



## A Systematic Literature Review of Raz-Kids in Teaching Reading

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### ABSTRACT

**Purpose of the study:** The objective of this study is to evaluate the effectiveness of Raz-Kids in improving students' reading skills and investigate the effect of Raz-Kids on students during a reading program.

**Methodology:** The method implemented in this study was Systematic Literature Review (SLR). There were 16 papers on implementing Raz-Kids in teaching reading from Google Scholar, SINTA, Science Direct, and ERIC. The step in writing this scientific work is to find the sources of previous studies, examine them, and make conclusions based on the subject of the study.

**Main Findings:** The result showed that Raz-Kids is an effective internet portal that helps students develop reading skills. It also supports students' enthusiasm and independent learning in reading. The parents and teachers act as support systems to encourage them to achieve their reading goals. However, there are many challenges with Raz-Kids' use in reading programs. It highlights the need for this portal to be enhanced. Thus, Raz-Kids is a valuable online resource that helps learners develop their reading skills.

**Novelty/Originality of this study:** This review mainly focused on implementing specific internet portals, namely Raz-kids, in teaching reading in EFL Classes. It aims to develop the knowledge of researchers, educators, policymakers, and technology developers concerning the crucial internet portal Raz-Kids in teaching reading and its effect on students' outcomes.

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## 1. INTRODUCTION

In the digital era, the teaching method has shifted from traditional to modern by implementing technology in the education sector. The technology affects how the teachers teach the students. One of the technologies is internet portals. Internet portals are online platforms that compile instructional materials and allow user interaction. These portals provide various tools, information, and interactive reading experiences. Many educators have implemented Internet portals to enhance the students' reading skills. These portals have been used to support student engagement, vocabulary knowledge, and reading skills. It can be implemented at all levels of education, from primary to higher education [1]. Its advanced features, such as multimedia and interactive sections, provide various learning styles and create engaging reading experiences [2]. Moreover, the scalability and accessibility of the internet portals are beneficial for rural communities in promoting equitable literacy teaching [3].

Various types of Internet portals enhance the students' reading comprehension skills. One of them is Raz-Kids, an important internet portal for teaching reading. Raz-Kids is an internet portal that provides learners with extensive, leveled reading tools. This internet portal is suitable for educators to place students at the right level because Raz-Kids provides many eBooks from 29 reading difficulty levels. The main target of this portal is primary

school students. To keep the students motivated and involved, they can access their leveled material via interactive learning. They can also listen to many eBooks, read at their own speed, and keep track of their reading progress by reading e-books on the website. Moreover, they take part in an eQuiz with a response section to evaluate their understanding and identify the needs for future training. After reading ten or more leveled eBooks and passing the quiz, the students can shift to the next reading level, accessing longer and more difficult material [4].

The previous studies identified broader aspects of technology in the education sector. An earlier study reviewed the implementation of digital technology to enhance language and literacy for Indigenous people [5]. However, several studies focused on the implementation of Raz-Kids. A study highlighted the impact of Raz-Kids in enhancing students' reading skills [6]. In line with this study, another study also focused on implementing Raz-Kids to improve reading skills and boost motivation. Moreover, there is a high number of studies about systematic literature reviews. A study focused on the systematic literature review about the teachers' support in developing reading skills [7]. Then, a study focused on a systematic review of teaching English using mobile technology [8]. Besides that, a systematic review implemented web portals to support information management in higher education institutions [9]. In addition, several previous studies have mainly focused on the specific web. These studies examined Quizizz application implementation in reading assessment for senior high school students [10], cloud computing used in school [11], and teaching English Foreign Learners (EFL) using mobile phone applications [12].

The previous studies mainly highlight the implementation of digital technology and the implementation of specific internet portals, such as Raz-Kids, in teaching reading. They also focus on systematic literature review in a general scope, including teachers' support in developing reading skills, mobile technology, and web portals. Besides that, they also focused on reviewing specific websites, including Quizizz, cloud computing, and mobile phone applications. A lack of literature highlighted the systematic literature review of Raz-Kids in teaching reading. Therefore, this study addresses the gap by conducting a Systematic Literature Review (SLR) about Raz-Kids in teaching reading. Then, the novelty of this study is in the comprehensive and critical analysis of the literature to create a deeper understanding of Raz-Kids in teaching reading. Lastly, the urgency of this study is the need for educators to implement Raz-Kids in teaching reading at schools, and this study could be a reference for the effectiveness of Raz-Kids in teaching reading.

As a result, this systematic literature review seeks to address the existing gaps by providing a detailed explanation of Raz-Kids' implementation in teaching reading. This review collected several papers published in the past twelve years, from 2013 to 2025. These studies were chosen because they are suitable for the scope of the survey about Raz-Kids, enhancing the effects of reading comprehension. This review aims to (1) evaluate the effectiveness of Raz-Kids in improving students' reading skills and (2) investigate the effect of Raz-Kids on students during a reading program. This review will provide valuable knowledge about using Raz-Kids in teaching reading by examining several previous studies. It also aims to develop the understanding of the researchers, educators, policymakers, and technology developers concerning this scope of study.

## 2. RESEARCH METHOD

Systematic Literature Review (SRs) was applied in this study. SRs are a method for synthesizing scientific evidence to address a specific research question transparently, aiming to involve all available published evidence related to the topic while assessing the quality of that evidence [13]. It provides an understandable and transparent review of the literature. This strategy has several qualities: coherence, equality, transparency, clarity, focus, and accessibility [14]. The method employs systematic techniques to reduce bias in study selection and inclusion, evaluate the quality of included research, and provide an objective summary [15]. It also offers a valuable method to map the study topic and allows a comprehensive analysis. Additionally, it connects different studies that have not been connected before [16]. Thus, it helps avoid the limitations of literature reviews, which are occasionally charged with being arbitrary, biased, or having a limited focus [17].

The first step in writing this scientific work is to find the sources of previous studies, examine them, and draw conclusions based on the subject of the study. The data were 16 papers, including articles, theses, case studies, or reports about the use of Raz-Kids in reading from 2013 to 2025, were included in the data, which came from Google Scholar, SINTA, Science Direct, ERIC, and Research Gate. SLR is applied at various phases. Depending on the study's goal, it differs from one study to another. A synthesis matrix is used in this study to present the findings. Literature sources are managed by the synthesis matrix, which incorporates them with unique interpretations like tables and diagrams. The researcher in this study made a table with columns for the papers' title, author, year, and findings.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

The researcher reviewed several literature reviews on 16 papers related to implementing Raz-Kids in teaching reading. The results of the literature review can be seen in Table 1.

Table 1. Results of Literature Review Articles

No.	Author and Year	Title	Findings
1.	Iskandarova & Искандарова, 2024 [18]	Using Innovative Reading Programs in Preschool Age and Their Impact on Child Development	Raz-Kids has impacted individual learning. It encourages independent learning and individualized learning experiences. Additionally, it improves academic achievement, knowledge retention, and reading comprehension.
2.	Rose, 2022 [19]	RAZ for All! Exploring the Effects of Digital Reading App in EFL Class	Raz-Kids is useful for the extensive reading program.
3.	Bijay & Sathiasilan, 2023 [20]	Effectiveness of Incorporating a Structured E-Books Programme to Improve the Outcomes for Early Struggling Readers	Implementing Raz-Kids e-books has enhanced teaching, learning, and reading engagement while also assisting students in developing comprehension skills. The impact of reading alongside e-books and print books is the same. Both help students learn specific literacy skills, but they cannot shape independent readers.
4.	Al-Riyami & Al-Siyabi, 2024 [21]	Using Raz-Kids Reading Program to Enhance Fifth Grade EFL Omani Students' Reading Comprehension Skills and Boost their Motivation	Reading comprehension scores improved, but the difference was not statistically significant. The students' motivation toward reading influences this result. They will recommend Raz-Kids to their friends.
5.	Celik & Kara, 2024 [22]	Perceptions of Parents on Raz-Kid's Role in Enhancing Students' Micro and Macro-Skills Holistically: A Study on Ishik Brayaty International Primary School in Erbi	Raz-Kids enhanced students' linguistic skills, including writing, listening, vocabulary, speaking, pronunciation, and reading. Teachers and parents become stimulants for increasing creativity, collaboration, and information literacy. Furthermore, Raz-Kids' limitations included the requirement for an unstable connection, the inability to print, and the rather difficult quiz questions.
6.	Amelia et al., 2019 [23]	TPACK Goes to Fourth Grade: Lessons from Learning English Through Raz Kids Program	Teachers' pedagogical and technological skills are enhanced by implementing the technology. Additionally, Raz Kids increased the students' engagement level and enhanced their reading experience.
7.	Frances, 2016 [24]	Use of Online Extensive Reading: Effect on English Language Proficiency and Student	Raz-Kids encouraged the motivation of the students to read, and the students' English ability was improved through these internet portals.

		Attitudes to Reading in English	
8.	Kara, 2024 [25]	The Impact of Teacher-Generated Quizzes of Raz-Kids in Cultivating Primary School Students' Reading Skills	Through Raz-Kids, teachers can create quizzes that improve students' reading comprehension, spelling, vocabulary, grammar, capitalization, and critical thinking skills. Their confidence has also been restored by their ability to answer both spoken and written modified quizzes. In addition, their perception of implementing e-books has changed due to the implementation of books, audio versions, and recording activities.
9.	Alowais, 2021 [26]	The Effects of Leveled Reading on Second Language Learners	This study implemented two internet portals, Raz-Kids and Oxford Reading Tree. It showed an improvement in reading accuracy, fluency rates, and scores. The student's reading experience also grows when faced with challenging reading material. Parental involvement positively impacted children's reading development.
10.	Winans, 2016 [27]	Swipe, Tap, and Read: Research on E-book Tools, Features, and Student Engagement	The Raz-Kids have an impact on students' reading experiences. The e-book quantity encouraged exploration, while the e-book quality affected students' reading engagement.
11.	Marchand, 2015 [28]	Using the Raz-Kids Reading Program to Increase Reading Comprehension and Fluency for Students with LD	Through repeated reading and story listening, the Raz-Kids program supported the students in improving their reading fluency while developing independent learning. However, Raz-Kids did not improve the students' reading comprehension.
12.	Resendez & Azin, 2014 [29]	Raz-Kids and Reading A-Z: A Report on the 2013 Summer Reading Field Studies	The Reading A-Z and Raz-Kids programs and summer reading skill growth were positively impacted. These websites are associated with positive student outcomes in independent reading levels. It also showed statistically significant gains in reading levels and reading skills in comprehension, fluency, and vocabulary. Accuracy rate, words per minute, and comprehension all improved for the students who did not demonstrate increases in their independent reading levels. Additionally, both parents and students enjoyed the Raz-Kids and Reading A-Z books.
13.	Holder, 2015 [30]	Raz-Kids an Evaluation of an Online Reading: Prepared for Second Grade Teachers at Starlight Elementary School	The reading abilities of the students increased above average. Students demonstrated accuracy in 20 of the 24 skills that were evaluated. Both teachers' and students' evaluations of the program were positive. Teachers believe Raz-Kids improved student achievement and engagement.
14.	Carroll, 2013 [31]	Will the Use of Raz-Kids during Independent Reading Time Improve Third Grade Students' Reading Attitude and Comprehension?	Raz-Kids had a positive effect on attitude (effect size 1.05), as well as reading comprehension (effect size 1.27).

15.	Learning A-Z, 2020 [32]	Case Study: Ohio, Rittman Exempted Village School District	Raz-Kids improved DRA (Developmental Reading Assessment) scores from an average level of 4 to an average level of 16.
16.	Learning A-Z, 2020 [33]	Case Study: Wisconsin, Milwaukee Public Schools	After implementing Reading A-Z and Raz-Kids, 11 participating schools had double-digit increases in their Wisconsin Knowledge and Concepts Examination scores, and reading proficiency scores across the district increased by the most in five years.

### 3.2 Discussion

According to the results, Raz-Kids has substantially contributed to the students' academic achievement and reading development. Students can take control of their education and create reading experiences that optimally suit their interests and skill levels with the help of these programs. It increases the students' motivation and reading involvement and makes it easier to develop independent learning habits. In line with this study, student motivation and engagement are significantly increased by digital tools [34]. This independence is essential for creating lifelong readers, especially in extensive reading programs where variety and volume are critical for improving skills.

It also emphasizes how Raz-Kids teaches a wide range of reading skills. Students improved significantly in vocabulary, pronunciation, listening comprehension, and fluency, demonstrating that the website's multimodal features, such as read-along options and audio support, effectively engage learners and connect broad linguistic skill development needs. Another study implemented the Rigby Reading A-Z Fluency Assessments to measure fluency using the Reading A-Z online portal. Structured reading programs could help develop vocabulary and fluency [35]. Even though reading comprehension improvements were not always statistically significant, increased vocabulary and fluency in reading suggest a starting point that could eventually result in comprehension improvements.

The positive impact of teachers' and parents' involvement is another important topic of discussion. The results show that when parents and teachers actively use Raz-Kids, students usually show higher levels of motivation and engagement. In line with this study, students' motivation and engagement are increased through a reciprocal relationship between teacher engagement and parental support [36]. Initiatives like parent education programs and outreach campaigns help foster effective parent-teacher collaboration [37]. To promote positive attitudes toward reading, the support of teachers and parents is essential to encourage collaborative learning environments and support educational initiatives outside the classroom. The gamified components of the software, such as quizzes and a star reward system, increased student motivation and interactive reading engagement.

The study also encompasses several challenges of the Raz-Kids platform. The most common technical issue is the need for reliable internet access. Because inaccessibility may increase educational inequality, consistent internet access is required to use educational portals effectively. The foundational infrastructure, such as internet access and capacity, considerably impacts educational portals' effectiveness. The efficient transmission of interactive features and scholarly content can be prevented by inadequate infrastructure [38].

The next challenge is a lack of internet portals that provide the feature of print materials. Most of the internet portals could only be accessed online through the website. However, the issue is that the material could not be downloaded and printed, so the readers could not read it in an offline version. Most students prefer printed texts because of the convenience of use and physical comfort [39]. Similarly, portability, reliability, annotation, highlighting, and ergonomics are why students prefer reading the printed text rather than from an online website [40]. Therefore, the internet portals must be made easy to use and available to students with various user needs. It encompasses design, content, and assistive features [41]. Furthermore, some of the quiz's content was too challenging for the students. These difficulties show that to guarantee appropriate and encouraging learning environments, it is required the adaptive technology infrastructure and more appropriately matched assessment instruments with consideration for students' reading levels. Accordingly, the system can better match assessments with student abilities by allocating heavy objects to questions based on their degrees of difficulty, thereby resolving issues with excessive difficulty [42].

Notably, several students demonstrated growth in critical sub-skills like accuracy, words per minute, and comprehension, even though they did not demonstrate quantifiable gains in independent reading levels. In line with this study, students' reading fluency improved over time, with an essential increase in the number of words correctly read, demonstrating strong comprehension and retention abilities [43]. It suggests that leveling systems might not always adequately capture gains in literacy development. Another comprehensive growth indicator, such as reading confidence and self-image, should also be considered as students' improvement in reading

comprehension. In addition, motivational strategies used in programs like Raz-Kids can substantially impact students' self-esteem and confidence in their academic ability [44]. Teachers and students provided consistently good feedback, confirming the platform's worth beyond data collected.

To sum up, Raz-Kids is a helpful internet portal for teaching reading. Implementing Raz-Kids significantly impacts academic achievement in reading skills, motivation, attitude, and confidence. It demonstrates the revolutionary potential of digital reading platforms to help solve literacy challenges and improve the learning environment. However, there is a limitation to this study. It only relies on several online articles without any printed academic text. Lastly, there are several recommendations for future research. The researcher could review many articles about Raz-Kids in teaching reading. They could analyze using different methods and examine other online English learning tools. Besides that, there is a recommendation for classroom practice. The educators need to implement Raz-Kids in teaching reading.

#### 4. CONCLUSION

The study's findings show that Raz-Kids significantly improves reading development and academic achievement. Raz-Kids' features help improve several subskills, including vocabulary, pronunciation, and fluency. This internet portal supports students' enthusiasm and independent learning in reading. The parents and teachers act as a support system to encourage them to achieve their reading goals. However, several challenges exist with Raz-Kids' use in the reading program. It highlights the need for this portal to be enhanced. For instance, there is potential for improvement because of the difficult quiz material, printable options, and internet access issues. Despite these difficulties, the pupils' reading comprehension abilities stayed unchanged while their fluency and confidence significantly improved. All things considered, Raz-Kids is a valuable online resource that helps learners in developing their reading skills.

This review is essential for future studies because it identifies relevant reference sources. It presents current information regarding Raz-Kids' impact and effectiveness in reading skills. However, there are several recommendations for future research. The researcher could review more than 20 articles about Raz-Kids in teaching reading. They can analyze the data using different methods, especially PRISMA. Besides Raz-Kids, they could examine other online tools for learning English, such as speaking, writing, listening, and reading. Lastly, there is a recommendation for classroom practice. Educators must implement Raz-Kids in teaching reading, especially in primary school students.

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