| Author | Improved reading skills | Reading skills no improvement | Effect size reading skills | Effect size classification |
| --- | --- | --- | --- | --- |
| Pindiprolu et al (2019) | Reading Fluency | Phonological skills, word reading, phonics | d = .94 | Large |
| Moser et al (2017) | - | Reading comprehension, Vocabulary, reading fluency | - | - |
| Potocki et al (2015) | Word reading, reading fluency, reading comprehension | - | n2 = .06 - .14 | Medium to large |
| Rosas et al (2017) | Rapid automatized -naming, phonics | Phonological skills, phonics, word reading | n2 = High SES: .26  low SES: .21 | Large |
| Saine et al (2010) | Word reading | - | posttest: d = .22 - 1.01, follow-up: d = -.30 - 1.01 | Posttest: small to large, follow-up: small to large |
| Callaghan et al | Phonological skills, word reading | Phonological skills | n 2 = .064 - .070  d = .35 - .36 | Small to medium |
| Cazzell et al (2017) | Word reading | - | - | - |
| Chai (2017) | - | - | - | - |
| Schmitt et al (2018) | Phonics, phonological skills, vocabulary | Phonics, phonological skills | n 2 = .04 - .159 | Small to large |
| Comaskey et al (2009) | Phonological skills | Phonological skills, word reading, phonics | n 2 = .09 - .15 | Medium to large |
| Solheim et al (2018) | Word reading, sentence reading, spelling | - | Hedges’ g = .57 - .75 | Medium |
| Ecalle et al (2009) | Word reading, spelling | - | d = .79 - 1.28 | Medium to large |
| Wood et al (2013) | Phonological skills | - | - | - |
| Ecalle et al (2013) | Word reading | - | n2 =.33 | Large |
| Ecalle et al (2013) | Word reading, Reading comprehension | - | d = 1.09 - 6.96 | Large |
| Kyle et al (2013) | - | Vocabulary, word reading, spelling, phonological skills | - |  |
| Fan et al (2018) | Reading skills (not specified), Spelling | - | d = 1.5 - 12.1 | Large |
| Kleinsz et al (2017) | Word reading, reading comprehension | Reading comprehension, word recognition | Grapho-syllabic training: r = .80 - .84,  Comprehension training: r = .52 - .88 | Grapho-syllabic training: large,  Comprehension training: medium to large |
| Gustafson et al (2015) | Reading comprehension, phonological skills, word reading | - | d = .45 - 1.34 | Small to large |
| Karemaker et al (2010) | Word reading, phonological skills | - | d = .40 - .68 | Small to medium |
| Messer et al (2018) | Reading fluency, spelling | Reading comprehension, vocabulary, reading fluency | d = .27 - .97 | Small to large |