli, Mo, & Snow (2011)	106	5th grade	Mono, SpBi	R	Improving Comprehension Online (ICON)	E (So)	Use of the vocabulary and/or comprehension modules lead to increased reading comprehension	EGC (95.8)
	De la Colina, Parker, Hasbrouck, & Lara-Alecio (2001)	74	1st & 2nd grade	SpBi	R	Read naturally (Spanish)	E (Ed)	Improvements in oral reading fluency and reading comprehension	SCR (81.8)
	Denton, Anthony, Parker, & Hasbrouck (2004)	33	7–12	SpBi	R	Read well	E (Ed)	Improvement in word decoding but not comprehension	EGC (87.5)
		60	7–12	SpBi	R	Read naturally	E (Ed)	No improvement in word decoding or comprehension	EGC (87.5)
	Eisenclas, Schalley, & Moyes (2016)	9	5–8	SpBi	R, Sp	Play to learn	H (So)	Development of home language emergent literacy skills	COR (NA)
	Greenwood, Arreaga-Mayer, Utley, Gavin, & Terry (2001)	117	1st–5th grade	SpBi	R, Sp	Class Wide Peer Tutoring Learning Management System (CWPT-LMS) vs enhanced CWPT-LMS	E (Ed)	Improvements in sight word reading and spelling	SCR (86.4)
	Gunn, Biglan, Smolkowski, & Ary (2000)	256	K–3rd grade	Mono, SpBi	R	Reading mastery and corrective reading	E (Ed)	Improvements in word attack, word identification, oral reading fluency, vocabulary, and reading comprehension	EGC (100.0)
	Hilton-Prillhart, Hopkins, Skinner, & McCane-Bowling (2011)	3	7;7	Mono, SpBi	R	Computer-based sight word reading intervention	E (So)	Improved sight word reading	SCR (100.0)
	Jaeger (2015)	1	4th grade	SpBi	R	Interactive model of reading (dis)ability and the RAND model	NS (Re)	Improvement in reading and understanding narrative texts	COR (NA)
	Kamps et al. (2007)	318	1st & 2nd grade	Mono, SpBi	R	Reading mastery, early interventions in reading, read well, read naturally	E (Ed)	Improvements in decoding and oral reading skills	EGC (79.2)

Group	Reference	N	Age	Lang	Outcome	Intervention	Setting (Provider)	Outcome	Design (Quality)
	Kelly, Gomez-Bellenge, Chen, & Schulz (2008)	NS	1st grade	SpBi	R, Sp	Reading recovery	E (Ed)	Over half of English language learner participants performed at grade level	COR (NA)
	Kitano & Lewis (2007)	58	3rd–5th grade	Mono, SpBi	R	Decoding and reading comprehension strategies	E (Ed)	Improvement in reading performance	COR (NA)
	Kucer & Silva (1999)	26	3rd grade	SpBi	R, W, Sp	Whole language curriculum	E (Ed, Re)	Improvements in reading accuracy, writing, and spelling but not number of sentences used in writing	COR (NA)
	Matchett & Burns (2009)	1	10	SpBi	R	Incremental rehearsal of high-frequency words	E (Re)	Intensive one-to-one intervention resulted in improved sight-word recognition	SCR (100.0)
	Muñiz-Swicegood (1994)	95	8–9	SpBi	R	Metacognitive reading strategies (Spanish)	E (Ed)	Increased reading accuracy in Spanish and use of metacognitive reading strategies in English and Spanish	EGC (58.3)
	Nag-Arulmani, Reddy, & Buckley (2003)	118	7–9	SpBi	R	Phonological instruction vs language exposure	E (Ed)	The phonological instruction intervention improved reading and spelling more than the language exposure intervention	EGC (70.8)
	Proctor, Dalton, & Grisham (2007)	30	4th grade	SpBi	R	Universal Literacy Environment (ULE)	E (Ed)	No significant change in reading vocabulary or comprehension	COR (NA)
	Proctor et al. (2011)	240	5th grade	Mono, SpBi	R	Improving Comprehension Online (ICON)	E (Ed)	Increases in reading vocabulary knowledge but not reading comprehension	EGC (100.0)
	Ruiz de Zarobe & Zenotz (2015)	50	10–12	SpBi	R	Content and Language Integrated Learning (CLIL)	E (Re)	There were not changes in the number of type of reading strategies used	EGC (45.8)
	Saunders & Goldenberg (1999)	116	4th–5th grade	Mono, SpBi	R	Literature logs and/or instructional conversations	E (Ed)	Significant results observed on story comprehension	EGC (66.7)
	Shah-Wundenberg, Wyse, & Chaplain (2013)	241	6–7	SpBi	R	Paired reading vs hearing reading	H (Pa)	Both interventions were related to similar gains in English reading skills, accuracy, and comprehension	EGC (70.8)

Group	Reference	N	Age	Lang	Outcome	Intervention	Setting (Provider)	Outcome	Design (Quality)
	Slavin & Madden (1999)	NS	Elementary school	SpBi	R	Success for all (Spanish: Exito para todos)	E (Ed)	Positive impact on children's reading skills in English	EGC (29.2)
		NS	Elementary school	SpBi	R	English as a second language strategies	E (Ed)	Positive impact on children's reading skills in English	EGC (29.2)
	Soltero-González, Sparrow, Butvilofsky, Escamilla, & Hopewell (2016)	358	K–3rd grade	SpBi	R, W	Literacy squared vs sequential literacy instruction	E (Ed)	Literacy Squared associated with higher reading and writing scores in English, Spanish	EGC (79.2)
	Vadasy and Sanders (2013)	180	1st grade	Mono, SpBi	R, Sp	Code-oriented intervention	E (Pe)	Word reading, spelling and reading comprehension improvements were maintained	EGC (100.0)
	Vaughn, Cirino, et al. (2006)	91	Mean 6.6	SpBi	R	Proactive reading (English)	E (Ed)	Significant improvements in phonological awareness, word attack, word reading, and spelling.	EGC (95.8)
		80	Mean 6.6	SpBi	R	Lectura proctiva (Spanish)	E (Ed)	Significant improvements in phonological awareness, letter-sound and letter-word identification, verbal analogies, word reading fluency, and spelling.	EGC (95.8)
	Vaughn, Linan-Thompson, et al. (2006)	64	Mean 6.6	SpBi	R	Lectura proctiva (Spanish)	E (Ed)	Significant gains in phonological awareness, reading comprehension, and reading fluency.	EGC (91.7)
	Vaughn, Mathes, et al. (2006)	41	Mean 6.6	SpBi	R	Proactive reading (English)	E (Ed)	Significant gains in English measures (e.g., letter naming, phonological awareness, language skills, reading, academic achievement), but less gains on Spanish measures.	EGC (95.8)
	Ahn (2012)	10	5th–6th grade	SpBi	W	Genre approach	E (Ed)	Anecdotal reports from researcher and educators that the intervention was effective	COR (NA)
	Akinwamide (2012)	80	Senior high	SpBi	W	Process approach and product approach	E (Re)	Significant improvements in Process Approach group but not Product Approach group	COR (NA)
	Kuball & Peck (1997)	15	Mean 5.3	SpBi	W	Whole language instruction	E (Ed)	Improvement in compositional and grapho-phonemic skills	EGC (45.8)

Group	Reference	N	Age	Lang	Outcome	Intervention	Setting (Provider)	Outcome	Design (Quality)
	Alvarado-Gomez & Belfiore (2000)	3	3rd grade	SpBi	Sp	Error correction	E (Ed)	The error correction strategy was associated with more words spelt correctly than a traditional correction approach	CRO (75.0)
	Niolaki, Terzopoulos, & Masterson (2017)	1	7.04	SpBi	Sp	Sublexical training (phonological and letter-sound awareness)	E (Re)	Improved word and nonword spelling in Greek but not English	COR (NA)
	Vargas, Grskovic, Belfiore, & Halbert-Ayala (1997)	8	Mean 12	SpBi	Sp	Error correction	E (Re)	Primary English speakers spelled more English words in the error correction condition than the traditional and students who were primarily Spanish speakers correctly spelled Spanish words in both conditions	CRO (54.2)

*Note.* This table is ordered first by group (DHH/DML/ML), then by outcome (SPer, SPro, RL, EL, MA, R, W, Sp), then alphabetically by first author name. Abbreviations: DHH = deaf and hard of hearing; DML: multilingual DHH; ML = multilingual; K = kindergarten; Mono = monolingual; SpBi = spoken language bilingual; BiBi = bimodal bilingual; BiML = bimodal multilingual; SPer = speech perception; SPro = speech production; RL = receptive language; EL = expressive language; MA = metalinguistic; R = reading; W = writing; Sp = spelling; NS = not specified; C = clinic; E = education; H = home; Ed = educator; Pa = parent; Pe = para-educator; Pr = peer; Ps = psychologist; Re = researcher; SLP = speech-language pathologist; So = software; COR = correlational; CRO = crossover; EGC = experimental group comparison; SCR = single-case research; NA = not applicable.

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