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The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina at Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP's mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.



The SERVE Center at The University of North Carolina at Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.



The University of North Carolina at Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a "research university with high research activity" and for "community engagement" in curriculum, outreach, and partnerships.

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Overview

CISNC Introduction

In the 2014-2015 school year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address coursework, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

This document is written to provide schools with coursework strategies based on the best evidence from prior research and recent evaluations in elementary schools. In the context of our review, we propose four strategies designed to help improve coursework:

- Coursework – EOG Prep strategy
- Coursework – Literacy strategies (2)
- Coursework – STEM strategy

This document will focus on one easy to implement literacy strategy for elementary schools.

Problem/Rationale

The Common Core State Standards for elementary and secondary education have been implemented to ensure that students are college and career ready for a globally competitive society upon high school graduation. Sadly, more than 40% of students are leaving high school without being college and career ready (Achieve, 2012). As a result, States have set requirements for English language arts as well as literacy in history/social studies, science, and technical subjects (otherwise referred to as reading across the curriculum). Literacy allows learners to employ their knowledge and past experiences, confidence, identity, and motivation to develop their reading skills in relevant ways, while learning about the world around them.

The development of strong literacy skills requires explicit instruction and extensive practice in reading, writing, listening, thinking, and speaking across the curriculum. Nationally, 65% of elementary students are not demonstrating mastery of these critical skills (National Center for Education Statistics, 2013). In other words, millions of children in the United States cannot comprehend or evaluate text, reference related points, or support conclusions about the text. Students who are not reading at grade level by third grade are four times less likely to graduate on time from high school compared to those students reading proficiently at third grade (Hernandez, 2011). Without a high school education, students will only be qualified for 10% of available jobs (Achieve, 2012).

Kamil and colleagues (2008) suggest the following effective classroom and intervention practices:

- 1) Provide explicit vocabulary instruction.
- 2) Provide direct and explicit comprehension strategy instruction.
- 3) Provide opportunities for extended discussion of text meaning and interpretation.
- 4) Increase student motivation and engagement in literacy learning.
- 5) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Furthermore, comprehensive classroom and school-wide literacy strategies should focus on content-learning goals rather than performance goals of scoring; allow students the freedom to choose the texts they read, the assignment they perform with the texts or their partners during instruction; employ social goals or cooperative-learning structures in reading activities; and promote the perception that the teacher understands them and cares about their progress (Guthrie et al., 2006).

Purpose

The purpose of this document is to focus on one easy to implement literacy strategy that can be used in elementary schools. Teachers and school staff can develop students' literacy through:

- An activity focused on reading frequency and retelling.
- Additional strategies to develop literacy.
- Tools and resources to share with families.

Implementation Plan

Uses

Teachers can use the information provided in this guide to develop literacy skills in elementary students.

Audiences

The primary audience for this lesson is elementary students in grades 1-3.

Activities

Listed below are several activities that schools can implement to develop literacy skills in students. The highlighted activity is designed to develop reading fluency, comprehension and word recognition.

Classroom

- **Small group discussions (e.g., literacy circles, reading groups, etc.).**
- Silent and read-aloud reading time.
- Stimulating, hands-on activities related to content material.
- Enrichment programs for proficient or advanced readers.
- Family engagement activities at-home and in-school (e.g., classroom volunteers).

School-wide

- Use evidenced-based decision-making.
 - Guide instruction and allocate instructional resources.
 - Refer to curriculum guide on monitoring data.
- Provide leadership for effective classroom instruction.
 - Literacy plan.
 - Literacy block scheduling.
 - Reading leadership teams.
 - Administrative oversight.
- Provide supplemental materials and technology (e.g., trade books).
- Maintain an up-to-date, technologically advanced school library.

- Use integrated approaches that incorporate reading and language arts instruction into content area instruction such as science or social studies.
- Individualized professional learning opportunities for staff (e.g., reading specialists, instructional staff, librarians, etc.).
- Cooperative learning (e.g., success for one based on success for all).
- Partner with PTA (e.g., volunteers).
- Partner with local college/university, etc. (e.g., tutoring, mentors, professional development, etc.).
- Reading and literacy coaches.
- Interdisciplinary teams.
- Literacy emphasis week/month.
- Institute summer reading challenges, Read-a-thons, etc.
- Provide book clubs, incentives, rewards, recognitions to motivate reading.

Materials/Equipment/Space

- Grade and reading-level appropriate short stories

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

- Classroom: 60 minutes/day for one week.
- Homework: 15-20 minutes per day.

Lesson Plan of Activity

Use the sample lesson with students to develop students' literacy skills. The lesson plan includes:

- Reading development through small groups.
- Focus on reading fluency (pace, phrasing, fluidity, expressiveness), comprehension and word recognition.
- Family engagement.

Plan a literacy awareness week/month at least twice a year (e.g., at the beginning of the year and mid-year), and use this lesson to maximize family-school partnership in students' early literacy development.

Review the resources listed in the Resources section. See *Family Engagement – Literacy* curriculum.



Sample Lesson – You Should Read This!

Activity	Process Notes
<p>Tell students this week they will read a story several times in class and at home so that they know it well enough to convince a friend that they should read the story too.</p> <p>Let students know:</p> <ul style="list-style-type: none"> - They will have to re-tell or act out the story in front of the class on Friday. - The group time is also practice time so that they become very familiar with story. - They should also practice at home as much as possible throughout the week. 	<p><i>Send home notification to families about the importance of the activity in developing students' literacy skills. Explain the level of family engagement expected and require signed acknowledgement.</i></p>
<p>Break students into reading groups of 4-5 students per group (depending on class size).</p> <ul style="list-style-type: none"> - Ensure that students across all three (above, at, or below grade level) are represented in each group to promote peer motivation/encouragement. 	<p><i>Determine number of groups based on class size, overall class reading proficiency, and how many groups teacher can work with per day for maximum effectiveness of the lesson.</i></p> <p><i>Reading level can be based on standardized measures or teacher assessment.</i></p>
<p>Choose stories that can be read in five (5) minutes or less. Assign a different story to each student.</p> <ul style="list-style-type: none"> - Consider each student's individual reading level as well as group composition. 	<p><i>If used in higher grades, a chapter book or grade level series books can be used to motivate more time/interest in reading as student becomes more familiar with characters, plot, vocabulary, etc.</i></p>
<p>Convene reading groups twice daily. Work with two groups in the morning (30 min each) and two groups in the afternoon.</p> <ul style="list-style-type: none"> - Have each student take turns reading the short story aloud to the group. - Provide tips and positive feedback as the week progresses. 	<p><i>Invite parents to volunteer to lead groups and/or occupy the rest of the class (e.g., play educational games) during group time. Vary daily morning and afternoon time slots for maximum volunteer participation.</i></p>
<p>Assign daily reading homework (15-20 min/day).</p> <ul style="list-style-type: none"> - Students must read the story aloud at least three (3) times to an adult at home. - Require daily reading log signature. 	<p><i>Provide tips for families as they work with students.</i></p> <ul style="list-style-type: none"> - Listen attentively; coach pace, accuracy, etc. - Allow student to sound out words - Ask what key words mean; show students how to look up words in a dictionary - Ask student to summarize the story; listen for level of detail provided.
<p>Have students provide a short summary (5 -7 sentences) of the story.</p> <ul style="list-style-type: none"> - Assignment can be in-class or homework assignment due Thursday. 	<p><i>In preparation for the actual presentation, set due date on Thursday to assess student progress. Check for comprehension, vocabulary, etc., to identify struggling students.</i></p>
<p>Class presentation.</p> <ul style="list-style-type: none"> - Allow each student 2-3 minutes to convince their classmates that they must reach their story. 	<p><i>Presentations can be scheduled to coincide with normal reading group times.</i></p> <p><i>Bonus:</i></p> <ul style="list-style-type: none"> - Encourage students to use costumes or dramatic aids. - Invite family members to attend. - Schedule presentations on Monday to allow additional preparation time over the weekend.

Activity	Process Notes
Evaluate student progress.	<i>Assess/observe student growth:</i> <ul style="list-style-type: none">- <i>Reading rate.</i>- <i>Reading accuracy.</i>- <i>Fluidity.</i>- <i>Phrasing.</i>- <i>Story re-telling.</i><ul style="list-style-type: none">• <i>Identify main characters.</i>• <i>Identify story problems.</i>• <i>Sequence story event.</i>• <i>Referenced solution to story problem.</i>

Tier 2 Intervention and Support Examples

Intervention strategies for struggling readers include small group tutoring and peer assisted learning to build comprehension, vocabulary and fluency.

Example 1: Small Groups for Struggling Readers

Teachers and paraprofessionals, working under the supervision of a reading specialist, tutored struggling readers twice per week for 45 minutes per session. The tutored group's instruction included guided reading with controlled vocabulary, word study, and reading for fluency.

Brown, K. J., Morris, D., & Fields, M. (2005). Intervention after grade 1: Serving increased numbers of struggling readers effectively. *Journal of Literacy Research*, 37(1), 61-94.

Example 2: Peer-Assisted Learning Strategies

First grade peer-assisted learning strategies (PALS) were conducted in three 35-minute sessions per week for 16 weeks. Students conducted two 15 minute routines in pairs; within each pair there was a stronger reader and a weaker reader. In each session, each child performed both roles for part of the time. Teachers conducted TDI lessons with four or five participating low-achieving students 3 times per week for 30 minutes each session.

Mathes, P. G., Torgesen, J. K., Clancy-Menchetti, J., Santi, K., Nicholas, K., Robinson, C., & Grek, M. (2003). A comparison of teacher-directed versus peer-assisted instruction to struggling first-grade readers. *The Elementary School Journal*, 103(5), 459-479.

Resources

The following resources are identified as part of the activity. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

Developing Rubrics

Edutopia. Resources for Using Rubrics in the Middle Grades.

<http://www.edutopia.org/rubrics-middle-school-resources>

Kathy Schrock's Guide to Everything. Assessment and Rubrics.

<http://www.schrockguide.net/assessment-and-rubrics.html>

Buck Institute for Education (BIE). 6-8 Presentation Rubric (CCSS Aligned).

http://bie.org/object/document/6_8_presentation_rubric_ccss_aligned

The following resources will provide additional information and suggestions for enhancing activities related to family engagement and using data for decision-making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they may pertain to the content and the extension of activities, and to determine their level of usefulness within the school setting.

Education Commission of the States

The Partnership for Reading is a collaborative effort by three federal agencies—the National Institute for Literacy (NIFL), the National Institute of Child Health and Human Development (NICHD) and the U.S. Department of Education—to bring the findings of evidence-based reading research to the education community, families and others with an interest in helping all people learn to read well. This site provides information on research, principles about reading instruction suggested by the research, and products for parents, teachers, administrators and policymakers.

<http://www.ecs.org/>

Education World – <http://www.educationworld.com/>

LitTips: 12 Practical Tips to Improve Literacy!

http://www.educationworld.com/a_curr/curr130.shtml

EngageNY

EngageNY.org is dedicated to providing educators across New York State with real-time, professional learning tools and resources to support educators in reaching the State's vision for a college and career ready education for all students.

<https://www.engageny.org/>

Florida Center for Reading Research @ Florida State University – <http://fcrr.org/>

Teaching All Students to Read in Elementary School: A Guide for Principals

<http://www.fcrr.org/Interventions/pdf/Principals%20Guide-Elementary.pdf>

Harvard Family Research Project – <http://www.hfrp.org/>

Engaging Families in Science, Technology, Engineering, and Math (STEM) Project-Based Learning

<http://www.hfrp.org/out-of-school-time/publications-resources/engaging-families-in-science-technology-engineering-and-math-stem-project-based-learning>

Institute of PLAY – <http://www.instituteofplay.org>

Creates learning experiences rooted in the principles of game design which support teachers and other learning leaders in making learning irresistible.

<http://www.instituteofplay.org/resources-for-quest-parents/>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008).

Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved

from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

MDRC – <http://www.mdrc.org/>

Mobilizing Volunteer Tutors to Improve Student Literacy

http://www.mdrc.org/sites/default/files/ReadingPartners_2015_FR.pdf

National Council of Teachers of English

NCTE is devoted to improving the teaching and learning of English and the language arts at all levels of education.

<http://www.ncte.org/>

National Institute for Literacy – <http://lincs.ed.gov/>

Put Reading First: The Research Building Blocks for Teaching Children to Read (Teacher's Guide)

http://www.nichd.nih.gov/publications/pubs/prf_k-3/Documents/PRFbooklet.pdf

Put Reading First: Helping Your Child Learn to Read

<http://www.nichd.nih.gov/publications/pubs/Documents/PRFbrochure.pdf>

National Network for Partnership Schools @ Johns Hopkins University

NNPS invites schools, districts, states and organizations to join together and use research-based approaches to organize and sustain excellent programs for family and community involvement that will increase student success in school.

<http://www.csos.jhu.edu/p2000/>

NC Read to Achieve LiveBinder

<http://www.livebinders.com/play/play?id=850102>

Public Schools of North Carolina-Department of Public Instruction

NC Standard Course of Study for K-12 English Language Arts

<http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf>

ReadWriteThink.org

Offers free reading and language arts activities collected by the International Reading Association and the National Council of Teachers of English.

<http://www.readwritethink.org/>

Scholastic – <http://www.scholastic.com>

Promotes literacy with books for kids of all ages and reading levels.

Kids & Family Reading Report

<http://www.scholastic.com/readingreport/Scholastic-KidsAndFamilyReadingReport-5thEdition.pdf?v=100>

School Improvement Network – <http://www.schoolimprovement.com/>

Video: Elementary Literacy Strategies

<http://www.schoolimprovement.com/literacy-strategies-elementary-video-for-nov-14/>

SEDL (American Institutes for Research) – <http://www.sedl.org/>

The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities.

The SEDL National Center for Families and Community Connections with Schools

<http://www.sedl.org/connections/>

The Nation's Report Card

<http://www.nationsreportcard.gov/>

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Measuring Success

Identifying outcomes and collecting data to measure the success of literacy strategies can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

- Evidence-based measures to assess students':
 - General reading comprehension.
 - Subject vocabulary.
 - Subject understanding.
 - Subject writing.
 - Reading motivation.
 - Interest-based reading level.
- Teacher assessment of student's overall improvement.
- Teacher self-reports of program implementation and effectiveness.
- Range of materials used for literacy instruction.
 - Basal textbooks, trade books, magazines, internet sources, etc.
- Amount of time spent on subject/vocabulary instruction.
- Professional development sessions on literacy instruction (e.g., strategy instruction, etc.).

Appendices

A. Glossary

B. References

C. Research Alignment

Appendix A: Glossary

Family engagement: a shared responsibility between families, schools and communities for the educational development of children, from birth through adolescence, operating across the various settings where children grow and learn (Harvard Family Research Project, 2010).

Proficient reading level: “Eighth-grade students performing at the Proficient level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content” (NC Public Schools, n.d.).

Appendix B: References

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National Center for Education Statistics (2013). *The nation's report card: A first look: 2013 mathematics and reading* (NCES 2014-451). Institute of Education Sciences, U.S. Department of Education, Washington, D.C. Retrieved from <http://nces.ed.gov/nationsreportcard/subject/publications/main2013/pdf/2014451.pdf>

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Whitehurst, G. J. (2004, April). *Making education evidence-based: Premises, principles, pragmatics, and politics*. Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from <http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf>

Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Center, Y., Freeman, L., Robertson, G., & Outhred, L. (1999). The effect of visual imagery training on the reading and listening comprehension of low listening comprehenders in year 2. <i>Journal of Research in Reading</i>, 22(3), 241-256.</p>	<p>To examine the effectiveness of a representational visual imagery training program on the reading and listening comprehension of a group of poor listening comprehenders.</p>	<p>Total of 66 students; each member of a matched pair was randomly chosen to be in the experimental group (listening comprehension instruction with visual imagery training) or the control group (listening comprehension instruction without visual imagery).</p>	<p>The experimental students significantly outperformed the control students on the Byrne listening comprehension test, $F(1,59) = 6, p = .018$; the experimental group also did better on the Neale Reading Comprehension test, $F(1, 59) = 4.66, p = .035$. The experimental group improved by 12 months, from a reading age of 7 years 1 month to a reading age of 8 years 1 month, while the control group improved by 8.5 months, from a reading age of 7 years 0 months to 7 years 8.5 months.</p>	<p>All four listening comprehension components were taught to both groups while visual imagery training during the comprehension lesson was restricted to the experimental groups.</p>

ELEMENTARY READING GROUPS

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Cervetti, G. N., Barber, J., Dorph, R., Pearson, P. D., & Goldschmidt, P. G. (2012). The impact of an integrated approach to science and literacy in elementary school classrooms. <i>Journal of Research in Science Teaching</i>, 49(5), 631-658.</p>	<p>Teachers either taught an integrated science-literacy unit on light and energy or taught a content-comparable science-only unit on light and energy and provided their regular literacy instruction.</p>	<p>94 4th grade teachers (60 in Fall of 2007, 34 in Spring 2008).</p>	<p>Average scores on the science vocabulary, reading and science tests were higher on the post-test than on the pretest in both the comparison and treatment classrooms. When treatment effects were examined, model 1 results suggested that treatment classrooms scores about 1.5 points higher on the science understanding post-test, which has an effect size of about 0.65. Model 3 indicated that students in the treatment condition scored significantly higher than students in the comparison condition on the science vocabulary measure at post-test; the effect size was</p>	<p>Treatment Intervention: The intervention was designed to engage students in reading, conducting firsthand investigations, discussing and writing in the interest of developing their understandings about light, light interactions and light as energy. Teachers in the treatment group were given integrated science-literacy materials on the topic of light. The treatment unit was 40 sessions in length, made up of 4 investigations – each with 10 sessions. Sessions were designed to be taught in 45-60 minutes.</p> <p>Comparison Group Intervention: Teachers presented content of</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>about 0.23. Model 5 suggested that for reading comprehension, treatment and comparison students did equally well on the post-test. Overall, the results show promising trends on science and literacy outcomes suggesting that integrated approaches benefit student science learning outcomes and student literacy development.</p>	<p>their state science standards related to the topic of light, using regular curriculum materials for the same amount of time each week and for the same duration.</p>
<p>Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. <i>The Journal of Educational Research</i>, 99(4), 232-</p>	<p>To assess whether stimulating reading tasks influenced reading comprehension scores and whether stimulating reading tasks influenced reading motivation scores. Students were</p>	<p>98 students in 3rd grade.</p>	<p>The average reading comprehension post-test score for the low stimulating task group was 467.51, and the mean for the high stimulating task group was 495.75, with an effect size of .71, $F_{\text{change}}(1, 72) = 5.56, p$</p>	<p>All four classrooms participated in an intervention intended to increase reading comprehension. Also, two teachers presented a high number of stimulating tasks (in the form of hands on interactions) related to</p>

ELEMENTARY READING GROUPS



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
246.	placed in two groups: high stimulating tasks and low stimulating tasks.		< .02. After examining the number of stimulating tasks at the individual level it was found that the number of stimulating tasks accounted for 27% of the variance in reading comprehension after accounting for the students' pretest comprehension. The average reading motivation score for the high stimulating tasks group was 8.72 while the average reading motivation score for the low stimulating tasks group was 7.17, with an effect size of .71. The number of stimulating tasks accounted for 22% of the variance in students' reading motivation.	reading and two teachers presented a low number of stimulating reading tasks.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Keehn, S. (2003). The effect of instruction and practice through readers theatre on young readers' oral reading fluency. <i>Reading Research and Instruction</i>, 42(4), 40-61.</p>	<p>Examined the difference in treatment effect when Readers Theater, an interpretative activity in which students repeatedly read a script based on a story in preparation for an oral reading performance, was implemented in two ways as an instructional intervention to promote oral reading fluency in 2nd grade classrooms.</p>	<p>Four 2nd grade classrooms were selected at random; a total of 66 students participated.</p>	<p>Using pre- and post-test mean scores, results indicated that students in both treatment groups made statistically significant growth in oral reading fluency during the 9 week intervention. There was no significant difference in growth between the two treatments. Using paired t-tests, the low ability group made significant gains on all measures except accuracy, the average-ability groups made significant gains on all measures except rate, and the high ability group made significant growth in five areas (retelling, phrasing, expressiveness, Gray Oral Reading Tests and</p>	<p>Readers Theater took place over 9 weeks during the 3rd quarter of the school year. Students in all 4 classrooms received the Readers Theater intervention. Two of the four were randomly chosen to receive implementation of Readers Theater repertory groups plus instruction via weekly mini-lessons and daily coaching in strategies intended to increase oral reading fluency (treatment 1) and two of the four were randomly chose to receive only the Readers Theater repertory groups (treatment 2).</p>

ELEMENTARY READING GROUPS



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			QRI identification tests). Overall, the Readers Theater was shown to produce positive effects on the students.	